



---

QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

---

MIDLINE SURVEY



---

MANUAL FOR KG TEACHER INTERVIEWERS AND VIDEOGRAPHERS

---



MAY/JUNE 2016

# Table of Contents

Table of Contents.....	ii
<b>1 GENERAL INTRODUCTION .....</b>	<b>1</b>
1.1 About the Manual.....	1
1.2 Introduction to IPA .....	1
1.3 Training Objectives.....	1
1.4 Ground Rules for Training.....	2
1.5 Assessing Learning and Performance .....	2
1.6 Administrative Issues .....	3
<b>2 BASICS OF THE QUALITY PRESCHOOL FOR GHANA STUDY .....</b>	<b>3</b>
2.1 The Context of the QP4G Study.....	3
2.2 The QP4G Project .....	4
2.3 Objectives of the QP4G Study.....	4
2.4 Main Features of the QP4G Study.....	4
2.5 Midline Work Plan and Survey Schedule .....	5
<b>3 PROTOCOLS FOR CONDUCTING FIELDWORK.....</b>	<b>5</b>
3.1 Guiding Principles for Interviewers.....	5
3.2 Keys to Successful Interviewing.....	6
3.3 Dealing with Non-Response/Difficult Situations.....	9
3.4 Guidelines for Classroom Observation .....	10
3.4.1 Overview .....	10
3.4.2 Before going to the school .....	10
3.4.3 Setting up the observation.....	11
3.4.4 Conducting the observation.....	12
3.4.5 Completing the observation .....	13
3.4.6 Possible Classroom Situations and Suggested Solutions .....	13
3.5 Obtaining Informed Consent.....	15
<b>4 THE KG TEACHER SURVEY .....</b>	<b>17</b>
4.1 Key Survey Terms .....	17
4.2 Features of the KG Teacher Survey.....	17

<b>4.3 Coding Systems for the Surveys</b> .....	<b>19</b>
4.4 Instructions for the Teacher Survey .....	20
<b>5 USING THE SAMSUNG TABLET FOR DATA COLLECTION</b> .....	<b>25</b>
5.1 Overview of the SurveyCTO .....	25
5.2 Getting Started with SurveyCTO on the Tablet .....	25
3.3 Routing Checks on the Tablets .....	27
<b>6 CONDUCTING THE FIELDWORK</b> .....	<b>27</b>
6.1 General Rules in the Field.....	27
6.2 Midline Team Size and Composition .....	28
6.3 Roles and Responsibilities of Survey Team Members .....	28
6.4 Relationship Between Child Assessors and FS/TLs .....	29
6.5 Expectations from Survey Field Teams and Team Members.....	30
6.6 Daily Procedures for Teams for Fieldwork .....	30
6.6.1 Before actual fieldwork.....	30
6.6.2 During fieldwork .....	30
6.6.3 After fieldwork.....	31
6.7 Logistics for Field Work.....	31
6.8 Frequently Asked Questions and Suggested Responses.....	32

### LIST OF TABLES

<b>Table</b>	<b>Page</b>
1 Overall Work Plan for the Survey	5
2 Descriptions of Possible Situations and Suggested Solutions	14
3 Responsibilities of Survey Team Members	28
4 Field Supplies and Materials	31

# 1 GENERAL INTRODUCTION

## 1.1 About the Manual

The Midline manual for Teacher Interviewers/Videographers provides information on the data collection protocols and guideline for administering the KG Teacher Survey and Video recording. The protocols outlined in this manual are intended to ensure uniformity in the overall fieldwork and data collection processes and structures during the Midline Survey. It integrates both IPA research protocols and the QP4G guideline regarding the teacher interviews and video recording. Trainees who successfully complete the training will work as a team to conduct the teacher interviews and video recording in the selected schools. Well-trained Teacher Interviewers/Videographers are, therefore, essential to the success of the Teacher Survey. The data will be collected and stored using Samsung tablets. Your participation as a trainee is expected to build your capacity in administering the Teacher Survey and conducting classroom observation through video recording. Your attention to details and adherence to the protocols in this manual will help ensure that IPA/NYU has access to good data to measure the effectiveness of the KG teacher training program. We hope you will take as much pride in your work as we take in our hard-working employees. Welcome to the Teacher Interviewers/Videographers training for the *Quality Preschool for Ghana (QP4G) Study*! Welcome to IPA!

## 1.2 Introduction to IPA

Innovations for Poverty Action (IPA) is a US-based non-profit research organization dedicated to creating, evaluating and replicating innovative solutions to poverty and policy problems worldwide. IPA specializes in using the randomized controlled trial methodology to evaluate the impact of development programs. IPA works with development partners and academic researchers to design and rigorously evaluate approaches to solving development problems, and to refine these solutions and their applications together with decision-makers to ensure that the evidence created is used to improve opportunities for the world's poor. IPA works in a variety of fields, including microfinance, agriculture, education, and health.

## 1.3 Training Objectives

By the end of this training, participants will be able to:

- a. Understand the QP4G Study.
- b. State roles, responsibilities and expectations for their involvement in the survey.
- c. Understand the Teacher Survey and Classroom Observation through video recording.
- d. Explain the field operations, survey process, and protocols.
- e. Carry out an effective interview, using the tablet to collect data.

- f. Carry out the survey in the field, following the correct protocols prescribed during the training.

#### 1.4 Ground Rules for Training

The following rules are to be adhered to during the training:

- a. **Attendance:** Attend all training sessions punctually. Attendance will be taken at the beginning of each day.
- b. **Follow the instructions of the trainer.**
- c. Guard the training materials and/or equipment given to you with utmost care.
- d. **Mobile phones:** Switch mobile phones off, to silent or vibration modes.
- e. **Participation:** You are expected to fully participate in all training sessions. Be attentive and take everything you are learning seriously; your participation is key.
- f. **Eating:** Do not eat when training is in session.
- g. Respect one another.
- h. **Ask questions:** Ask questions when you are not clear on something.

#### 1.5 Assessing Learning and Performance

Trainees' learning and performance will be evaluated regularly during training. This is important to assess the progress of the trainees; provide performance feedback to both the trainers and the trainees; as well as help in determining the best candidates for the fieldwork. A number of methods will be used in this training to support and assess learning and to evaluate performance. These are outlined below.

- a. **Quiz:** The quiz helps to review content. The quiz can take any format such as true/false or open-ended questions.
- b. **Performance on interviews:** Data from role-plays and field practice per trainee during classroom sessions and field practice, respectively, will be evaluated.
- c. **Classroom practice:** A number of classroom practices involving video recordings will be conducted during the training. This will give trainees the opportunity to apply what they have learned during the training. Through this, trainers will be able to provide specific and constructive feedback to the trainees. Classroom practices will form the basis for evaluating the performance of video coders.
- d. **Observations:** The behavior and attitude of trainees throughout the training period will be observed and this will form part of trainees' performance evaluation.
- e. **Field practice:** A field practice visit will be organized during the training on 11<sup>th</sup> May 2016 for all Teacher Interviewers/Videographers. This gives the opportunity to apply what the trainee has learned during the training, and for the trainers to provide

specific and constructive feedback to the trainees. The practice session and the feedback help to ensure the transfer of learning to the field survey.

## 1.6 Administrative Issues

To ensure the full attention of all trainees during this training workshop, some questions or issues need to be addressed so that everyone can concentrate more easily.

- a. **Training schedule.** The training will be conducted from 9<sup>th</sup> to 12<sup>th</sup> May 2016 at Jack and Jill School, Ridge. All training start from 9 am and close at 5 pm each day.
- b. **Things to know before starting with IPA**
  - a. **Hard work.** You are expected to work full days; 5 days a week from 8.30 am to 5.30 pm.
  - b. **Accountability.** IPA will hold you accountable. IPA protocols include observing and checking the quality of your work. Take reasonable steps to communicate absences due to sickness, family event, etc. with Team Leader. Multiple unexcused absences or failure to communicate absences can result in dismissal.
- c. **Employment details.** For issues relating to your job at IPA, please note that:
  - a. Your participation in this training is not a definite job offer but provides the basis for determining whether you are qualified for this project. An employment contract will be offered to you only after successfully passing performance assessments during this training. Details of your employment will be provided in your contract if hired.
  - b. You are required to have the following before working with IPA.
    - **Health insurance:** You are required to have a valid National Health Insurance card. Present a photocopy of your NHIS card for evidence.
    - **An active bank account.** If you are hired, IPA will pay you by bank transfer into your account. Make sure your account is active. No field staff will be paid through the accounts of another person! You are, therefore, required to provide your bank account details to project management by the end of this training.

