

Interviews :

Region

District

School

Team

Enumerator



EQUIP-T HeadTeacher End V4.3

Please select_

Please select_

Please select_

Please select_

Please select_

Now Interview

StartOverviewTch RosterCurrent teachersTeacher InterviewsTime tablesHead TeacherVariousEnd

Start

Q.1 Interviewer: Mark start of the interview(s).

Get time

Interviewer: Interview the Head Teacher:
If the Head Teacher is absent, then select a respondent who knows the school records well (Assistant Head Teacher or Academic Master or another senior teacher).

Hello, My name is _____ and I am working for OPM, a survey company from Dar-e-Salaam. I am here as part of a study to find out what is happening in schools in Tanzania. Your school has been selected for the study by chance, and I would like to ask you some questions about what happens in the school, what you do and your background.

The purpose of the study is to find out how education in Tanzania has changed over recent years, what is working, and what could be improved. The answers that you give us will be completely confidential and will not be linked to you. Therefore, nobody – in this community, in the school, or any other concerned organization – will know what you tell us. This information is not being collected to assess your school but to understand education in Tanzania, so please feel free to answer without any reservations, and you can talk to anyone you like about this exercise.

Before we begin, we would like to ask for your explicit oral informed consent. Please note that you are under no obligation to answer any or all of our questions, although it would help us if you did. If you do not understand anything, or would like to ask a question, please feel free to do so. If you agree to this interview, you can still choose not to answer any question during the interview, or to terminate the interview at any time. You can also call **+255 622 588 832** if you would like further information or have questions. The interview will take approximately 2-3 hours.

Do you have anything you want to ask me, or can we start?

Q.2 Interviewer: Confirm that you have read the consent statement and that the respondent has agreed to be interviewed.

☐ Yes (1)

☐ No (2)

We would like to test a sample of standard 3 pupils in maths and Kiswahili. These tests will remain confidential and will be used only for the purposes of the study to better understand what children are learning. We will select children randomly based on the class register. We will explain to the children why we are testing them, that their answers will remain a secret and that they can choose whether or not to take part. If they want to say no, they can do. We want these children to feel happy to say no if they prefer not to answer the questions. In your role as their guardian whilst they are in the school, are you happy for us to interview them?

Q.3 Interviewer: Confirm that you have read the consent statement and that the head teacher has agreed for standard 3 pupils to be tested.

☐ Yes (1)

☐ No (2)

We would like to talk to the parents of tested children to find out more about their background. If we are unable to find the household of a child during the day, one of our interviewers would like to go with the child to his/her home at the end of the school day. In your role as the child's guardian whilst they are in the school, are you happy for us to accompany the child to his/her home?

Q.4 Interviewer: Confirm that you have read the consent statement and that the head teacher has agreed to our interviewers accompanying the pupils.

☐ Yes (1)

☐ No (2)

Start Overview **Tch Roster** Current teachers Teacher Interviews Time tables Head Teacher Various End

Overview

Q.1 In which ward is the school located?
[Interviewer:](#) Record ward name. write *OK* if don't know

Q.2 Does this school have second premises/ satellite school?
[Interviewer:](#) Only say yes if H/C can not be done on the same premises

Q.3 Does this school have any special classes?
 Yes (1) No (2) Refuse Don't know (E)

How many boys and girls were enrolled at this school in standards 1 to 7 and in special classes in March 2018, 2017 and 2016?
[Interviewer:](#) Include pupils in any special classes
 Exclude pre-primary pupils
 Code 9999 if not available

Enrollment

ID	Enrollment during	Q.4 Male	Q.5 Female	Total	Q.6 Month of enrollment number	Q.7 SOURCE
2018	18-Mar			(unanswered)	Please select...	Please sel...
2017	17-Mar			(unanswered)	Please select...	Please sel...
2016	16-Mar			(unanswered)	Please select...	Please sel...

Q.8 How many pupils in this school sat the Standard 7 primary school leaving exam in 2017?
[Interviewer:](#) Code 9999 if not available

Q.9 How many pupils in this school passed the Standard 7 primary school leaving exam in 2017?
[Interviewer:](#) Code 9999 if not available

Q.10 How many pupils in this school sat the national standard 4 exam in 2017?
[Interviewer:](#) Code 9999 if not available

Q.11 How many pupils in this school passed the national standard 4 exam in 2017?
[Interviewer:](#) Code 9999 if not available

Q.12 What time do the timetabled teaching periods start?
[Interviewer:](#) Use 24-hour time HH:MM

Hour

Q.13 Minutes

How many classes of pupils, that is groups taught together, are in each standard?
[Interviewer:](#) Record the number of classes for each standard.

Classes by Standard

ID	Standard	Q.14 Number of classes of pupils
1	Standard 1	2
2	Standard 2	1
3	Standard 3	1
4	Standard 4	1
5	Standard 5	1
6	Standard 6	1
7	Standard 7	1

Q.15 Do any classes of pupils, that is groups taught together, attend school in a second shift?
 Yes (1) No (2)

What time does the second shift start and end?
[Interviewer:](#) Use 24-hour time HH:MM

Q.16 Start - hour

Q.17 Start - minutes

Q.18 End - hour

Q.19 End - minutes

Classes by shift

Pre-school enrollment

ID	Year	Q.20 Has this school had pre-school classes in YEAR?	Q.21 How many BOYS were enrolled in pre-school classes in MARCH of YEAR Interviewer: 999 No record kept if no boys were enrolled	Q.22 How many GIRLS were enrolled in pre-school classes in MARCH of YEAR Interviewer: 999 No record kept if no girls were enrolled	Total	Q.23 Month of enrollment number	Q.24 SOURCE	Q.25 How many pre-school classes, that is groups of children taught together, were there in YEAR?
2018	18-Mar	Please select...			(unanswered)	Please sel...	Please sel...	
2017	17-Mar	Please select...			(unanswered)	Please sel...	Please sel...	
2016	16-Mar	Please select...			(unanswered)	Please sel...	Please sel...	

What other pre-school or school preparation programmes are available in this community, including short programmes of less than one year.
[Interviewer:](#) READ OUT the options
 Select all that applies

☐ Nursery/kindergarten (1)
☐ Madrasa (2)
☐ EQUIP-T School Readiness Programme (3)
☐ Other short programme (specify) (4)
☐ Other (specify) (96)
☐ None (5)
☐ Refused (97)
☐ Don't know (98)

Q.27 Have any children who attended the School Readiness Programme entered Standard 1 in 2018?
[Interviewer:](#) Read the options

Please select...

Classes by shift

Which shift does each class attend?

Classes by shift

ID	Standard	Class	Q.1 Shift
1	1	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
2	1	C2	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
15	2	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
29	3	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
43	4	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
57	5	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
71	6	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)
85	7	C1	<input type="radio"/> Shift 1 (1) <input type="radio"/> Shift 2 (2)

Start

Overview

Tch Roster

Current teachers

Teacher Interview

Time tables

Head Teacher

Various

End

Tch Roster

Interviewer: The roster lists all teachers listed at ML. Once you have answered the roster, we should know the teaching status of every teacher and have a complete list of all current teachers.

Answer the roster the following way:
FIRST answer Q1 for all teachers on the roster. Select UPDATE DETAILS in Q2 if the name or gender of the teacher listed is incorrect and fill them in correctly in the details button. Only use to correct details, do NOT change the teacher displayed in a row. If the listed teacher is not currently working at the school, record the reason why in the DETAILS screen button.
THEN ask to see the list of all teachers currently working in the school. Exclude teachers who are on long term leave. Include all working teachers regardless of their source of payment. Include the head teacher include teaching assistants.
List all teachers not on the roster already and record their details. Make sure to not record a teacher if they are already on the list. Select DELETE if you made a mistake.

Teacher Roster

ID	Teacher Code	Teacher	Q.1 Is TEACHER currently working at this school?	Q.2 UPDATE DETAILS	DETAILS	Q.3 DELETE
2	2		<input type="radio"/> Yes (1) <input type="radio"/> No (2)		DETAILS	
3	3		<input type="radio"/> Yes (1) <input type="radio"/> No (2)		DETAILS	
5	5		<input type="radio"/> Yes (1) <input type="radio"/> No (2)		DETAILS	
7	7		<input type="radio"/> Yes (1) <input type="radio"/> No (2)		DETAILS	
8	8		<input type="radio"/> Yes (1) <input type="radio"/> No (2)		DETAILS	
9	9		<input type="radio"/> Yes (1) <input type="radio"/> No (2)		DETAILS	

Add Row

Is the information on total numbers of male and female teachers correct?
Check on summary teacher information generated by CAPR.
Check with the head teacher that the summary information is correct. If not make changes to the teacher roster until it is correct.

