

Interviews :

Region

District

School

Teacher Code

Team

Enumerator



EQUIP-T Teacher End V4.3

Please select...

Please select...

Please select...

Please select...

Please select...

[New Interview](#)

Start

Q.1 Interviewer: Copy the teacher's name from the head teacher interview.

Q.2 Interviewer: Copy the teacher code again from the head teacher interview. If you used the wrong code on the dashboard, write correct code here.

Q.3 Interviewer: Select interview location.

Please select...

Q.4 Interviewer: Mark start of the interview test

Get time

Q.5 Interviewer: Is the respondent the head teacher, a government paid teacher (including academic master, special responsibilities, etc) or a volunteer teacher?

Head Teacher (1)

Government paid teacher (2)

Volunteer teacher (3)

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 40 minutes.

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

Q.6 Interviewer: Confirm that you have read the consent statement and that the respondent has agreed to be interviewed

Yes (1)

No (2)

Teacher

Q.1	Is your name (unanswered)? Your name will be kept confidential and will not appear in any reports or documents.	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)	<input type="radio"/> Refused (7)	<input type="radio"/> Don't know (8)
Q.2	Mobile phone number <i>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 leading 0, e.g. 723 456 532. Only if absolutely no number available, record 777 777 777.</i>	<input type="text"/>			
Q.3	<i>Interviewer:</i> Record the gender of the teacher	<input type="radio"/> Male (1) <input type="radio"/> Female (2)			
Q.4	How old are you? <i>Interviewer: Record the number of years in the box. If the teacher does not know her/his age - code 98 If the teacher refuses to answer - code 97</i>	<input type="text"/>			
Q.5	How many years have you been working as a teacher? <i>Interviewer: Record the number of years in the box. Write 0 if less than one year.</i>	<input type="text"/>			
Q.6	How many years have you been working as a teacher at this school? <i>Interviewer: Record the number of years in the box. Write 0 if less than one year.</i>	<input type="text"/>			
Q.7	Where was your previous teaching job? <i>Interviewer: Read out options</i>	<div>Please select... ▼</div>			
Q.8	Do you hold a professional education qualification?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)	<input type="radio"/> Refused (7)	<input type="radio"/> Don't know (8)
Q.9	What is the highest professional education qualification you hold?	<div>Please select... ▼</div>			
Q.10	What is your highest level of academic education, apart from your professional education qualification?	<div>Please select... ▼</div>			
Q.11	What is the main language that you speak at home?	<input type="radio"/> Vernacular language (1)	<input type="radio"/> Swahili (2)	<input type="radio"/> Foreign language (3)	<input type="radio"/> Refused (97) <input type="radio"/> Don't know (98)
Q.12	Select language	<div>Please select... ▼</div>			

Start Teacher **Training** Teaching practice Pupil Assessment Teaching support Teacher morale Other conditions Checks End

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 as a teacher, and actively working, usually short courses and seminars. The course must be related to your role as a teacher.

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 (7) ☐ Don't know (8)

ID	Training Program	Q.2 Did you receive inservice training in the calendar years 2016 and 2017 from (name), including training given by teachers or the headteacher? <i>Interviewer: Respondents may describe any early grade INSET on Swahili or maths as SRs regardless of training provider. Probe to check you have the correct provider.</i>	Details	Q.3 Other specify
14	Education Quality Improvement Programme (EQIP)-Tanzania	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	
15	LANES, conducted by ADEMTE	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	
1	BRN (Big Results Now) EPtoR	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	
16	STEP Student Teacher Enrichment Programme	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	
17	Tusome Pamoja	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	
12	Other	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	
13	Other	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	Details	

Name of programme modified depending on training programme participated in

Details

Education Quality Improvement Programme (EQIP)-Tanzania

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

☐ SM 1 & 2 Curriculum (1)
☐ SM 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)

Q.2 In total, for how many days in 2016 and 2017 did you attend training outside school provided by Education Quality Improvement Programme (EQIP)-Tanzania?
Interviewer: Consider days partially attended. Exclude travel or rest days. Include days spent in other schools. Add separate course together.