## 2 BASICS OF THE QUALITY PRESCHOOL FOR GHANA STUDY

### 2.1 The Context of the QP4G Study

Recent years has seen a marked increase in both the demand for and the supply of early childhood education services in Ghana. An exploratory study conducted by IPA in 2013 in the Ashaiman neighborhood revealed two key findings: (a) the quality of classroom instruction in preschools was generally low and developmentally inappropriate, and (b) parents' subjective assessment of preschool quality focused on developmentally

inappropriate instruction and on classroom materials and infrastructure. Low quality of classroom instructions in preschools in Ghana has mostly been attributed to the fact that most preschool teachers are untrained or inexperienced, as well as a lack of/inadequate in-service training for preschool teachers. In fact, the results of the scoping study revealed that 69% of teachers have no training in education or childhood development. Moreover, even though governmental systems exist to provide feedback to teachers, such systems are rarely used. Parents' subjective assessment of preschool is visible in their evaluation of quality in terms of material infrastructure and perceived "serious lessons" through repetition of letters and numbers. Collectively, the low quality of preschool classroom instruction has led to inadequate preparation of children to be ready for progression into the primary school system.

## **2.2 The QP4G Project**

In order to address the above policy concerns, IPA, in partnership with researchers from New York University in the United States, seek to improve the quality of kindergarten education through teachers and parents. Specifically, the Project involves:

- a. An 8-day in-service teacher training delivered by the National Nursery Teacher Training Center with monitoring and feedback visits;
- b. A 3-part video and discussion intervention delivered to parents through school Parent-Teacher Association meetings focused on early childhood development and learning;
- c. Evaluating the effectiveness of (a) improving the supply of teacher training, and (b) improving the supply and changing the demand for parental intervention.

## **2.3 Objectives of the QP4G Study**

The primary objectives of the evaluation part of the QP4G Study are to:

- a. test the efficacy of a low-cost in-service kindergarten teacher training intervention on the quality of kindergarten teachers' classroom practices and interactions; children's development, school readiness and learning in preschools in the Greater Accra Region.
- b. test the efficacy of a low-cost parental awareness intervention on changing the parental perceptions and expectations of high-quality kindergarten education.
- c. test the added value of combining a scalable (low-cost) parental awareness intervention with teacher in-service training.

## **2.4 Main Features of the QP4G Study**

The QP4G Study has the following main features:

- a. It is the only such study to be conducted in Ghana by IPA in partnership with researchers from NYU.

- b. It includes standardized instruments (*KG Teacher Survey, Classroom Observation, Child Direct Assessment, and Caregiver Survey*).
- c. Data will be collected using a Samsung tablet based on the SurveyCTO platform.
- d. It includes innovative field protocols (tracking, monitoring, etc.) to support high-quality data collection.

## 2.5 Midline Work Plan and Survey Schedule

The overall work plan for the survey is shown in Table 1. The Midline Survey will be conducted from Monday to Friday during normal school hours. The survey will have an added “mop-up” period of 4 days.

**Table 1. Overall Work Plan for the Survey**

Key Activities	Responsibilities	Key Dates	
		From	To
Training of Midline survey	PI/FM/RA/FM	9 <sup>th</sup> May 2016	12 <sup>th</sup> May 2016
Midline School Surveys	Survey Team	16 <sup>th</sup> May 2016	8 <sup>th</sup> July 2016
Mop up	Survey Team	TBD	

## 3 PROTOCOLS FOR CONDUCTING FIELDWORK

### 3.1 Guiding Principles for Interviewers

The interviewer’s demeanor toward the respondents should be friendly, polite, and empathetic, while at the same time maintaining a professional distance. The following principle should be observed during data collection.

- a. *Maintain neutrality and accepting attitude:* It is extremely important that you maintain neutrality during the interviewing process. Don’t act surprised by their answers. If you express surprise, approval or disapproval about answers given by the respondent, you will influence how they will respond in future questions. The interviewer’s attitude must, therefore, be matter-of-fact and accepting.
- b. *Do not assume:* You must avoid any preconceived ideas about the respondent’s ability to answer certain questions or about the kind of answer s/he is likely to give.
- c. *Keep the tempo of the interview:* You must maintain the tempo of the interview; in particular, avoid long discussions of the questions. If you receive irrelevant or complicated answers, do not break in too suddenly, but listen to what the respondent is saying and then lead him/her back to the original question. Remember you are the person running the interview, and you must be in control of the situation at all times.
- d. *Do not promise anything:* Do not tell a respondent that they will get anything from participating. Do not accept gifts from any respondents, except water. If someone

asks you a question about IPA or our data collection, and you do not know the answer, please give them the RA's contact number.

- e. *Take care of yourself:* The survey process could be stressful and you need to take care of yourself. To manage your stress:
  - a. *Take care of your emotional self.* Get support by talking with someone – your colleague or Team Leader - after a particularly troublesome interview.
  - b. *Take care of your physical self.* Get enough rest and exercise, and eat properly.
  - c. *Take care of your intellectual self.* Think about the goals of the survey. Keep this balanced with your emotional self so one is not overpowering the other.
  - d. *Take care of your spiritual self.* Seek spiritual help according to your beliefs.
- f. *Be honest and professional.* Treat all your respondents with kindness and respect. Remember that they are busy and are doing us a favor.
  - a. Do not ever makeup answers to survey questions. It will be discovered during the auditing process. This will always result in immediate dismissal.

### 3.2 Keys to Successful Interviewing

To ensure the success of the interviews, the interviewer must:

- a. *Build rapport with the respondent.* At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence his/her willingness to cooperate with the survey. You must always establish rapport with the respondent. Establishing a rapport is a continuing process – from the time you meet the respondent, through the interview process to the end/afterward of the interview. To foster rapport, the respondent should:
  - a. *Make a good first impression:* Open the interview with a smile, greeting such as "good morning", and then proceed. Introduce yourself, IPA and explain the purpose of the survey. The introductory sentences at the beginning of each questionnaire should be read exactly as they appear in the questionnaire.
  - b. *Always have a positive approach:* Never adopt an apologetic manner, and do not use phrases such as, "Are you too busy?" Such questions invite refusal before you start. Rather, tell the respondent, "I would like to ask you a few questions" or "I would like to talk with you."
  - a. *Privacy of the respondent.* Ensure the respondent is comfortable with you and the surroundings. Once a respondent has agreed to participate, identify a quiet and private place to conduct the interview. Establishing privacy from

the beginning will allow the respondent to be more attentive to your questions.

- b. *Answer any questions from the respondent frankly.* The respondent may ask questions about the survey or why s/he was selected, be direct, pleasant, and consistent with your answers and kind of information you provide to all respondents.
- b. *Obtain informed consent.* Respondents have the right to refuse participation in the survey. Before conducting an interview, it is essential to obtain their informed consent. *Never begin an interview without obtaining their consent!*
- c. *Maintain confidentiality.* Confidentiality is a crucial part of data gathering. All data obtained during the survey must, therefore, be held ***strictly confidential***. You are therefore required to maintain in strict confidence all information pertaining to respondents.
  - a. Do not interview the respondent in the presence of others. You should constantly emphasize that confidentiality will be protected.
  - b. Assure the respondent that no personally identifiable information will be shared with anyone or to write a report.
  - c. Violation of the confidentiality provision could result in the immediate dismissal or loss of pay for the guilty team member.
- d. *Administer the questionnaire:* The interviewer must:
  - a. Be completely familiar with the questionnaire to administer it efficiently and with self-confidence. Ensure that the respondent understands the response options.
  - b. *Mind his/her speech and be consistent.* Speak slowly and clearly. Ask questions exactly as written. Every question in the questionnaire is standardized and must be kept so.
  - c. *Engage in effective probing.* Probing is a practice employed in interviewing to solicit a more complete answer to a question. Effective probes serve to (1) explore responses that are of significance to a specific question, and (2) seek an explanation where you do not understand the respondent's response to a question, where a response is inconsistent with previous information, where the response does not reveal the reasoning involved or indicate "don't know"/not applicable". Common probing techniques are:
    - *Simply repeat the question:* The respondent may come up with the right answer if s/he hears the question a second time.
    - *Pause:* You should pause for a while (i.e., silent probe) following a respondent's response. Usually, a pause together with an expectant look

or a nod will encourage communication. This prompts the respondent that you are expecting or waiting for additional information and allows the respondent time to collect his/her thoughts and expand on his/her answer.