Q.4
Male teachers: 0
Female teachers: 0
Total teachers: 0

☐ Yes (1) ☐ No (2)

DETAILS

(unanswered) ((unanswered))

Q.1 Teacher's name

Q.2 Gender

☐ Male (1) ☐ Female (2)

Q.3 COMMENT WHY CORRECTION WAS NEEDED
e.g. "gender recorded wrongly in past", or "name was spelled wrong"

Q.4 Why is (unanswered) currently not working here?

Please select...

Q.5 When did (unanswered) leave this school?

Please select...

Q.6 Interviewer: Why was (unanswered) not recorded at midline?

Please select...

Q.7 When did (unanswered) start/resume teaching at this school?

Please select...

Q.8 EXPLAIN WHY TEACHER NEEDS TO BE DROPPED
e.g. "fired accidentally"

Start

Overview

Tch Roster

Current teachers

Teacher Interview

Time tables

Head Teacher

Various

End

Current teachers

Q1 Interviewer: Record the time of the period before the second break. If there is no second break take the period closest to 12 pm. Ensure this is the same period used for the second HC.

STARTING TIME

Please select...

Q2 END TIME

Please select...

Interviewer: The roster lists all teachers currently teaching. FIRST answer Q3 and the screen "Teaching"; then answer "Background" if it opens.

Current teacher

ID	Teacher Code	Teacher	Q 3 Job title	Teaching	KIS 1-3	HES 1-3	Background
10	10	(unanswered) (MKE)	Please select...	Teaching			Background

Check for every standard 1, 2 and 3 that there is a teacher teaching Kiswahili and a teacher teaching maths. This may be the same teacher. Below summary gives you the total numbers for each category.

Is the teaching information correct?

Q4 If not probe, check with teachers or other sources and update the teaching screen on the current teacher roster until it is correct

WALIMU WA KISWAHILI 1-3: 0

WALIMU WA HESABU 1-3: 0

Yes (1)

No (2)

Teaching

Interviewer: Ask the headteacher. Use the teaching timetable for reference if needed

Q1 Is (unanswered) expected to arrive before the start of the first shift?

Yes (1)

No (2)

Is (unanswered) timetable to teach during the period from ???? to ?????

Q2 Interviewer: Look at the teaching timetables together with the head teacher to answer this question. If there is no second break, consider the period closest to 12 pm. Ensure this is the same period used for the second HC

Yes (1)

No (2)

Q3 Is (unanswered) timetable to teach in the second premises/ satellite during any period today?

Yes (1)

No (2)

Q4 Including pre-school, which standards does (unanswered) teach?

Interviewer: Tick all that apply

Pre-school (0)

Standard 1 (1)

Standard 2 (2)

Standard 3 (3)

Standard 4 (4)

Standard 5 (5)

Standard 6 (6)

Standard 7 (7)

None (8)

Q5 Is (unanswered) currently teaching Kiswahili to standard 1 or 2 or 3?

Yes (1)

No (2)

Q6 Is (unanswered) currently teaching maths to standard 1 or 2 or 3?

Yes (1)

No (2)

Q7 Did (unanswered) attend any school-based EQUIP-T in-service training on early grade Swahili or early grade maths or gender-responsive pedagogy, in 2016 or 2017?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Mobile phone number

Q8 Interviewer: If the teacher does not have a number, record of other person that can be used to reach the teacher.

Do NOT record the heading 0, e.g. 720-456 532

Only if absolutely no number available, record 777 777 777.

Background

How old is (unanswered)?

Q1 Interviewer: Record the number of years in the box.

If the head teacher does not know the age - code 99

If the head teacher refuses to answer - code 97

Q2 How many years has (unanswered) been working as a teacher?

Interviewer: Write 0 if less than one year.

Q3 How many years has (unanswered) been working as a teacher at this school?

Interviewer: Write 0 if less than one year.

Q4 What is the highest professional education qualification held by (unanswered)?

Please select...

Q5 What is (unanswered)'s highest level of academic education, apart from his/ her professional education qualification?

Please select...

Start	Overview	Tch Roster	Current teachers	Teacher Interviews	Time tables	Head Teacher	Various	End
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Teacher Interview

Teachers to be interviewed

ID	Teacher	Teacher Code	Q.1 TEACHER INTERVIEW final status
9	(unanswered) (MKE)	9	Please select...

Start

Overview

Top Roster

Current teachers

Teacher Interview

Time tables

Head Teacher

Various

End

Time tables

Interviewer: TEACHING TIMETABLE: Ask to see the Std 1 and Std 2 teaching timetable. If this is not available with the headteacher, check to see if this is available with the Stds 1 and 2 teachers. Accept verbal response from Std 1 and 2 teachers if the timetable is not available.

Periods

ID	Standard	Q.1 Minutes in each period
1	Standard 1	
2	Standard 2	

Time table Std 1 & 2

ID	Standard	Class	Time table
1	1	C1	Time table
2	1	C2	Time table
3	1	C3	Time table
15	2	C1	Time table
16	2	C2	Time table
17	2	C3	Time table
18	2	C4	Time table
19	2	C5	Time table

Time table

Standard 1 Class C1

How many periods of (name of subject) is timetabled for (day of the week)?

Interviewer: Write number of periods

Double periods needs to be counted as 2 periods

If a school teaches reading and writing combined, record under Kiswahili (reading). Write 0 if not available. Write 0 if none on a day.

Time table

ID	Subject	Q.1 Monday	Q.2 Tuesday	Q.3 Wednesday	Q.4 Thursday	Q.5 Friday
1	Maths (Arithmetic)					
2	Kiswahili (Reading)					
3	Kiswahili (Writing)					

Q.6 Was this timetable recorded from records or oral response?

Record (1)

Oral (2)

Start	Overview	Tch Roster	Current teachers	Teacher interviews	Time tables	Head Teacher	Various	End
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Head Teacher

Now I would like to ask you some questions about your background.

Q.1 What is your name?

Q.2 What is your position at the school?

Q.3 Why is the headteacher absent from school today?

Q.4 How long has the head teacher been absent for?

Interviewer: If JAKTS is not working today:



HT Background

Q.1 Name of the head teacher

Mobile phone number of the head teacher

Interviewer: If the teacher does not have a number, record of other person that can be used to reach the head teacher. Do NOT record the leading 0, e.g. 723 456 532. Only if absolutely no number available, record 777 777 777.

Q.2 Interviewer: Record the gender of headteacher ☐ Male (1) ☐ Female (2)

Q.3 How old are you?

Interviewer: Record the number of years

Q.4 How many years have you been working as a head teacher?

Interviewer: Record the number of years. If less than 1 year, write 0. If the teacher does not know - code 98. If the teacher refuses to answer - code 97.

Q.5 How many years have you been a head teacher at this school?

Interviewer: Record the number of years. If less than 1 year, write 0. If the teacher does not know - code 98. If the teacher refuses to answer - code 97.

Q.6 What job were you doing before you became the headteacher in this school?

Q.7 Where was your previous job?

Interviewer: Read out options

Q.8 Do you hold a professional education qualification? ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.9 What is the highest professional education qualification you hold?

Q.10 What is your highest level of academic education, apart from your professional education qualification?

Q.11 What is the main language that you speak at home?

Q.12 Select language

Training

Now I would like to ask you some questions about in-service training. This means training which you have received while you are employed, and actively working, as a head teacher, usually short courses and seminars.

Q.1 During the calendar years 2016 and 2017, did you attend any in-service training, including training given by teachers or headteachers? ☐ Yes (1) ☐ No (2) ☐ Refused ☐ Don't know (8)

In-service training

ID	Training Program	Q.2 Did you receive any in-service training from (name) on school leadership and management in the past two calendar years, 2016 and 2017, including training given by teachers or headteachers? <i>Interviewer: Respondents may think EQUIP-1 SLM training was given by School Quality Assurers. Probe to check you have the correct provider.</i>	Management	Q.3 Did you receive any in-service training from (name) related to classroom teaching or anything else in the past two calendar years, 2016 and 2017, including training given by teachers or headteachers? <i>Interviewer: Respondents may describe any early grade INSET on Swahili or maths as 3Rs regardless of training provider. Probe to check you have the correct provider.</i>	Teaching & Other	Q.4 Other specify
14	Education Quality Improvement Programme (EQUIP)-Tanzania	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input checked="" type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input checked="" type="radio"/> Teaching & Other	
15	LAMES, conducted by ADEMITE	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Teaching & Other	
1	BRN (Big Results Now) / EPtoR	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Teaching & Other	
16	STEP Student Teacher Enrichment Programme	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Teaching & Other	
17	Tutome Pamoja	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Teaching & Other	
12	Other	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Teaching & Other	
13	Other	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Management	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Teaching & Other	



Management

Education Quality Improvement Programme (EQUIP)-Tanzania

Q.1 What was the main content of the in-service school leadership and management trainings provided by Education Quality Improvement Programme (EQUIP)-Tanzania in 2016 and 2017?
Interviewer: Do NOT read the options. Tick all boxes that apply.