- *Repeat the respondent's reply:* This is often a very effective way of having the respondent reflect on the answer s/he has just given.
  - *Use neutral questions (i.e., open-ended) or neutral introductions to avoid biasing responses.* Always provide a non-directive clue to the questions to aid the respondent in answering the question. Do not ask leading questions or suggest answers such as "I guess you mean...", as they may influence the respondent. Instead say: "overall, generally speaking ...." For "I don't know", the general rule is to repeat the question. If the respondent still does not know, probe once before recording: *Could you give me your best estimate? Which would be closer?*
- d. *Feedback/encouragement:* This technique involves conveying to the respondent that you understand what he or she has said, and you would like to hear more. Feedback is needed when the respondent needs to focus and get his/her attention back on the question, is digressing from the topic and is performing well: listens attentively and answers appropriately. Vary the type of feedback by using different phrases: "thank you/thanks", "I see", "that is certainly useful/helpful information", etc.
- e. *Recording responses:* When recording the respondent's responses,
- Listen carefully to the respondent's reply during the interview. This can help you in ensuring a smooth interview flow; showing respect for the respondent, and picking up any inconsistencies in the information provided by the respondent.
  - Record the answer correctly.
  - Follow skip patterns carefully, especially when selecting "yes" or "no" options.
  - Strictly follow the specific instructions for each section/question.
- e. *End the interview:* When ending the interview, the Interviewer must:
- a. Thank the respondent for his/her time, co-operation, and assistance.
  - b. Reassure the respondent that all information provided will be held in the strictest confidence.
  - c. Verify that all the sections have been filled out correctly and legibly before leaving.

### 3.3 Dealing with Non-Response/Difficult Situations

The following are examples of the kinds of problems the interviewer may experience in obtaining an interview with an eligible respondent and suggested solutions:

- a. *Eligible respondent not available:* If the eligible respondent is not at school when you visit, ask a senior teacher or any other staff when the respondent will return. You should contact the school at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop trying to contact the respondent.
- b. *Respondent refuses to be interviewed:* The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet the respondent. Introduce yourself and explain the purpose of your visit. Read the informed consent statement. If the respondent is unwilling to be interviewed, it may be that the present time is inconvenient. Ask if another time would be more convenient and make an appointment. When you make an appointment, stick to the time of the appointment.
- c. *Interview not completed:* A respondent may be called away during the interview or may not want to answer all the questions at the time of your visit. If an interview is incomplete for any reason, you should try to arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record on the cover sheet of the questionnaire that the interview is incomplete and indicate the time you agreed upon to revisit the school; you should also report the problem to your Team Leader.
- d. *Respondent incapacitated:* There may be cases in which you cannot interview a respondent because the person is too sick, is mentally unable to understand your questions or because she/he is deaf, etc. In these cases, specify that the respondent is incapacitated on the cover sheet of the questionnaire.
- e. *The respondent consistently gives an incorrect answer:* If the respondent gives an incorrect response, but keeps giving the same answer no matter how many times the question is rephrased, record the answer the respondent gives and continue the interview.
- f. *Uncooperative respondents:* Interviewers should initially be polite but firm as they ask for the respondent's cooperation. Building rapport with the respondent is the first step to avoiding such situations. Apart from building rapport, the following can be done to encourage cooperation during the interview:
  - Informs them that the survey is voluntary.
  - Tells the respondent that s/he can refuse to answer any particular question.

- Assure them that what they say is protected and will be kept private and confidential.
- Explain that their name will not appear in any report and that their responses will be combined with many other surveys.
- Digress a little and discuss issues of interest to the respondent.
- However, if a respondent is upset by a survey or refuses to continue for any other reason, their wishes must be respected. The TL or FS should be alerted.

### **3.4 Guidelines for Classroom Observation**

#### **3.4.1 Overview**

Classroom observations are an important element in QP4G’s study to capture important teacher practices and classroom processes that influence children’s cognitive and social-emotional development. Rather than conducting physical classroom observation, the QP4G Study employs the use of video recording method. The goal of the KG videotaping is to document what is happening in the KG classroom to understand the teacher-child interaction, classroom organization; and instructional support. Thus, the videotaping should focus on both teaching and learning. These objectives will not be achieved if videographers inconsistently videotape lessons. Videotaping a KG requires a tremendous amount of work and represents a huge expense, hence, the procedures are standardized to ensure that the videographer attends to every detail. A single hand-held camera recording [using the camcorder of tablets] will be used for the video recording. The following are guidelines about how to set up, conduct and process the observations through video recording.

#### **3.4.2 Before going to the school**

A day before visiting the school for observation:

- a. The Team Leader should contact the school head and provide reasonable notice of activities of the QP4G Survey team, including the video recording. Arrange a mutually convenient date and time with the school head and the KG teachers is possible.
- b. Make sure you have enough battery power to record the entire class lessons per class or school. Charge the battery of the tablet after each day’s work. This will ensure that you capture the entire class and do not miss anything. You will be asked to re-record any incomplete recording or poorly recorded videos!
- c. Check to make sure that you have enough storage space on the external memory card.
- d. Ensure that the *Video Recording Form* has been downloaded onto the tablet.

- e. Clean camera lens regularly for high resolutions.
- f. Always carry the USB ports of the tablet to the school.
- g. The following camera menu settings should be set as default:
  - Set the default storage medium to the external memory card.
  - Set the default resolution of the camera to 1280x720 to obtain high Definition (HD) video recording. The higher the resolution, the better the quality of the recording.
  - Set the white balance to “auto”.

### 3.4.3 Setting up the observation

Before conducting the actual video recording, the following should be observed:

- a. Arrive before the class starts.
- b. Obtain consent from the school head. Do not take videos in any school without the permission of the school head and/or the KG teacher. As part of the briefing of the school head, obtain verbal consent from the head teacher. Thereafter, administer the *Video Recording Consent* to the KG teacher and obtain his/her consent. When consent is given, respect the school’s policy on videotaping class lessons throughout the period of the recording.
- c. Speak to the KG teacher before the video recording to know the basic structure of the lesson.
  - Find out from the KG teacher about what he or she is planning to do during the lesson – the duration of the lesson; the general outline of the activities of the teacher and children that will take place during the lesson; whether the writing board will be used and whether training and learning materials will be used and where they will be placed.
- d. Determine where to stand to videotape. This will depend on information about what will happen during the lesson and the physical arrangement of the classroom.
  - Examine the physical arrangement of the classroom and establish the best place to position yourself for the videotaping.
    - Position the camera with the main window [of the classroom] at your back, thereby avoiding backlight problems. If possible and with permission of the teacher, close windows and doors as needed to adjust the light and reduce noise.
    - Position yourself (while holding the tablet for videotaping) along the side, 1/3 to 1/2 way back in the classroom. This position allows good views of the board in medium and close-up shots; good shots of the teacher’s and children’s faces in a wide master shot; and allows for

quick panning to the front and rear of the room. Always position the camera in front of the major light source (window) in the classroom. This orientation will minimize overexposure due to backlighting.

- Do not position the camera in the rear of the classroom, as it will only allow you to view the children from behind.
- Do not position the camera in front of the room, as this will result in oblique angles that make it difficult to see what the teacher is doing and to read the board.
- Move desks of the KG children as needed to position yourself at an angle that can capture both the teacher/teaching and the learner (i.e., a larger section of the children in the class). Please note that the desk arrangement in the classroom is critical to the observation. Hence, do not significantly alter the layout of the classroom. Notwithstanding, having few desks rearranged is necessary in order to have better visibility.

#### 3.4.4 Conducting the observation

Recording KG class lessons can be distracting to the children and the teacher. The videographer should ensure that s/he does not unnecessarily move around to disrupt the children/teacher as well as disrupt the videotaping. The video should be recorded directly to the external memory card inserted in the tablet. Remember that the video recording must focus on the *teacher, the child, and the task*. Observe the following guidelines when videotaping the class.

- a. For a lesson that is 30 minutes long, record the entire length; for a longer class (i.e., 1 hour) session, a record until the class is over.
- b. *Taping the teacher*: During the lessons, the teacher will engage in a variety of activities: explain the concepts and procedures, pose problems, assign tasks, ask questions, write information on the writing board, walk around the classroom and assist individual children, etc. It is important to capture:
  - The teacher's activities and behaviors during the lesson.
  - What the teacher is doing, what s/he is saying, and what information s/he is presenting to the class.
  - The teacher if s/he is interacting with the children, even during periods of independent work.
- c. *Taping the children*: When videotaping the children:
  - Capture what they are doing and saying during the whole class interaction when they are working in groups and on their own.

- Capture the activities and behaviors of the children who are both interacting with the teacher as well as those who might be doing different things when the teacher is and is not with them.
- d. *Taping the tasks:* When videotaping the tasks assigned to the children:
- Capture the task they are actually engaged in doing, whether or not it is what the teacher intended.
  - Zoom in close enough to capture what at least a few of the children are working on.
    - i. Try to shoot as many different children's work as possible, without losing track of the teacher.
    - ii. For the ideal close-up shot, stand behind the child (or possibly to their side), zoom in, focus carefully, and film everything they have written.

### 3.4.5 Completing the observation

After videotaping the lesson/class:

- a. Save video, following the approved naming convention.
- b. Complete the *Video Recording Form* and send data to the server. Make sure that the name of the saved video is the same as that of the *video name* generated in the *Video Recording Form*.
- c. Thank the teacher for allowing you to observe and tape his/her class.
- d. The Team Leader should transfer all videos on the external memory card to the Netbook after each day's work.
  - Delete the videos after transferring them to the Netbook to create more space for future videotaping.
  - The Team Leader should save the videos on the encrypted folder created for the video storage.
- e. The Field Supervisor should ensure that all saved videos on the Netbook are copied onto the external hard drive as backups.
- f. NO other person should have access to the video except the Team Leader, Field Supervisor, Field Manager, and Research Associate.

### 3.4.6 Possible Classroom Situations and Suggested Solutions

Table 2 presents some difficult situations in the classroom that are likely to occur during video recording sessions and what to do when they occur.

**Table 2: Descriptions of Possible Situations and Suggested Solutions**

Descriptions of Possible Situations	What To Do
<p>A teacher at the front talking -</p> <ul style="list-style-type: none"> <li>▪ One student is at the board working on a problem and talking publicly.</li> <li>▪ Rest of the class working individually at their desks.</li> </ul>	<p>Focus on the teacher and the student at the board, but find a chance to document what other children are doing.</p>
<ul style="list-style-type: none"> <li>▪ The teacher walks around assisting the children privately and talks to the whole class from time to time;</li> <li>▪ One child at the board working on a problem;</li> <li>▪ Rest of the class working individually</li> </ul>	<p>Document how the teacher instructs individual children, but document the child at the board and the information on the board when there is a chance</p>
<ul style="list-style-type: none"> <li>▪ Teacher stays at the teacher desk assisting children privately</li> <li>▪ Rest of the class working on their own</li> </ul>	<p>Document how the teacher instructs individual children (move close to them) and document what other children are doing</p>
<ul style="list-style-type: none"> <li>▪ Every group works on the same task;</li> <li>▪ The teacher walks around assists each group</li> </ul>	<p>Document how the teacher assists individual groups (follow the teacher) and also document some groups when the teacher is not with them</p>
<ul style="list-style-type: none"> <li>▪ Every group works on different tasks;</li> <li>▪ The teacher walks around and assists each group</li> </ul>	<p>Document how the teacher assists each individual group (follow the teacher) and also document every different group work</p>
<ul style="list-style-type: none"> <li>▪ Every group works on a different task,</li> <li>▪ One group works outside the classroom</li> <li>▪ The teacher walks around and assists each group</li> </ul>	<p>Same as above but find a chance to document the group outside</p>
<p>Whole class leaves the classroom and work outside</p>	<p>Follow the class and videotape outside.</p>

### 3.5 Obtaining Informed Consent

Ethical practices and respect for persons require that people are given adequate information to allow them to make an informed and voluntary decision whether or not to participate in this survey. Informed consent is intended to inform a potential respondent about the purpose, risks, potential benefits, confidentiality, compensation, contact information for questions, and conditions of participation in the study. To obtain informed consent, the informed consent statement should be read [verbatim] to the respondent in a manner that is understandable so that s/he can make an informed decision. Informed consent should be understood as an on-going process and should not be intended to be a one-time act of having a potential respondent sign a form. When the respondent agrees to be interviewed, get his/her signature, and give him/her a copy of the *Informed Consent Form*. If the respondent refused to consent to participate in the survey, the interviewer should be polite and thank the person for their time.

#### Consent Form Statement – KG Teacher Survey

Good day, my name is [NAME OF INTERVIEWER]. I work with Innovations for Poverty Action (IPA) here in Accra. IPA is working with researchers at New York University in the United States, Ghana Education Service, and the National Nursery Teacher Training Centre, Accra to learn about how to provide kindergarten teachers with effective training and support so they can best teach young children to learn. We have received official permission from the Ghana Education Service (and your school head) to conduct this survey. Our research team wants to learn from you. Even though the study may not directly benefit you, the information you share with us will contribute to the improvement of kindergarten education in the region.

I would like to invite you to participate in a survey about your background; participation in in-service training; work conditions; well-being; perceptions of early childhood development and teaching knowledge. This should only take about 1 hour and we will collect this data electronically. Rest assured that this information will be fully confidential and not shared with the school headteacher, other staff or parents in a manner that identifies you.

Please note that your participation in this study is voluntary. You do not have to participate if you do not want to and there is no known risk to you from participating. If you agree to take part in this survey, your answers to all questions will remain strictly confidential. Neither your name nor any other personal information about you or your school will be used in reports. You may refuse to answer any of the questions and you may end the interview at any time; however, your decision will not in any way affect you or your school.

If you have any questions, comments, or concerns about taking part in this study, you should first talk to me. If you have additional questions, you may also contact the IPA Research Associate, Edward Tsinigo at [0203899660] to ask questions you may have about this research.

Do you have any questions that I can answer?

Do you agree to participate in this survey?

1.  Yes

2.  No → END SURVEY.

\_\_\_\_\_  
Name of KG Teacher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Interviewer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Consent Form Statement – Videotaping

Good day, my name is ..... I work with Innovations for Poverty Action (IPA) here in Accra. IPA is working with researchers at New York University in the United States, Ghana Education Service and the National Nursery Teacher Training Centre, Accra to learn about how to provide kindergarten teachers with effective training and support so they can best teach young children to learn. We have received official permission from the Ghana Education Service (and your school head) to conduct this survey. Our research team wants to learn from you. Even though the study may not directly benefit you, the information you share with us will contribute to the improvement of kindergarten education in the region.

As part of our goal in promoting high-quality classroom instructions at the kindergarten level, we have found it helpful to make video recordings of class lessons at the kindergarten level. The video recordings will help us understand how KG teachers interact with students in the class. We are not reporting on individual teachers; neither are we sharing this video with other schools or GES. We would like you to teach your class exactly as you would teach in regular circumstances. The video recording will take about 1 hour per kindergarten class. The recording will only be used by IPA to aid in providing quality teacher training programs in Ghanaian schools.

Do you have any questions that I can answer?

Do you agree to participate in this survey?

1.  Yes

2.  No → END SURVEY.

\_\_\_\_\_  
Name of Head Teacher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Videographer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## 4 THE KG TEACHER SURVEY

### 4.1 Key Survey Terms

The KG Teacher Survey has a number of standardized terms that runs through the survey. These are:

- a. *Eligible respondent*: Any capable school proprietor and/or head teacher who can provide accurate information about the eligible schools. You can administer the survey to only eligible respondents.