- ☐ School leadership, HT role, school standards (1)
- ☐ School development plans (2)
- ☐ Budgeting, financial or grant management (3)
- ☐ Reporting & record keeping (4)
- ☐ School information systems (4)
- ☐ School committees (5)
- ☐ Parent-teacher partnership/groups or community links (6)
- ☐ School performance management meetings (7)
- ☐ Business plans and income-generating activities (8)
- ☐ Student welfare/ULU clubs (9)
- ☐ Other (96)

In total, for how many days in 2016 and 2017 did you attend school leadership and management training outside school provided by Education Quality Improvement Programme (EQUIP)-Tanzania?
Interviewer: Consider days partially attended. Exclude travel or rest days. Add separate course together.

Q.2

In total, on how many days in 2016 and 2017 did you attend school-based school leadership and management training provided by Education Quality Improvement Programme (EQUIP)-Tanzania, including training given by teachers or headteachers?
Interviewer: Consider days partially attended. Exclude rest days. Add separate course together. Exclude days as training facilitators at school.

Q.3

On a typical day of school based training in 2016 and 2017, how many hours did the training take? (school leadership and management training by Education Quality Improvement Programme (EQUIP)-Tanzania)
Interviewer: Record duration in hours.

Q.4

Q.5 Did you attend all, most or some of the school-based inservice sessions on school leadership and management that were available in 2016 and 2017?
☐ All (1) ☐ Most (2) ☐ Some (3)

Q.6 For the outside school training in 2016 and 2017, did you have to pay anything towards transport, accommodation, food, etc to participate in the training, that was not covered by allowance? (in cash or in-kind)
☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Teaching & Other

Education Quality Improvement Programme (EQUIP)-Tanzania

Q.1 What was the main content of the in-service trainings provided by Education Quality Improvement Programme (EQUIP)-Tanzania in 2016 and 2017?
Interviewer: Do NOT read the options. Tick all boxes that apply.

- ☐ Std 1 & 2 Curriculum (1)
- ☐ Std 3 & 4 Curriculum (13)
- ☐ Early grades Swahili literacy (2)
- ☐ Early grades math/numeracy (3)
- ☐ Early grades other subjects (4)
- ☐ Upper grades subjects (5)
- ☐ General teaching methods (6)
- ☐ Gender responsive pedagogy (10)
- ☐ School leadership & management (7)
- ☐ pre-school teaching (8)
- ☐ health/nutrition (9)
- ☐ Other (96)

In total, for how many days in 2016 and 2017 did you attend training outside school provided by Education Quality Improvement Programme (EQUIP)-Tanzania?
Interviewer: Consider days partially attended. Exclude travel or rest days. Add separate course together.

Q.2

In total, on how many days in 2016 and 2017 did you attend school-based training provided by Education Quality Improvement Programme (EQUIP)-Tanzania, including training given by teachers or headteachers?
Interviewer: Consider days partially attended. Exclude rest days. Add separate course together. Exclude days as training facilitators at school.

Q.3

On a typical day of school based training in 2016 and 2017, how many hours did the training take? (training by Education Quality Improvement Programme (EQUIP)-Tanzania)
Interviewer: Record duration in hours.

Q.4

Q.5 Did you attend all, most or some of the school-based inservice sessions that were available in 2016 and 2017?
☐ All (1) ☐ Most (2) ☐ Some (3)

Q.6 For the outside school training in 2016 and 2017, did you have to pay anything towards transport, accommodation, food, etc to participate in the training, that was not covered by allowance? (in cash or in-kind)
☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Training

Q.5 Did you find the EQUIP-T inservice training in 2016 and 2017 worthwhile to support you in your role as a headteacher?

Please select...

- ☐ Not relevant to my job (1)
- ☐ Materials difficult to understand (2)
- ☐ Too much content (3)
- ☐ Too theoretical/Not practical (4)
- ☐ Not enough training material (11)
- ☐ Content not completed (12)
- ☐ Problems with trainers (13)
- ☐ Took up too much time/ workload (5)
- ☐ Limited training time (8)
- ☐ Timelag between trainings (14)
- ☐ Sessions inconvenient time/day (15)
- ☐ Transport difficult/venue too far away (9)
- ☐ No / insufficient payment (6)
- ☐ No / insufficient direct training outside school (7)
- ☐ Envy from colleagues (16)
- ☐ Other (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Q.6 Why was the EQUIP-T inservice training in 2016 and 2017 not worthwhile for you as a headteacher?

Interviewer: Do NOT read the options; tick all that are mentioned by the teacher

- ☐ HT responsibilities (1)
- ☐ Teacher management (2)
- ☐ Financial management (3)
- ☐ School development planning (4)
- ☐ Record keeping/reporting (5)
- ☐ Academic programme (10)
- ☐ Confidence in role as head teacher (6)
- ☐ Support network (7)
- ☐ Relationships with teachers (8)
- ☐ Relationships with parents/community (9)
- ☐ School committee (14)
- ☐ Pupil welfare (15)
- ☐ Other (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Q.7 What did you as a headteacher gain from the EQUIP-T inservice training in 2016 and 2017?

Interviewer: Do not read the options; tick all that are mentioned by the head teacher

- ☐ No difficulties (10)
- ☐ Not relevant to my job (1)
- ☐ Materials difficult to understand (2)
- ☐ Too much content (3)
- ☐ Too theoretical/Not practical (4)
- ☐ Not enough training material (11)
- ☐ Content not completed (12)
- ☐ Problems with trainers (13)
- ☐ Took up too much time/ workload (5)
- ☐ Limited training time (8)
- ☐ Timelag between trainings (14)
- ☐ Sessions inconvenient time/day (15)
- ☐ Transport difficult/venue too far away (9)
- ☐ No / insufficient payment (6)
- ☐ No / insufficient direct training outside school (7)
- ☐ Envy from colleagues (16)
- ☐ Other (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Q.8 What difficulties, if any, did you as a headteacher experience with the EQUIP-T inservice training in 2016 and 2017?

Interviewer: Do NOT read the options; tick all that are mentioned by the teacher

☐ Yes (1) ☐ No (2)

Q.9 Have you ever attended any in-service training from EQUIP-T on school leadership and management?

- ☐ Head teacher roles/responsibilities and school quality standards (1)
- ☐ Record keeping and using notice boards (2)
- ☐ School development plans (3)
- ☐ First PTP grant application and management (41)
- ☐ Second PTP grant for girls application and management (42)
- ☐ School performance management meetings (5)
- ☐ School information system (6)
- ☐ School committee roles/responsibilities (7)
- ☐ Parent-teacher partnership roles/responsibilities (8)
- ☐ Business plan development and income generation (9)
- ☐ Student welfare/club (10)
- ☐ Other (96)

Q.10 Considering all EQUIP-T inservice training you have attended until now (from 2014 to 2018) on school leadership and management, have you completed training in the following areas?