*Kindergarten*: A kindergarten is a preschool educational system (before basic school in Ghana) that prepares children as part of their transition from home to school.

- b. *A mother tongue language*: A mother tongue language is the language or are the ethnic group languages a person has learned from birth or within the critical period, or that a person speaks the best.
- c. *KG teacher*: The KG teacher is the primary respondent for the KG Teacher Survey - the primary class teacher responsible for a particular KG class.
- d. *KG Attendant*: KG attendants are untrained teachers for KG children.

### 4.2 Features of the KG Teacher Survey

The KG Teacher Survey has the following features:

- a. *Cover page*: The cover page of the surveys contains information about the respondent's ID, date of interview, district code and name, locality, school ID and name, and time interview started. This information must be filled completely before starting the actual questions. While some of the fields will be auto-populated, the interviewer will be required to fill the rest.
  - a. If the respondent did not give consent, then the interviewer will automatically skip to the end of the questionnaire and the interviewer's time in the school or with the respondent is over. You will then proceed to the next school or respondent.
- b. *Each instrument has labels*: These labels are a kind of a heading/section and are not meant to be asked or spoken aloud during the interview. However, the interviewer must introduce the section to the respondent.
- c. *Questions*: Question should be read clearly to the respondent. The responses are either text, requires specific values (such as dates, percentages, etc.), or are completed by checking one of the possible response options.
- d. *Instructions for Interviewer*: Instructions for interviewers are in CAPITAL letters and should NOT be read to the respondent. Instead, text is written in lower case (small) letters SHOULD be read directly to the KG teacher. Specific phrases have been used

as instructions for the interviewers and include “DO NOT PROMPT”; “READ ANSWER CHOICES”; “MARK ALL THAT APPLY”; and READ OUT CATEGORIES.

QNo.	Question	Coded Responses	Skip To
C11.	What is the main mother tongue languages?  <b>DO NOT PROMPT. CHECK ALL THAT APPLY.</b>	1. <input type="checkbox"/> Twi 2. <input type="checkbox"/> Ga 3. <input type="checkbox"/> Dangme 4. <input type="checkbox"/> Ewe 5. <input type="checkbox"/> Hausa 6. <input type="checkbox"/> Other _____	

- e. *Skip patterns*: A skip pattern is when certain questions are not asked because they are not relevant to that respondent, based on a previous response. A skip pattern may be directed to a question, multiple questions, and the rest of a section or a whole section. This way, the respondents do not have to answer unnecessary questions and the interview takes less time. Skip instructions are automated in the survey CTO but are usually shown in the far right column in the paper version. When using the paper version, carefully observe the skip patterns.

QNo.	Question	Coded Responses	Skip to
C06.	Do you have any education or training in early childhood development?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -999. <input type="checkbox"/> Refuse to answer	→C09 →C09

- f. *Answer modality or core*: These are possible answers or options for each question. The interviewer selects answer code, which is closest to the respondent’s answer (e.g., 1 for **C02**). However, some questions do not have modalities and therefore require measure units to be used in the answer (e.g. percentage, year, etc.) [e.g. *Age for C01*].

QNo.	Questions	Coded Responses	Skip to
C01.	How old are you? <b>IN COMPLETED YEARS.</b>	[__ __]	
C02.	Does any household member own a working box iron or electric iron?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

- g. *Numeric/quantity questions*: The nature of responses to questions requiring numeric responses depends on the number of digit number. Depending on the number of response(s) required for the numeric questions, the SurveyCTO program allows for the maximum number of digits permissible. For example, the question “How many children (less than 18 years) live in your household?” requires a two-

digit number, e.g. 09. You cannot enter more than two digits for this question. For numerical responses requiring digits with leading zeros, the program automatically ignores such leading zeros. For instance, in the above case, the actual record becomes 9 and not 09.

QNo.	Question	Coded Responses	Skip to
D01.	How many children (less than 18 years) live in your household?	[__ __]	

- h. *One response*: Some questions require a single response to a question. Tick the box corresponding to the appropriate answer and continues to the next question if there are no skip patterns.
- i. *Multiple responses*: Two main types of multiple response categories are used in the surveys based on the response type/ instruction:
  - a. **“READ CATEGORIES TO RESPONDENT”**: The interviewer needs to read each category and wait for the respondent’s answer before going on to the next one. Tick the box corresponding to the appropriate answer and continues to the next question.
  - b. **“DO NOT PROMPT”**: The interviewer should not read the responses. Listen carefully to the respondent and tick the box corresponding to the responses.
- j. *Likert-type questions*: Likert-type questions require that the interviewer record the responses to two or more similar questions at the same time. The responses to all the questions/statement/items are the same. The interviewer ticks the appropriate box corresponding to the respondent’s answer. Show the option card to the respondent [for the Teacher Survey].
- k. *Other question/response formats*: For questions with choices like “other”, if the respondent’s reply does not fit in the list of pre-coded responses, the interviewer must tick the “other” box and give details briefly in the space provided. Moreover, for “Do not know” responses, the interviewer must engage in effective probing.

### 4.3 Coding Systems for the Surveys

The coding systems for Midline surveys depend on the type of survey.

- a. **Teacher ID**: The teacher ID comprises the district code, school code and teacher code. The teacher code comprises the KG class and the teacher code. Hence, the teacher code for a KG 1 teacher is [1\_]1\_] and that of a KG 2 teacher is [2\_]1\_]. For a combined KG, the code is [3\_]1\_]. The teacher ID for a KG 1 teacher is [1\_]0\_]4\_]1\_]1\_]1\_]. Note that for old teachers, the Teacher ID will be preloaded.

- b. **Naming regime for video recordings:** The convention for naming recorded videos will be based on the teacher ID plus the date the video was recorded. The data should follow the British System. For example, 104111.01-08-2015. This naming conversion applies ONLY to lessons, which are 1-hour long. However, class lessons, which are 30 minutes, only should follow the following conversion. If two videos are recorded per KG class, the letters “A” and “B” [CAPS ONLY] should be added to the teacher ID before the date. An example is 104111A.01-08-2015 and 104111B.01-08-2015.

#### 4.4 Instructions for the Teacher Survey

**Identification:** This section provides information on the interviewer, teacher, school, and district. Some fields are preloaded and will be automatically generated once the interviewer enters the school ID. The preloaded information is ID of the school, district code, and name, school name and type of school. However, the remaining fields require the interviewer to enter the required information.

**Consent:** Administer the consent statement to the caregiver. If the respondent agrees to participate in the study, select “yes” for B01 and continue with the interview; otherwise select “no” and complete questions B02 to B04. If the target respondent agreed to participate, let him/her sign the consent statement and give a copy to him/her. If the respondent refuses to participate, thank the respondent for his/her time after completing B02 to B04.

#### Section C: Background Characteristics

**C03** asks about the number of years and months that the respondent has been the caregiver of the child. Years/age should be in completed years; the year as of the child’s most recent birthday. A number of months should be less than 12 months.

#### C12 – C14: Level of proficiency

For this study, language proficiency is described in terms of understanding, speaking, and writing at the levels of none, basic, intermediate, and proficient.

- **Basic:** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- **Intermediate:** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal

interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

- **Proficiency:** Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

#### **Section D: Household Wealth/Poverty Status**

##### **D06: How many members does the household have?**

This question asks about the number of people who are members of the household. Do not prompt. A household is usually defined as a group of people living together, even if not relatives of each other, who share food from the same pot and are answerable to the same household head. Note that there can be more than one household living in a dwelling or house. A household is therefore positively identified if the answer to all of the following questions is “yes.”

- a. Do the individuals under consideration reside in the same compound/structure(s)?
- b. Are they answerable to the same head?
- c. Do they share the same pot of food? If the answer is “no” to any of these questions, then the individuals do not comprise a single household.

The following examples are therefore given as guidelines:

- a. In general, a household consists of a man, his wife, his children, and some other relatives or a house-help who may be living with them.
- b. Treat as one household the case in which a man lives with more than one wife and their children in the same residence and eats successively with each wife in turns.
- c. If a man does not live in the same residence as his wife or wives, then the man and his wife/wives must be considered as separate households. Any children and others must be included in the household in whose residence they sleep. Thus, if a man and his wife live in different residences.

**D07: Are all household members ages 5 to 17 currently in school?** This question refers to full-time education in an educational institution such as nursery, kindergarten, primary, middle, JSS, vocational, commercial, technical, agricultural, SHS, teacher-training college, university, or similar types of schools where a person spends or has spent at least four hours a day receiving general education in which the emphasis is not on vocational skills nor trade training. It excludes night schools, trade schools such as catering schools, motor-driving schools, adult-literacy schools, etc. It also excludes on-the-job training establishments like commercial-bank training school and labor college.”

#### **D08: Can the male head/spouse read a phrase/sentence in English?**

This question asks about the literacy status of the male head/spouse in the household. Ask the respondent whether the male head can read English. The male head/spouse is defined as:

- a. The household head, if the head is male. The *household head* is the person acknowledged as such by members of the household. The person who assumes responsibility for decision-making (i.e., the authority figure) in the household. The person could be male or female. There should only be one head of the household. In the absence of the head of the household, another person can assume decision-making responsibility (the acting head of household);
- b. The spouse/partner/companion of the household head, if the head is female;
- c. Non-existent, if the head is female and if she does not have a spouse/partner/companion who is also a member of the household.

#### **D09: What is the main construction material used for the outer wall of your house/dwelling?**

This question asks about the predominant material that the outer walls of the dwelling are composed of. If there is more than one kind of material making up the outer walls, record the main wall material (the material that covers the largest amount of wall space).

#### **D10: What type of toilet facility does the household usually use?**

This question asks about the particular toilet facility being used by the household:

- a. *No toilet facility* refers to when there is no toilet facility of any kind for the use of the household. It includes the free-range method of excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush, field, or ditch, and defecation into surface water (drainage channel, beach, river, stream, or sea).
- b. A *pit latrine* uses a hole in the ground for excreta collection and may have a squatting slab, platform, or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
- c. *Bucket/pan* refers to the use of a bucket or other container for the retention of feces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
- d. A *private toilet* is one that is used exclusively by the interviewed household and is not shared with members of any other households. In contrast, a public toilet is one that is shared by the household with members of other households and/or for a fee.

- e. *KVIP* stands for *Kumasi Ventilated Improved Pit*. A *KVIP* is a pit latrine with a ventilation system through a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark
- f. A *water closet* (*WC*) is a flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odors.

**D11: What is the main fuel used by the household for cooking?**

This question asks about the main fuel used by the household for cooking and not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. Tick the box corresponding to the appropriate answer.

**D12: Does any household member own a working box iron or electric iron?**

This question asks about the particular toilet facility being used by the household. An electric iron that is not currently in use due to a lack of electricity may still be counted as working if the respondent answers the scorecard question in the affirmative. Working box irons or electric irons that are used partly or exclusively in a business run by the household are to be counted. However, a working box irons or electric irons that are jointly owned by members of more than one household are NOT to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

**D13: Does any household member own a working television, video player, VCD/DVD/MP3/MP4 player/iPod, or satellite dish?**

This question asks about whether any household member owns a working television, video player, VCD/DVD/MP3/MP4 player/iPod, or satellite dish. For any of these items to be counted, it should be working. Working televisions, video players, VCD/DVD/MP3/MP4 player/iPods, or satellite dishes that are used partly or exclusively in a business run by the household are to be counted. However, working televisions, video players, VCD/DVD/MP3/MP4 player/iPods, or satellite dishes that are jointly owned by members of more than one household are not to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

**D14: how many working mobile phones do members of the household own?**

This question asks about the number of working mobile phones owned by members of the household. A mobile phone that is not currently in use due to a lack of battery power, subscription, or minutes may still be counted as working. Working mobile phones that are used partly or exclusively in a business run by the household are to be counted. However, working mobile phones that are jointly owned by members of more than one household are NOT to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

**D15: Does any household member own a working bicycle, motorcycle, or car?**

This question asks about whether any household member owns a working bicycle, motorcycle or car. A motorcycle or car that is NOT currently in use due to a lack of fuel may still be counted. Working bicycles, motorcycles, or cars that are used partly or exclusively in a business run by the household are to be counted. However, working bicycles, motorcycles, or cars that are jointly owned by members of more than one household are NOT to be counted as owned by the household being interviewed. Tick the box corresponding to the appropriate answer.

**Section E: Food Security (Household Hunger Scale [HHS])**

**E01: In the past 4 weeks (30 days), was there ever no food to eat of any kind in your house because of a lack of resources to get food?**

This question asks about a situation in which there is no food of any kind to eat in the house because was not available to household members through usual means (e.g., through purchase or barter, gifts, from the garden or field, from storage structures). If the respondent's response is "YES", ticks 1 and continues to **E02**. Otherwise, skip to **E03**.

- a. The word "*food*" means all foods, i.e., anything that is edible, not just the staple starch. Staple starch includes food such as cassava, plantain, millet, sorghum, yam, maize, beans, bread, rice, maize, etc.
- b. *No food to eat of any kind* means that the food was not available in the household and could not be accessed by the household's usual means (e.g., through purchase, from the garden or field, from storage, gifts).
- c. The *house* refers to the physical structure (dwellings) where the household or people resides (i.e., the house itself and any storage structures). A dwelling includes all types of structures and may consist of a room inside a house, a group of houses, a multi-storied house, or a hut or group of huts.
- d. *Lack of resources* refers to the lack of money to buy food or the inability to produce or barter for food.

**E02: How often did this happen in the past 4 weeks (30 days)?**

This question asks about how often a reported condition occurred during the previous 4 weeks or 30 days in the household. Read out the options and tick the box corresponding to the appropriate answer.

**E03: In the past 4 weeks (30 days), did you or any household member go to sleep at night hungry because there was not enough food?**

This question asks whether the respondent or other household members felt hungry at bedtime because they did not have enough food to eat during the day and evening. If the respondent's response is "YES", ticks 1 and continues to **E04**. Otherwise, skip to **E05**. To be "hungry" is to have a compelling need or desire for food, to have a painful sensation, or to

be in a state of weakness caused by the need for food. A hungry person is not necessarily one who has not eaten at all; food eaten may not have been enough to fill the belly.

**E04: How often did this happen in the past 4 weeks/30 days]?**

This question asks about how often a reported condition occurred during the previous 4 weeks or 30 days in the household. Read out the options and tick the box corresponding to the appropriate answer.

**E05: In the past 4 weeks (30 days), did you or any household member go a whole day and night without eating anything at all because there was not enough food?**

This question asks whether any household member did not eat from the time they awoke in the morning to the time they awoke the following morning because there was not enough food. A person who chooses not to eat for a whole day for reasons other than lack of food (for example, if fasting or on a diet) should NOT respond "Yes" to this question. If the respondent's response is "YES", ticks 1 and continues to E06. Otherwise, skip to E07.

**E06: How often did this happen in the past 4 weeks (30 days)?**

This question asks about how often a reported condition occurred during the previous 4 weeks or 30 days in the household. Read out the options and tick the box corresponding to the appropriate answer.

## **5 USING THE SAMSUNG TABLET FOR DATA COLLECTION**

### **5.1 Overview of the SurveyCTO**

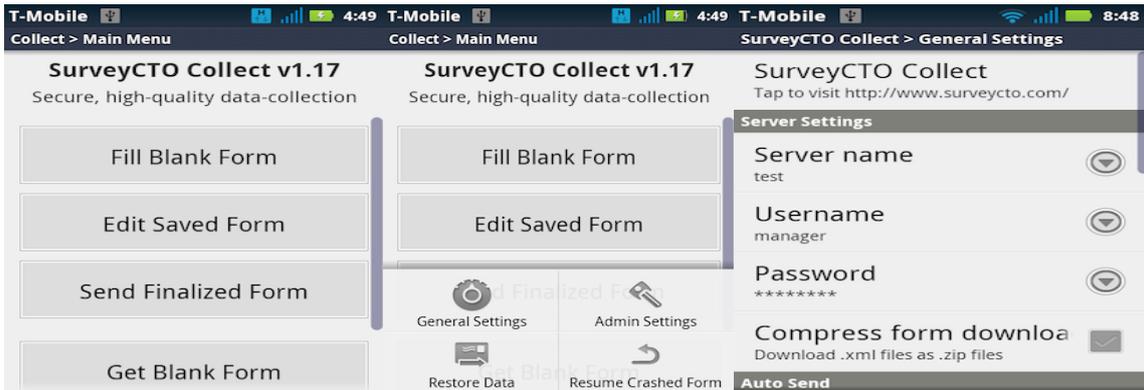
The KG Teacher Survey will be administered using a Samsung tablet, based on a computerized program – SurveyCTO. SurveyCTO is a product that helps to capture, transport, and process data. SurveyCTO makes sophisticated, high-quality electronic data collection as simple as possible. It is based on open data kit, an open-source platform for electronic data collection used in thousands of surveys around the world. The tablet does not require an internet connection to input data into it. This technology reduces the time it takes to clean and download data and analyze the survey results. You are therefore required to know how to use the tablet for the survey.