Interviewer: READ the options; tick all that apply

Teacher Management	
Now I would like to ask you some questions about the teachers in your school.	
Q.1 What is the most important factor you use to assess teacher performance at your school?	Please select...
Q.2 In your school, are there any rewards for teachers who perform well?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.3 At your school, what types of rewards are there for good teacher performance? <i>Interviewer: Tick ALL that apply.</i>	<input type="checkbox"/> Financial (1) <input type="checkbox"/> Material (in-kind resources) (2) <input type="checkbox"/> Verbal recognition (3) <input type="checkbox"/> Certificate or cup or medal (4) <input type="checkbox"/> Promotion within school (5) <input type="checkbox"/> Trips or events (6) <input type="checkbox"/> Other (96)
Q.4 In your school is any action taken if teachers perform poorly?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.5 What type of action is taken if teachers perform poorly? <i>Interviewer: Do NOT READ the options. Tick ALL that apply.</i>	<input type="checkbox"/> Extra support to improve classroom teaching (1) <input type="checkbox"/> Increased lesson observation (2) <input type="checkbox"/> Increased checks of marking, lesson plans, scheme of work (3) <input type="checkbox"/> Teacher required to give extra classes (8) <input type="checkbox"/> Warning/Sanction from head teacher (4) <input type="checkbox"/> Warning/Sanction from a school committee/meeting (7) <input type="checkbox"/> Head teacher reports to WEO (5) <input type="checkbox"/> Warning/Sanction from WEO (6) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98)
Q.6 What are the most common reasons that teachers at this school sometimes do not attend school for all or parts of the day? <i>Interviewer: Do NOT READ the options. Tick ALL that applies.</i>	<input type="checkbox"/> Illness (1) <input type="checkbox"/> Family responsibility (2) <input type="checkbox"/> Attending training (3) <input type="checkbox"/> Official education work/meeting (4) <input type="checkbox"/> Transport problem (5) <input type="checkbox"/> Collecting salary (6) <input type="checkbox"/> Other official government work (7) <input type="checkbox"/> Other private work (8) <input type="checkbox"/> Lack of motivation due to housing (9) <input type="checkbox"/> Lack of motivation due to salary (10) <input type="checkbox"/> Lack of motivation other, including laziness/slackness (11) <input type="checkbox"/> Alcoholism/drugs (12) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98) <input type="checkbox"/> Does not apply (99)
Q.7 On a scale of 1 to 5, where 1 means very poor and 5 means very good, how would you assess teacher attendance in this school? <i>Interviewer: Show showcard to respondent.</i>	Please select...
Q.8 Thinking back to two years ago, would you say that teacher attendance has got better, worse or stayed about the same?	Please select...
Q.9 Sometimes teachers are present in schools, but they do not attend all of their lessons. Does this sometimes happen in this school?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.10 What are the main reasons that teachers sometimes do not attend their lessons? <i>Interviewer: Do NOT READ the options. Tick ALL that apply.</i>	<input type="checkbox"/> Large workload (marking/planning lessons/schemes of work etc) (1) <input type="checkbox"/> Meeting with head teacher (2) <input type="checkbox"/> Meeting with other teachers (3) <input type="checkbox"/> Lack of motivation related to salary (4) <input type="checkbox"/> Lack of motivation related to housing (5) <input type="checkbox"/> Lack of motivation other, including laziness/slackness (6) <input type="checkbox"/> Illness (7) <input type="checkbox"/> Feeling tired/exhausted (8) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98)
Q.11 Do you have a teacher responsible for co-ordinating gender issues in this school?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.12 Which teacher is responsible for co-ordinating gender issues in this school?	Please select...
Q.13 Did (unanswered) attend any specific gender training, such as gender-responsive pedagogy or gender-inclusive environments, in 2016 or 2017?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)

Morale

Imagine a ten step ladder, where on the bottom, the first step, stand people who are completely unsatisfied about their job, and on the highest, the tenth step, stand those who are extremely satisfied about their job.



Q.1 On which step are you today?	Please select...
Q.2 On which step are most of your teachers today?	Please select...
Q.3 On the same 1 to 10 step scale, where 1 is low and 10 is high, how much do you feel the community around this school values your role as a head teacher?	Please select...
Q.4 Thinking back to your job two years ago, would you say that you are more satisfied, less satisfied, or about the same satisfied with your job today.	Please select...

Other conditions

How much time does it take you to travel from home to school each morning?

Interviewer: Record time in hours and minutes

Write 2 if over an hour compound

98 Don't know

97 refusal

Q.1 HOURS	
Q.2 MINUTES	
Q.3 Do you have any outstanding non-salary claims, for example for leave, transfer or sickness etc?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.4 In the last 30 days, were there any working days when you were not in school for a full day or part of the day?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.5 Why were you not in school? Interviewer: Do NOT READ the options. Tick ALL that apply.	<input type="checkbox"/> Illness (1) <input type="checkbox"/> Family responsibility (2) <input type="checkbox"/> Attending training (3) <input type="checkbox"/> Official education work/meeting (4) <input type="checkbox"/> Transport problem (5) <input type="checkbox"/> Collecting salary (6) <input type="checkbox"/> Other official government work (7) <input type="checkbox"/> Other private work (8) <input type="checkbox"/> Lack of motivation due to housing (9) <input type="checkbox"/> Lack of motivation due to salary (10) <input type="checkbox"/> Lack of motivation other, including laziness/recklessness (11) <input type="checkbox"/> Alcoholism/drugs (12) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98) <input type="checkbox"/> Does not apply (99)

Start	Overview	Tch Roster	Current teachers	Teacher Interviews	Time tables	Head Teacher	Various	End
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Various

Leadership

School Information System

External support

Parent-Teacher Partnership

JUU and welfare clubs

Meetings

In-kind resources

Elimu Bure/Capitation Grant

EQUIP-T grants

Other funding sources

Facilities

GPS

Lesson Observation



Leadership

Now I would like to ask you some questions about school management.

Q.1 Do you have a School Development Plan for the current school year 2018? ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.2 *Interviewer: Ask to see the school development plan 2018.*
Is a school development plan available for the current school year?

☐ Yes (1) ☐ No (2)

Which components does the School Development Plan include?

Q.3 *Interviewer: Review the plan with the headteacher and tick ALL options that apply. Do NOT read out the options*

☐ Improvements to school facilities (1)
☐ Teaching and learning objectives (2)
☐ Strategy to improve Primary School Leaving Exam (PSLE) scores or std 4 National Exam scores (3)
☐ Strategy to reduce drop out or pupil absenteeism (4)
☐ Strategy for how to improve girls learning (5)
☐ Strategy to improve transition to secondary school (6)
☐ Strategy to improve pupils' welfare, specify (10)
☐ Budget (7)
☐ Baseline data and targets (8)
☐ None of the above (9)
☐ Other (96)

Q.4 Were any of those strategies for particular groups of vulnerable pupils? ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.5 What group of vulnerable pupils?
Interviewer: Tick all that apply

☐ Girls (1)
☐ Pupils with disabilities (2)
☐ Pupils with learning difficulties (3)
☐ Pupils from poor households (5)
☐ Pupils who don't speak Kiswahili at home (4)
☐ Pupils with parents who are not interested in education (6)
☐ Pupils who live far from school (10)
☐ Pupils that are regularly absent (11)
☐ Other, specify (96)

Has an implementation started on at least one activity included in the 2018 school development plan?

Q.6 *Interviewer: Ask the head teacher to show written information showing progress on any of the activities in the 2018 SDP, from school meeting minutes or from financial records. Accept a verbal response if not available*

Please select...

Q.7 Do you prepare regular written reports on the school for the WEO or district? ☐ Yes (1) ☐ No (2)

Q.8 *Interviewer: Ask to see monthly reports from Jan 2018, Feb 2018 and March 2018/The quarterly report for January-March 2018.*
Has the monthly report for January 2018 the quarterly report for January to March 2018 been shown to you?

☐ Yes (1) ☐ No (2)

Q.9 *Interviewer: Has the monthly report been shown to you for February 2018?*

☐ Yes (1) ☐ No (2)

Q.10 *Interviewer: Has the monthly report been shown to you for March 2018?*

☐ Yes (1) ☐ No (2)

What information is contained in the regular monthly, or quarterly reports?

Q.11 *Interviewer: Review the latest available monthly, or quarterly report (even if it's not for 2018) with the Head teacher and tick ALL options that apply*

☐ No report available (1)
☐ Teacher attendance (2)
☐ Teacher inservice training (3)
☐ Other teacher information (4)
☐ Pupil enrolment (5)
☐ Pupil attendance (6)
☐ Pupil academic performance (7)
☐ Infrastructure/furniture (8)
☐ Teaching and learning materials (9)
☐ School committee information (10)
☐ Parents/community information (11)
☐ School budget or finance (12)
☐ Extra curricula activities (13)
☐ Other (96)

Q.12 Has the community carried out its own assessment of school needs in 2016 or 2017, and written it down? ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.13 Has any action been taken by the school or the community as a result of the community needs assessment in 2016 or 2017? ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

What action has been taken?

Q.14 *Interviewer: Do NOT Read out. Tick ALL that applies*

☐ Teacher attendance and punctuality (1)
☐ Pupil attendance and punctuality (2)
☐ Community members assisting in classrooms (3)
☐ Extra teaching and learning materials (4)
☐ Extra tuition classes (10)
☐ Extra tests/exams (12)
☐ School infrastructure (5)
☐ School feeding (6)
☐ Income generating activities (7)
☐ Fundraising (9)
☐ Pupil welfare, specify (8)
☐ Extra curricula activities (11)
☐ Other (96)
☐ Refused (97)
☐ Don't know (98)

On a scale from 1 to 5, where 1 means very poor and 5 means very good, how do you assess community contribution/support to the school?