### **5.2 Getting Started with SurveyCTO on the Tablet**

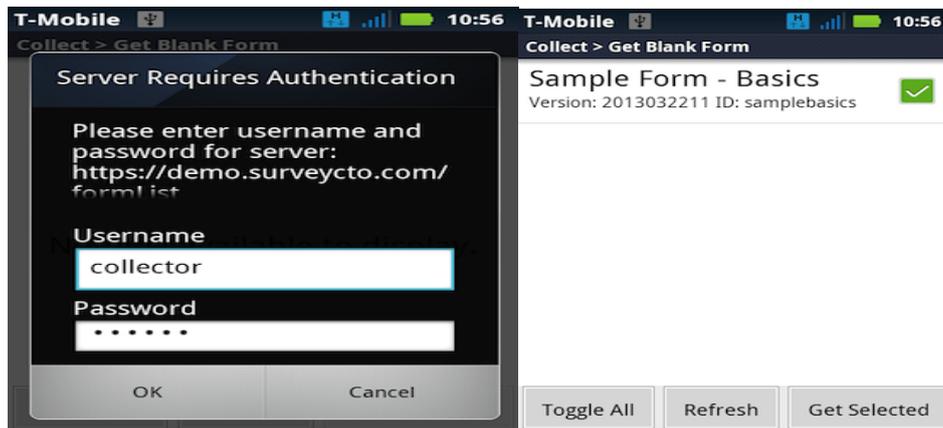
You are required to observe the classroom processes and activities in the recorded videos and record the responses directly into the tablet using SurveyCTO. You are allowed to use a paper backup if for some reason the tablet is not working. Notwithstanding, the Field Manager will have additional tablets as back up. The paper version of the TIPPS Observation Form will only be used when the backup tablets are non-functional. The following procedures provide the steps to using the SurveyCTO.

1. Run SurveyCTO Collect on the Samsung tablet device. From the main menu, click your device's menu button, then click *General Settings*. Ensure that the server name is *imppreschool* and the username is "*manager*". Note that, no interviewer is

permitted to modify these settings. Your only duty is to ensure that the server name and username are as stated above.



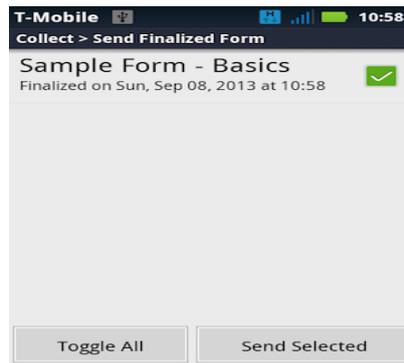
2. Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample - Basics*, and press *Get Selected*. The form you will see for the video coding is *KG Teacher Survey FU1*.



3. Go back to the main Collect menu, choose *Fill Blank Form*. Fill out the sample forms i.e., *KG Teacher Survey FU1*. To navigate through the forms, swipe the screen to go backward to previous and forward to next. Provide the record for each information or question following the *instructions* provided in the previous sections. Take note of error warnings (e.g., required fields, answers must be within a particular range, etc.). The team leader should edit the form before sending to the server.



4. Back on the main Collect menu, choose to *Send Finalized Form*. Check the listed form and click *Send Selected*.



### 3.3 Routing Checks on the Tablets

Every team member will be given a Samsung tablet with a case and a charger. In order to ensure proper functioning of the tablet:

- a. Always carry the charger for the tablet with you when in the field.
- b. The Bluetooth and GPS are turned off.
- c. The internet is turned on [only] before sending data to the server.
- d. Always ensure the date and time on the phone are correct.

It is the responsibility of each survey team member to ensure that the tablet is maintained and is in good condition. You are therefore required to do the following:

- a. Keep the phones in a safe place. Avoid keeping them close to liquids.
- b. You should be careful where you place them. You will be charged with any damage caused to the tablet due to your negligence.
- c. Report to the Field Manager immediately you find a fault with your tablet.
- d. Make sure to switch your tablet off after usage at the end of the day.
- e. Do not overcharge the tablet as this can weaken the battery.

## 6 CONDUCTING THE FIELDWORK

### 6.1 General Rules in the Field

Every team member represents the face of our work. The manner in which a team member conducts his/herself before, during, and after interviewing respondents is extremely essential to ensuring the credibility of the survey and IPA. As a general rule,

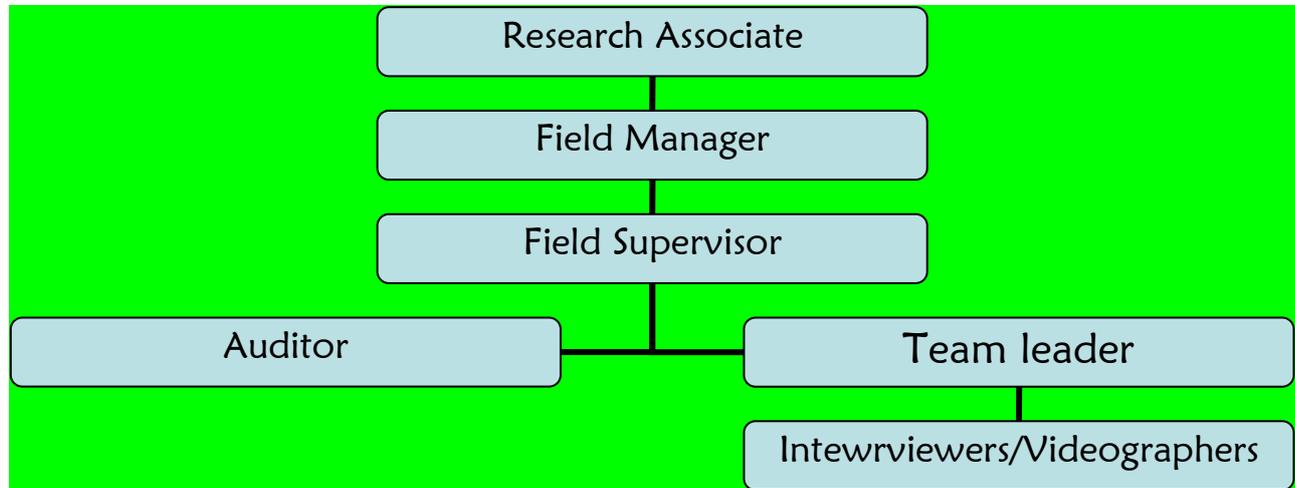
- a. ***Be courteous, attentive, and professional.*** Never yawn during the interview, refuse break when asked, use judgemental language, eat in front of the respondent, receive calls during interviewing (except urgent calls from TL, FS, FM or RA), ask questions that are not in the survey, be funny or sarcastic or try to hurry the respondent.

- a. The respondents are taking time out of their day to talk with you and it is important that you show them courtesy and respect.
- b. Contact the Project Management team when any important issues arise.
- c. **Be presentable.** Make a good impression by dressing appropriately and neatly.
- d. **Punctuality.** Arrive at the stated time and value the respondent's time.
- e. **Mannerism.** No eating in front of the respondent while interviewing.

## 6.2 Midline Team Size and Composition

The success of the Midline survey depends on many different people. The Midline Survey has a survey supervisory and monitoring team as well as the survey field team. The survey supervisory and monitoring team comprising the Research Associate (RA), Field Manager (FM), and Survey Coordinator (SC). The survey field team, in turn, comprise six (6) teams. The total number of the field staff is 40; made up of child assessors, teacher interviewers, field supervisors, and team leaders. Each survey team will comprise of 3 KG child assessors, a teacher interviewer, and a team leader. The field supervisors and team leaders' positions are predetermined. However, the selection of child assessors and teacher interviewers will be based on performance during the training. Figure 1 shows the structure of the survey team.