Q.15 *Interviewer: Show the respondent the show card*

Please select...

<p>Q.16 As the head teacher, what are the main actions you have taken in 2017 which has helped to improve education in this school?</p> <p><i>Interviewer: Do NOT READ the options. Tick ALL that apply.</i></p>	<input type="checkbox"/> Teacher attendance and punctuality (1) <input type="checkbox"/> Teacher in-service training/ other support for teaching (2) <input type="checkbox"/> Teaching and learning materials (3) <input type="checkbox"/> School infrastructure (4) <input type="checkbox"/> Relationship with parents/community (5) <input type="checkbox"/> Relationship with WEO/district (6) <input type="checkbox"/> Extra tuition classes (7) <input type="checkbox"/> Pupil absenteeism (8) <input type="checkbox"/> School feeding (9) <input type="checkbox"/> Income generating activities (14) <input type="checkbox"/> Fundraising (15) <input type="checkbox"/> More tests/exams (10) <input type="checkbox"/> Pupil welfare, specify (12) <input type="checkbox"/> Extra curricular (13) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98)
<p>Q.17 Were any of these actions for particular groups of vulnerable pupils?</p>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
<p>Q.18 What group of vulnerable pupils?</p> <p><i>Interviewer: Tick all that apply.</i></p>	<input type="checkbox"/> Girls (1) <input type="checkbox"/> Pupils with disabilities (2) <input type="checkbox"/> Pupils with learning difficulties (3) <input type="checkbox"/> Pupils from poor households (5) <input type="checkbox"/> Pupils who don't speak Kiswahili at home (4) <input type="checkbox"/> Pupils with parents who are not interested in education (8) <input type="checkbox"/> Pupils who live far from school (10) <input type="checkbox"/> Pupils that are regularly absent (11) <input type="checkbox"/> Other, specify (96)
<p>Q.19 Is there a school feeding programme in this school that has provided food to children in the last five school days?</p>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
<p>Q.20 Did this school, together with community members, develop a business plan for income-generating activities and submit a proposal to EQUIP-T in 2016 or 2017?</p>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
<p>Q.21 What type of income generating activity did you propose?</p>	<input type="checkbox"/> Agriculture / Horticulture (1) <input type="checkbox"/> Livestock / Livestock products (2) <input type="checkbox"/> Trading / Sales (3) <input type="checkbox"/> Manufacturing / processing (4) <input type="checkbox"/> Food / Restaurant (5) <input type="checkbox"/> Other services (6) <input type="checkbox"/> Other (96)
<p>Q.22 Has your business plan proposal been successful?</p>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)

School Information System	
Q.1 Do you have functioning school information system tablet?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.2 Does the SIS tablet contain up-to-date records of teachers currently working in the school?	<input type="radio"/> Yes, for all (1) <input type="radio"/> Yes, for some (2) <input type="radio"/> No (3) <input type="radio"/> Refused (7)
Q.3 Does the SIS tablet contain up-to-date records of pupils enrolled in 2018 in the school?	<input type="radio"/> Yes, for all (1) <input type="radio"/> Yes, for some (2) <input type="radio"/> No (3) <input type="radio"/> Refused (7)
Q.4 In total, how many hours did it take to enter and update the teacher and pupil records in the tablet for the current school year? <i>Interviewer: In HOURS. Consider 6 hours for one school day. If DK ask for an estimate</i>	<input type="text"/>
Q.5 In total, how many hours would it take to enter and update the complete teacher and pupil records in the tablet for the current school year? <i>Interviewer: In HOURS. Consider 6 hours for one school day. If DK ask for an estimate</i>	<input type="text"/>
Q.6 Why are not all records for teachers and/or pupils complete? <i>Interviewer: Select all that apply</i>	<input type="checkbox"/> Not working (1) <input type="checkbox"/> Too much time (2) <input type="checkbox"/> No benefit (3) <input type="checkbox"/> Do not understand (4) <input type="checkbox"/> Did not receive training (5) <input type="checkbox"/> Other, specify (96)
Q.7 In 2018, has teacher attendance been recorded in the tablet on any day for <u>all teachers</u> ?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
On what date did you last record teacher attendance for all teacher in the tablet?	
Q.8 On what date did you last record teacher attendance for all teacher in the tablet? <i>MONTH</i>	<input type="text"/>
Q.9 On what date did you last record teacher attendance for all teacher in the tablet? <i>DATE</i> <i>Write code 99 if DK</i>	<input type="text"/>
Q.10 In 2018, has pupil attendance been recorded in the tablet on any day for <u>all classes</u> ?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
On what date did you last record pupil attendance for all classes in the tablet?	
Q.11 On what date did you last record pupil attendance for all classes in the tablet? <i>MONTH</i>	<input type="text"/>
On what date did you last record pupil attendance for all classes in the tablet?	
Q.12 <i>DAY</i> <i>Write code 99 if DK</i>	<input type="text"/>
Q.13 How much time does it take to collect and enter pupil attendance data into the tablet for all classes for 1 day? <i>Interviewer: In HOURS. Record 0.5 for half an hour, 0.25 for a quarter hour. If DK ask for an estimate</i>	<input type="text"/>
Q.14 Why has pupil attendance not been recorded on the tablet in the last week? <i>Interviewer: Select all that apply</i>	<input type="checkbox"/> Not working (1) <input type="checkbox"/> Too much time (2) <input type="checkbox"/> No benefit (3) <input type="checkbox"/> Do not understand (4) <input type="checkbox"/> Did not receive training (5) <input type="checkbox"/> Other, specify (96)
Q.15 In 2018, have you used the tablet to extract information for your school management tasks or to inform others in the school community about your school, and if so for what?	<input type="text"/>
Q.16 In 2018, have you used the tablet for your discussions with the Ward Education Officer about this school, and if so for what?	<input type="text"/>
Q.17 In 2018, have you used the tablet for any other purpose, and if so which one?	<input type="text"/>
Q.18 Has the tablet replaced any other records or reports that you now no longer fill in, and if so which ones?	<input type="text"/>
Q.19 To support you in your work as a HT, how useful has the tablet been until now?	<input type="radio"/> Very useful (1) <input type="radio"/> Somewhat useful (2) <input type="radio"/> Not useful (3) <input type="radio"/> Refused (97)
Q.20 What difficulties, if any, do you have in using the tablet and the school information system? <i>Interviewer: Select all that apply</i>	<input type="checkbox"/> None (1) <input type="checkbox"/> Poor internet connectivity (2) <input type="checkbox"/> Insufficient direct training on tablet/SIS (3) <input type="checkbox"/> Insufficient on-going support (4) <input type="checkbox"/> High workload/insufficient time for entering data (5) <input type="checkbox"/> No feedback after submitting data (6) <input type="checkbox"/> Electricity not reliable to regularly charge the tablet (7) <input type="checkbox"/> Data was lost (8) <input type="checkbox"/> I had to re-enter data (9) <input type="checkbox"/> Other (96)
Q.21 <i>Interviewer:</i> <i>Ask to see the school information system tablet. Did the head teacher show you the tablet?</i>	<input type="radio"/> Yes, seen (1) <input type="radio"/> No, not seen (2)
Q.22 Was the tablet charged?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)

External support

Now I would like to ask you some questions about visits the school receives from the Ward Education Officer (WEO) and District School Inspectors.

During the school year 2017, how many times did your school receive an inspection or support visit from the Ward Education Officer?

Q.1 Interviewer: Ask to see the education visitors' logbook.

Write number of visits.

If none write 0. Write 999 if DK.

Q.2 How long did the Ward Education Officer stay in the school during his/her last visit?

Q.3 What did the Ward Education Officer do during the last visit?

Interviewer: Do not read the options, tick all that apply.

- ☐ Checked school records (plan, financial records, attendance registers etc) (11)
- ☐ Checked teacher records (schemes of work, lesson plans, marking books) (12)
- ☐ Checked pupils' work (13)
- ☐ Observed lessons (3)
- ☐ Observed the school facilities (4)
- ☐ Observed school management practices (5)
- ☐ Observed school committee meeting (6)
- ☐ Observed parent teacher partnership meeting (7)
- ☐ Attended school-based inservice training (8)
- ☐ Bringing/supervising exams (9)
- ☐ Coaching/participating in sports (10)
- ☐ Other (specify) (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Q.4 During the last visit, did the Ward Education Officer give any advice or support to improve this school?

- ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.5 What areas did the Ward Education Officer advise or support on during the last visit?

Interviewer: Do not read the options, tick all that apply.

- ☐ Teaching and learning (1)
- ☐ Teacher attendance/punctuality (2)
- ☐ Pupil attendance/punctuality (3)
- ☐ Pupil welfare, specify (4)
- ☐ Extra curricular (sports, music etc) (5)
- ☐ Community/Parents engagement (6)
- ☐ School Committee (7)
- ☐ School development plan (8)
- ☐ School finances (9)
- ☐ Inclusive education for girls (10)
- ☐ Communication/Reporting to higher levels (11)
- ☐ Other (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Q.6 Was any of the Ward Education Officer's advice or support about a particular group of vulnerable pupils?

- ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.7 What group of vulnerable pupils?

Interviewer: Tick all that apply.

- ☐ Girls (1)
- ☐ Pupils with disabilities (2)
- ☐ Pupils with learning difficulties (3)
- ☐ Pupils from poor households (5)
- ☐ Pupils who don't speak Kiswahili at home (4)
- ☐ Pupils with parents who are not interested in education (8)
- ☐ Pupils who live far from school (10)
- ☐ Pupils that are regularly absent (11)
- ☐ Other, specify (96)

Q.8 How helpful was the Ward Education Officer's last visit?

Q.9 How often do you expect the Ward Education Officer to visit your school?

Q.10 Since the beginning of school year 2016, has the officer filling the Ward Education Officer position changed?

- ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.11 Did you attend a ward education meeting, chaired by the Ward Education Officer and attended by other head teachers from the ward, in the last 60 days?

- ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.12 Interviewer: During the school year 2017, how many ward education meetings did you attend?

If none write 0. Write 99 if DK.

Q.13 Did you attend any other peer support meeting in your ward, chaired by a head teacher and attended by other head teachers from the ward, in the last 60 days?

- ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.14 On a scale from 1 to 5, where 1 means very poor and 5 means very good, how do you assess the WEDs contribution/support to the school?

Interviewer: Show the respondent the above card.

Q.15 During the school year 2017, how many times did your school receive an inspection or support visit from the District School Inspectors (who are now called school quality assessors)?

Interviewer: Ask to see the education visitors' logbook.

Write number of visits.

If none write 0. Write 99 if DK.

Parent-Teacher Partnership	
Q.1 Is there a Parent-Teacher Group or Partnership for this school? A group that includes parents and teachers and meets regularly. <small>How many male and female teachers are in the parent-teacher group or partnership?</small> Interviewer: Write 98 if DK, 0 if none	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.2 MALE TEACHERS	<input type="text"/>
Q.3 FEMALE TEACHERS	<input type="text"/>
<small>How many male and female parents are in the parent-teacher group or partnership?</small> Interviewer: Write 98 if DK, 0 if none	<input type="text"/>
Q.4 MALE PARENTS	<input type="text"/>
Q.5 FEMALE PARENTS	<input type="text"/>
Q.6 When was the Parent-Teacher Group or Partnership set up?	<input type="radio"/> In 2018 (1) <input type="radio"/> Before 2018 (2)
Q.7 Did the Parent-Teacher Group or Partnership receive any training in 2016 or 2017, including on their role and responsibilities?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.8 What organisation or project gave the training?	<input type="text" value="Please select..."/>
Q.9 How many times did the Parent-Teacher Group or Partnership meet in 2017?	<input type="text"/>
Q.10 Has the Parent-Teacher Group or Partnership taken any action in 2017 to help improve education in this school?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.11 What action has the Parent-Teacher Group/Partnership taken in 2017 to help improve education in this school? Interviewer: Do NOT Read out. Tick ALL that applies	<div> <input type="checkbox"/> Teacher attendance and punctuality (1) </div> <div> <input type="checkbox"/> Pupil attendance and punctuality (2) </div> <div> <input type="checkbox"/> Community members assisting in classrooms (3) </div> <div> <input type="checkbox"/> Extra teaching and learning materials (4) </div> <div> <input type="checkbox"/> Extra tuition classes (10) </div> <div> <input type="checkbox"/> Extra tests/exams (12) </div> <div> <input type="checkbox"/> School infrastructure (5) </div> <div> <input type="checkbox"/> School feeding (6) </div> <div> <input type="checkbox"/> Income generating activities (7) </div> <div> <input type="checkbox"/> Fundraising (9) </div> <div> <input type="checkbox"/> Pupil welfare, specify (8) </div> <div> <input type="checkbox"/> Extra curricula activities (11) </div> <div> <input type="checkbox"/> Other (96) </div> <div> <input type="checkbox"/> Refused (97) </div> <div> <input type="checkbox"/> Don't know (98) </div>
Q.12 Were any of those actions for particular groups of vulnerable pupils?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.13 What group of vulnerable pupils? Interviewer: Tick all that apply	<div> <input type="checkbox"/> Girls (1) </div> <div> <input type="checkbox"/> Pupils with disabilities (2) </div> <div> <input type="checkbox"/> Pupils with learning difficulties (3) </div> <div> <input type="checkbox"/> Pupils from poor households (5) </div> <div> <input type="checkbox"/> Pupils who don't speak Kiswahili at home (4) </div> <div> <input type="checkbox"/> Pupils with parents who are not interested in education (8) </div> <div> <input type="checkbox"/> Pupils who live far from school (10) </div> <div> <input type="checkbox"/> Pupils that are regularly absent (11) </div> <div> <input type="checkbox"/> Other, specify (96) </div>

JUJU and welfare clubs	
Q.1 Does this school have a JUJU club?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
How many male and female pupils are members of the JUJU club? <i>Interviewer: Write 99 if DK, 0 if none</i>	
Q.2 MALE PUPILS	<input type="text"/>
Q.3 FEMALE PUPILS	<input type="text"/>
Q.4 When was the JUJU club set up?	<input type="radio"/> in 2018 (1) <input type="radio"/> Before 2018 (2)
Q.5 Did the school receive training on setting up and running a JUJU club in 2016 or 2017?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.6 How many times did the JUJU club meet in 2017? <i>Interviewer: Ask the JUJU Club teacher/leader if HT does not know</i>	
Q.7 Has the JUJU club carried out any activities in 2017?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.8 What type of activities has the JUJU club carried out in 2017? <i>Interviewer: Do NOT READ the options. Tick ALL that apply.</i>	<input type="checkbox"/> Environment (1) <input type="checkbox"/> Pupil attendance/punctuality (2) <input type="checkbox"/> Health/hygiene (3) <input type="checkbox"/> Pupils' safety, including child protection (4) <input type="checkbox"/> Rights to education (5) <input type="checkbox"/> Extra curricular activities, specify (6) <input type="checkbox"/> Outside school community (7) <input type="checkbox"/> Other (96)
Q.9 Were any of these activities for particular groups of vulnerable pupils?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.10 What group of vulnerable pupils? <i>Interviewer: Tick all that apply.</i>	<input type="checkbox"/> Girls (1) <input type="checkbox"/> Pupils with disabilities (2) <input type="checkbox"/> Pupils with learning difficulties (3) <input type="checkbox"/> Pupils from poor households (5) <input type="checkbox"/> Pupils who don't speak Kiswahili at home (4) <input type="checkbox"/> Pupils with parents who are not interested in education (8) <input type="checkbox"/> Pupils who live far from school (10) <input type="checkbox"/> Pupils that are regularly absent (11) <input type="checkbox"/> Other, specify (96)
Q.11 Does the JUJU club have access to copies of the Shujaaz magazine?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.12 Does the school have any active clubs to support student welfare, not including academic, music or sports clubs?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
Q.13 What is the main focus of the student welfare clubs? <i>Interviewer: Do NOT READ the options. Tick ALL that apply.</i>	<input type="checkbox"/> Environment (1) <input type="checkbox"/> Pupil attendance/punctuality (2) <input type="checkbox"/> Health/hygiene (3) <input type="checkbox"/> Pupils' safety, including child protection (4) <input type="checkbox"/> Rights to education (5) <input type="checkbox"/> Extra curricular activities, specify (6) <input type="checkbox"/> Outside school community (7) <input type="checkbox"/> Other (96)

Q12 and Q13 for control schools only. Q1-Q11 for treatment schools only.