Figure 1. Organizational Chart for the Survey



## 6.3 Roles and Responsibilities of Survey Team Members

The success of the survey depends on each survey team member. The roles and responsibilities of the survey team members are presented in Table 3.

Table 3. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks
Field Supervisor (FS)	The QP4G Field Supervisor will supervise the follow-up data collection activities involving <i>Kindergarten Teacher Surveys</i> and <i>Classroom Observations</i> as well as <i>Child Direct Assessments</i> . The Field Supervisor will manage four (4) survey teams; being

	<p>responsible for the quality and progress of field activities in accordance with prescribed IPA and QP4G data collection protocols. In this role, you will:</p> <ul style="list-style-type: none"> <li>▪ Plan, coordinate, and train survey teams in conducting follow-up survey activities;</li> <li>▪ Monitor and assess the quality of the work of survey teams, team leaders, and interviewers;</li> <li>▪ Monitor the condition of survey supplies and equipment among survey teams.</li> <li>▪ Maintain team motivation and morale and foster team spirit;</li> <li>▪ Manage field records such as survey tracking forms and surveyor attendance.</li> <li>▪ Perform other duties, as assigned by the Field Manager or Research Associate.</li> </ul>
<b>Team Leader</b>	<p>The QP4G Team Leader is responsible for managing a survey team and maintaining high-quality data collection during the follow-up surveys. In this role, you will:</p> <ul style="list-style-type: none"> <li>▪ Manage team-level field activities in accordance with IPA/QP4G survey protocols;</li> <li>▪ Monitor and assess the quality of the work of interviewers;</li> <li>▪ Ensure that field staff have sufficient field supplies and equipment;</li> <li>▪ Solve and communicate all problems with team members;</li> <li>▪ Edit all administered surveys for the surveyors;</li> <li>▪ Manage field records such as survey tracking forms and surveyor attendance.</li> <li>▪ Perform other duties, as assigned by the Field Manager or Research Associate.</li> </ul>
<b>Interviewer or Videographer</b>	<p>The Interviewers are responsible mainly for administering the KG teacher surveys and videotaping of KG class sessions according to IPA data collection protocols. Specifically, they will:</p> <ul style="list-style-type: none"> <li>▪ Conducts in-person interviews with KG teachers as assigned by the Team Leader;</li> <li>▪ Videotape two KG class sessions in each school;</li> <li>▪ Ensures that surveys are administered in an ethical, honest, and rigorous manner;</li> <li>▪ Adheres to all other IPA survey protocols;</li> <li>▪ Maintains confidentiality of data gathered;</li> <li>▪ Performs other duties that may be assigned to him/her.</li> </ul>

#### 6.4 Relationship Between Child Assessors and FS/TLs

Child Assessors should always follow the advice given by the TL/FS. Your FS and TL are the links between the field survey team and IPA. Team members will receive instructions from the Team Leader and inform him/her of any difficulties or problems encounter on the field. To ensure a smooth team cohesion,

- a. The FS/TL provides the Child Assessors with all the assistance needed during problems or difficulties in the field.
- b. The FS/TL provides feedback. If the Child Assessor does not understand a procedure or the meaning of a question in the questionnaire, s/he should ask the TL for an explanation. The TL, in turn, consults the FS/FM for clarifications and feedback.
- c. The TL takes care of the team. Any issues or disputes should be reported to the TL who will then inform the FS.
- d. If a Child Assessor has to leave the field due to an emergency or health-related matter, inform the TL, who will then obtain permission from the FS or survey management team.

## **6.5 Expectations from Survey Field Teams and Team Members**

- a. The duration of the Midline is two months, i.e., 8 weeks or 40 working days.
- b. Each school survey team will be tasked to complete 1 school/day; 5 schools/week and 40 schools by the end of the survey period.
- c. Each Child Assessor completes 5 child assessments per day, 25 per week and 200 by the end of the survey period.
- d. Each Interviewer/Videographer completes 2 interviews and 2 classroom observations per day; 20 per week and 160 by the end of the survey period.

## **6.6 Daily Procedures for Teams for Fieldwork**

### **6.6.1 Before actual fieldwork**

- a. Team leaders make contacts with school heads to arrange for the assessment.
- b. Team leader ensures that all necessary assessment kits and other survey logistics for the team are ready and in good conditions.

### **6.6.2 During fieldwork**

- a. Each team visits the assigned school under the leadership of the Team Leader.
- b. Team leaders obtain data on all NEW sampled KG children to be assessed in a particular school and assign the children to the child assessors.
- c. Child Assessors carry out the direct child assessment as assigned by the Team Leaders.
  - The Team Leader should give the list of sampled children to the KG teacher so that the KG teacher calls out the children in turns for assessment.
  - Every child assessor should verify the identity of the child before beginning the assessment.

### 6.6.3 After fieldwork

- a. Team leader reviews/edits the works of the Child Assessors within the school after each day's work and send the data to the SurveyCTO server.
- b. Teams meet at the end of each survey day to discuss the day's work, challenges, and way forward. The team leader addresses the concerns of the team members and direct issues beyond his/her scope to the Field Supervisor/Field Manager/Research Associate.
- c. The Team Leader will manage all the forms required. All necessary field documentation should be submitted to the team leader for onward submission to the Field Manager. The Field Manager should keep track of all completed surveys and forms during the course of the survey.

### 6.7 Logistics for Field Work

Transport allowance is provided for as part of the per diem for your field activities. Where there is strong evidence that the transport allowance of GH¢ 15 will be exceeded in an attempt to track a school, inform your Team Leader, who will also inform the FM before making such expenses. No allowance for accommodation will be provided for field staff. The security of the field survey teams should be ensured and not taken for granted. Your security is paramount to the success of this survey. Be safe! Adequate protection should be made to protect yourself and the data collection tools/equipment against the weather. Before leaving for the field, every survey team should be resourced with survey supplies and materials (Table 4). You are responsible for all items that IPA provides you for the fieldwork. You should treat such supplies/equipment as if they are your own! When you receive/return your supplies/equipment, you will sign an equipment/material sign-out sheet. Between the sign-in and sign-out times, you are fully responsible for any loss, damage, or theft that occurs to the items. This means you must pay for a replacement or provide a replacement if IPA determines that loss/damage has occurred.

**Table 4. Field Supplies and Materials**

Item	Number Required
Tablet, charger, and case	1 per team member
Letter to school authorities	1 per school
Identification card	1 per team member
Informed consent script	1 per respondent
Field manual	1 per team member
Respondent's gifts (flip chart)	1 per school
Bag for field supplies/materials	One per team member
Paper version of questionnaires ( <i>in case of tablet malfunction</i> )	3 per survey team
First Aid box	1 per survey team
A job aid for teacher interviewer	1 per teacher

Survey movement plan/schedule	1 per survey team
List of districts/schools	1 per survey team
Field activity report template	1 per survey team

## 6.8 Frequently Asked Questions and Suggested Responses

The following presents frequently occurring questions and responses.

**Question 1: *What if it is raining?*** IPA works every workday, regardless of weather. Rainy days can be great for surveying because people are less busy. Find a sheltered spot during storms, and when the rain is lighter, continue. We advise you to carry a raincoat, and wear clothing that can get a little wet, when in the field.

**Question 2: *What are you using these data for?*** We are collecting these data as background for possible future research. It will also help us and the government to understand issues surrounding preschool [kindergartern] classroom instruction quality and how to support kindergarten teachers with effective training and support so they can best teach young children to learn.

**Question 3: *Will we get anything from you?*** Our organization is a research organization, and we are just collecting data. This study will not directly benefit you. However, the information you share with us will help us answer very important questions about teachers' and children's experiences in school and is expected to contribute to the improvement of education in Ghana.

**Question 4: *Can I interview any teacher or child if the primary respondent is not around?*** No. The respondent should ideally be a person who is knowledgeable about the information being collected in the survey. Only the primary respondent can complete the survey.