Meetings	
<p>How many times in the last 60 days, did you hold a staff meeting? By staff meeting I mean a meeting chaired by the head teacher, attended by teachers and non-teaching staff, to discuss administrative and other school issues.</p> <p>Q1 Interviewer: Ask to see the minutes of staff meetings to check the number. Write number, if none, write 0.</p>	
<p>In this school, do you hold regular meetings normally chaired by a teacher, attended by the head teacher and other teachers, to discuss teaching and learning performance? <i>Exclude staff meetings chaired by HT.</i></p> <p>Q2 Interviewer: This meeting may be known as weekly meeting or school performance management meeting</p>	
<p>How many such school performance management meetings were held in the last 60 days?</p> <p>Q3 Interviewer: Ask to see the minutes of the SPMMs to check the number. Accept verbal response if not available. Write number, if none, write 0.</p>	
<p>Q4 Interviewer: Were minutes available for the last school performance management meeting held?</p>	
<p>Interviewer: Review the minutes of the most recent school performance management meeting and answer the questions. Accept verbal response if minutes are not available</p>	
<p>When did the last school performance management meeting take place?</p> <p>Q5 YEAR <input type="text" value="Please select..."/></p>	
<p>Q6 MONTH <input type="text" value="Please select..."/></p>	
<p>Q7 DAY <input type="text" value="Please select..."/> Write 00 if 00</p>	
<p>Q8 Was the discussion at the most recent school performance management meeting about any of the following: classroom teaching, teacher inservice training, teacher or pupil attendance or pupil learning?</p>	
<p>Q9 Interviewer: Is any data on classroom teaching, teacher inservice training, teacher or pupil attendance or pupil learning mentioned in the minutes, such as test scores, teacher or pupil attendance rates, etc?</p>	
<p>Q10 Do you hold meetings between all parents and teachers at this school, at least once per year?</p>	
<p>Q11 Interviewer: Ask to see the minutes of the last parent-teacher's meeting. Were the minutes of the last parents - teachers meeting available?</p>	
<p>Interviewer: Review the minutes of the last parent-teacher meeting with the Head teacher and answer the questions. Accept verbal response if minutes are not available</p>	
<p>Q12 What was the main topic discussed at the last parents-teachers meeting?</p>	
<p>When was the last meeting held between all parents and teachers?</p> <p>Q13 YEAR <input type="text" value="Please select..."/></p>	
<p>Q14 MONTH <input type="text" value="Please select..."/></p>	
<p>Q15 Is there a School Committee at this school, a committee that includes parents?</p>	
<p>Q16 Interviewer: Ask to see the minutes of the last school committee meeting. Were the school committee minutes from the last meeting available?</p>	
<p>Interviewer: Review the minutes of the last school committee meeting with the Head teacher and answer the questions. Accept verbal response if minutes are not available</p>	
<p>Q17 What was the main topic of the last school committee meeting?</p>	
<p>When did the last school committee meeting take place?</p> <p>Q18 YEAR <input type="text" value="Please select..."/></p>	
<p>Q19 MONTH <input type="text" value="Please select..."/></p>	
<p>Q20 Did the school committee receive any training in 2016 or 2017, including on their role and responsibilities?</p>	
<p>Q21 What organisation or project gave the training?</p>	
<p>On a scale from 1 to 5, where 1 means very poor and 5 means very good, how do you assess the School Committee contribution/support to the school? <i>Show the respondent the show card</i></p> <p>Q22 <input type="text" value="Please select..."/></p>	
<p>Q23 Is the role of the Parent-Teacher Group or Partnership in this school about the same, somewhat different or very different to the role of the school committee?</p>	

In-kind resources

Q.1 Did your school receive any resources in-kind in the calendar years 2016 and 2017, such as textbooks, classroom furniture or new infrastructure?
Interviewer: Do not include resources in-kind which were purchased using Elimu Burs/Capitation Grant funds

Yes (1) No (2) Refused (7) Don't know (8)

In-kind resources provided to school

ID	Type of resources received	Q.2 Did this school receive RESOURCE in the calendar years 2016 and 2017?	Details	Q.3 Other specify
1	Textbooks	Yes (1) No (2)	Details	
2	Supplementary reading books for children	Yes (1) No (2)	Details	
3	Teacher read aloud books	Yes (1) No (2)	Details	
4	Big books	Yes (1) No (2)	Details	
51	Teacher Guides	Yes (1) No (2)	Details	
52	Teaching materials/toolkits for Swahili literacy	Yes (1) No (2)	Details	
53	Teaching materials/toolkits for maths/numeracy	Yes (1) No (2)	Details	
54	Teaching materials/toolkits for other subjects	Yes (1) No (2)	Details	
19	Shujaa magazines	Yes (1) No (2)	Details	
55	Posters on teachers' code of conduct/positive learning environment	Yes (1) No (2)	Details	
17	Notice boards	Yes (1) No (2)	Details	
18	Tablet for school information system	Yes (1) No (2)	Details	
12	Pupil uniform (including shoes)	Yes (1) No (2)	Details	
8	Classroom furniture	Yes (1) No (2)	Details	
7	Classrooms	Yes (1) No (2)	Details	
14	Toilets/toiletries	Yes (1) No (2)	Details	
13	Water	Yes (1) No (2)	Details	
16	Electricity	Yes (1) No (2)	Details	
9	Teachers houses	Yes (1) No (2)	Details	
15	School feeding	Yes (1) No (2)	Details	
10	Other	Yes (1) No (2)	Details	
11	Other	Yes (1) No (2)	Details	

Q.4 In 2016 and 2017, did anyone provide for free services to this school or pay others to provide services to your school? By services I mean activities such as maintenance or repairs, cooking, gardening, etc.

Yes (1) No (2) Refused (7) Don't know (8)

Q.5 Which type of services did the school receive for free in 2016 and 2017?

Construction (1)
 Maintenance/repairs (2)
 Cleaning (3)
 Gardening (4)
 Cooking (5)
 Guarding (6)
 Other, specify (96)

Changes depending on "resource" for which detail are being completed e.g. electricity, water, teachers' house

Details

Q.1 Which Standards were Textbooks for?
Interviewer: Tick ALL that applies

Pre-school (0)
 1 (1)
 2 (2)
 3 (3)
 4 (4)
 5 (5)
 6 (6)
 7 (7)
 All (8)

How many Textbooks were received?
Interviewer: Ask head to estimate if exact number is not known. Count each setbox of materials as one item. 9999 don't know

Q.2

Q.3 Organisation/agency provided resources to the school?
Interviewer: Tick ALL that applies

Equip-T (1)
 3Rs LANES (7)
 Big Results Now (BRN)/EPforR (8)
 Tusome Pamoja (10)
 Other project (specify) (2)
 Local govt (District or Ward) (3)
 Other govt (regional or central) (4)
 Local parents community (5)
 Businesses (6)
 Politician (11)
 Churches/Mosques (9)
 Other (96)
 Refused (97)
 Don't know (98)

Q.4 How many children were fed on a daily basis with the food you received?

How many months did the provided food last?
Interviewer: Record 24 if for the entire time.

Q.5

Q4 and Q5 only asked for 'School feeding' resource

How much was the school supposed to receive for each pupil per year for the elimu bure per capita grant in the calendar years 2016 and 2017??

Tanzanian Shilling (TZS) (1) US Dollar (USD) (2)

● Tanzanian Shilling (TZS) (1) ● US Dollar (USD) (2)

☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (0)

- ☐ Yes, correct amount (1)
- ☐ No, less than amount entitled to (2)
- ☐ No, more than amount entitled to (3)
- ☐ Refused (97)
- ☐ Don't know (98)

Interviewer: Ask to see records of per capita grants received. Check that all are available.

ID	FOR Month
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ID	FOR Month	Q.7 Amount in Tsh. Write in # DK.	Q.8 Month received	Q.9 Is the payment for Elimu Burn only (EB), or does it include the HT allowance (+HT), or does it include the HT and WEO allowance (+HT+WEO)?	Q.10 Source of information
1	16-Jan		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
2	16-Feb		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
3	16-Mar		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
4	16-Apr		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
5	16-May		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
6	16-Jun		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
7	16-Jul		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
8	16-Aug		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
9	16-Sep		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
10	16-Oct		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
11	16-Nov		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
12	16-Dec		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
13	17-Jan		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
14	17-Feb		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
15	17-Mar		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
16	17-Apr		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
17	17-May		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *
18	17-Jun		Please sel... *	EB (1) EB+HT (2) EB+HT+WEO (3) DK (8)	Please select... *

19	17-Jul		Please sel...	<input type="radio"/> EB (1) <input type="radio"/> EB+HT (2) <input type="radio"/> EB+HT+WEO <input type="radio"/> DK (8)	Please select...
20	17-Aug		Please sel...	<input type="radio"/> EB (1) <input type="radio"/> EB+HT (2) <input type="radio"/> EB+HT+WEO <input type="radio"/> DK (8)	Please select...
21	17-Sep		Please sel...	<input type="radio"/> EB (1) <input type="radio"/> EB+HT (2) <input type="radio"/> EB+HT+WEO <input type="radio"/> DK (8)	Please select...
22	17-Oct		Please sel...	<input type="radio"/> EB (1) <input type="radio"/> EB+HT (2) <input type="radio"/> EB+HT+WEO <input type="radio"/> DK (8)	Please select...
23	17-Nov		Please sel...	<input type="radio"/> EB (1) <input type="radio"/> EB+HT (2) <input type="radio"/> EB+HT+WEO <input type="radio"/> DK (8)	Please select...
24	17-Dec		Please sel...	<input type="radio"/> EB (1) <input type="radio"/> EB+HT (2) <input type="radio"/> EB+HT+WEO <input type="radio"/> DK (8)	Please select...

- ☐ Yes (1)
- ☐ No (2)
- ☐ Refused (3)
- ☐ Don't Know (4)
- ☐ Money not spent yet (5)

EQUIP-T grants

Q.1 Has this school received any grants from the district, funded by EQUIP-T, in 2016, 2017 or 2018, to support parent-teacher partnerships, school development, or income generating activities? ☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Equip-T grant types		Q.2 Did the school receive GRANT?		Details		
ID	Grant					
1	Parent-teacher partnership grant 1 (for general school development and PTP)	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)	<input type="radio"/> Refused (7)	<input type="radio"/> Don't know (8)	<div>Details</div>
2	Parent-teacher partnership grant 2 (for girls)	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)	<input type="radio"/> Refused (7)	<input type="radio"/> Don't know (8)	<div>Details</div>
3	Income-generating activity grant	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)	<input type="radio"/> Refused (7)	<input type="radio"/> Don't know (8)	<div>Details</div>

Changes depending on “grant”

Details

Parent-teacher partnership grant 1 (for general school development and PTP)

In total, how much did the school receive from the Parent-teacher partnership grant 1 (for general school development and PTP)?

Q.1 (for general school development and PTP)? Amount in Tsh. Write all 4/24

When did the school receive the money from the Parent-teacher partnership grant 1 (for general school development and PTP)?

Q.2 (for general school development and PTP)? Please select...

What was the money spent on?

Q.3 Interviewer: Check the expenditure records. Accept verbal answers if not available. Select ALL that applies.

☐ Not yet spent (0)

☐ Infrastructure and furniture (1)

☐ Administrative expenses (goods and staff) (2)

☐ Pupil welfare (feeding, health, clothing, etc) (3)

☐ Teaching and learning (4)

☐ Extra curricular (e.g. sports or music clubs, events) (5)

☐ Other (96)

Q.4 Was any of the expenditure targeted at a particular group of vulnerable pupils?

☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

At what group of vulnerable pupils?

Q.5 Interviewer: Tick all that apply

☐ Girls (1)

☐ Pupils with disabilities (2)

☐ Pupils with learning difficulties (3)

☐ Pupils from poor households (5)

☐ Pupils who don't speak Kiswahili at home (4)

☐ Pupils with parents who are not interested in education (8)

☐ Pupils who live far from school (10)

☐ Pupils that are regularly absent (11)

☐ Other, specify (96)

Q.6 Have any of the income-generating activities the school received the grant for started yet?

☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Other funding sources			
Other funding sources			
ID	Funding source	Q 1 Apart from Elimu Burel' capitation grants or grants funded by EQUIP-T, did the school receive any other financial contributions in 2017 from (name of source)?	Q 2 How much did the school receive from (name of source) in 2017? <i>Interviewer: If the exact amount is not available ask the head teacher to estimate Write amount in TSH 88 Don't Know</i>
1	Government OTHER than Capitation Grant OR grants funded by EQUIP-T (district, regional, central)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
2	Project (supported by international donor), excluding EQUIP-T	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
3	Project (supported by local NGO/CSO)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
4	Parents voluntary contributions	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
5	Community voluntary contributions	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
6	Schools own income generation	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
96	Other	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	

facilities

Now I would like to ask you some questions about the physical facilities in the school.

Q.1 Does the school have a staff room, that is a separate room where teachers can work?

☐ Yes (1) ☐ No (2)

Q.2 How many classrooms are being used for teaching standards 1 to 7 in this school?

Q.3 How many classrooms are being used to teach pre-school classes in this school?

Interviewer: Write 0 if preschool children are taught outside

Q.4 How many of the classrooms used by preschool students are also used by Standard 1-7 students?

Interviewer: Write 0 if none

Q.5 Does the school have a source of electricity?

☐ Yes (1) ☐ No (2)

Q.6 Is it functioning today?

☐ Yes (1) ☐ No (2)

Q.7 Does the school have any working computers, apart from an school information system tablet?

☐ Yes (1) ☐ No (2)

Q.8 How many working computers does the school have, apart from an school information system tablet?

Q.9 Is there a source of drinking water on the school premises?

☐ Yes (1) ☐ No (2)

Q.10 What drinking water source does the school have?

Q.11 Is drinking water available today?

☐ Yes (1) ☐ No (2)

Q.12 How many teachers' houses does the school have?

Interviewer: Write 0 if none

Q.13 Do you have a student suggestion box, where students can raise issues anonymously?

☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.14 **Interviewer:** Ask to see the box. Where is the suggestion box located?

Now I would like to ask you some questions about the physical facilities in the school.

Q.1 Does the school have a staff room, that is a separate room where teachers can work?

☐ Yes (1) ☐ No (2)

Q.2 How many classrooms are being used for teaching standards 1 to 7 in this school?

Q3 How many classrooms are being used to teach pre-school classes in this school?

How many of the classrooms used by preschool students are

Q4 How many of the classrooms used by preschool students are also used by Standard 1-7 students?
Interviewer: Write 0 if none

Q4 How many of the classrooms
Interviewer: Write 0 if none.

Q.5 Does the school have a source of electricity?

☐ Yes (1) ☐ No (2)

Q.6 Is it functioning today?

☐ Yes (1) ☐ No (2)

Q.7 Does the school have any working computers, apart from an school information system tablet?

☐ Yes (1) ☐ No (2)

Q.8 How many working computers does the school have, apart from an school information system tablet?

Q.9 Is there a source of drinking water on the school premises?

☐ Yes (1) ☐ No (2)

Q.10 What drinking water source does the school have?

Please select...

Q.11 Is drinking water available today?

☐ Yes (1) ☐ No (2)

Q.12 How many teachers' houses does the school have?
Interviewer: *While Q.12 was asked,*

INDIVIDUAL WITH OFFENSE

Q.13 Do you have a student support

Q.13 Do you have a student suggestion box, where students can raise issues anonymously?

☐ Yes (1) ☐ No (2) ☐ Refused (7) ☐ Don't know (8)

Q.14 Interviewer: Ask to see the box. Where is the suggestion box located?

Please select...

GPS

Interviewer: Record the coordinates at the center of the school compound using your phone, one of the tablets or the school information system tablet. Record latitude and longitude in decimal degrees

Q.1 LATITUDE IN DECIMAL DEGREES: e.g. -8.45562

Q.2 LONGITUDE IN DECIMAL DEGREES: e.g. 29.15479

Lesson Observation

Q.1 How many Lesson Observation Files were recorded? Ask the LO person.

Q.2 Was at least one Kiwahihi and one Maths lesson observed? Ask the LO person.

Yes (1)

No (2)

Q.3 Why not? Specify reason. Ask the LO person.

Start

Overview

Tch Roster

Current teachers

Teacher Interview

Time tables

Head Teacher

Various

End

End

Q.1 Interviewer: [Select interview result](#)

Complete (1)

Partially complete (2)

Get time

Q.2 Interviewer: [Mark the end of the interview/test](#)

Q.3 Interviewer: [Was there any issue, question or irregularity with this interview?](#)
[Select all that applies and specify.](#)

☒ No, everything went fine (1)

☐ There were issues with CAPL, e.g. Q5 in Teacher did not open (specify) (2)

☐ There were issues with the protocols, e.g. we were late (specify) (3)

☐ There was a issue with the respondent/school/interview, e.g. not very cooperative (specify) (4)

☐ Something was not clear to me (specify) (5)

☐ There was something else noteworthy (specify) (6)

Q.4 Comment for enumerator

Please select_