Q.3 In total, on how many days in 2016 and 2017 did you attend school based training provided by Education Quality Improvement Programme (EQIP)-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.4 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 (EQIP)-Tanzania)
Interviewer: Record duration in hours

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)

Start Teacher **Training** Teaching practice Pupil Assessment Teaching support Teacher morale Other conditions Checks End

Q.4 Did you find the EQIP-T inservice training in 2016 and 2017 worthwhile?
☐ Yes (1) ☐ Somewhat () ☐ No (3) ☐ Refused (7) ☐ Don't know (8)

☐ 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)
☐ Time lag 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.5 Why was the EQIP-T inservice training in 2016 and 2017 not worthwhile?
Interviewer: Do NOT read the options; tick all that are mentioned by the teacher

☐ Curriculum knowledge (1)
☐ Subject knowledge (2)
☐ Teaching skills (3)
☐ Gender-responsive teaching skills (41)
☐ Other inclusive teaching skills (42)
☐ Classroom management/disciplinary skills (5)
☐ Lesson/scheme of work planning skills (6)
☐ Confidence in teaching (7)
☐ Support network (8)
☐ Other (96)
☐ Refused (97)
☐ Don't know (98)

Q.6 What did you gain from the EQIP-T inservice training in 2016 and 2017?
Interviewer: Do not read the options; tick all that are mentioned by the teacher

<p>Q.7 What difficulties, if any, did you 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</p>		<input type="checkbox"/> No difficulties (10) <input type="checkbox"/> Not relevant to my job (1) <input type="checkbox"/> Materials difficult to understand (2) <input type="checkbox"/> Too much content (3) <input type="checkbox"/> Too theoretical/Not practical (4) <input type="checkbox"/> Not enough training material (11) <input type="checkbox"/> Content not completed (12) <input type="checkbox"/> Problems with trainers (13) <input type="checkbox"/> Took up too much time/workload (5) <input type="checkbox"/> Limited training time (8) <input type="checkbox"/> Time lag between trainings (14) <input type="checkbox"/> Sessions inconvenient time/day (15) <input type="checkbox"/> Transport difficult/venue too far away (9) <input type="checkbox"/> No / insufficient payment (6) <input type="checkbox"/> No / insufficient direct training outside school (7) <input type="checkbox"/> Envy from colleagues (16) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98)
<p>Q.8 Have you ever attended any inservice training from Equip-T?</p>		<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
<p>Considering all EQUIP-T inservice training you have attended until now (from 2014 to 2018):</p>		
<p>How many <i>early grade</i> <i>Sehatil</i> literacy modules have you completed? Q.9 Interviewer: Show the respondent the list of modules <i>Write 98 if CN</i></p>		<input type="text"/>
<p>How many <i>early grade</i> <i>maths/numeracy</i> modules have you completed? Q.10 Interviewer: Show the respondent the list of modules <i>Write 98 if CN</i></p>		<input type="text"/>
<p>Q.11 Did you complete the gender-responsive pedagogy module?</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.12 Did you attend any meetings with teachers from other schools in your ward to reflect on INSET modules or teaching practices in 2016 and 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.13 On how many days did you attend such meetings in 2016 and 2017? Interviewer: Write 98 if CN</p>		<input type="text"/>
<p>Q.14 Did you have to pay anything towards transport, accommodation, food, etc to attend any of those meetings, that was not covered by allowance? (in cash or in-kind)</p>		<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)

Start	Teacher	Training	Teaching practice	Pupil Assessment	Teaching support	Teacher morale	Other conditions	Checks	End																
Teaching practice																									
Now I would like to ask you some questions about your teaching.																									
Q.1 How many teaching periods do you have per week this school term? Interviewer: Record the number of periods.																									
<table border="1"> <thead> <tr> <th colspan="2">Kiswahili and Math</th> <th>Q.2 Do you teach Kiswahili including reading and writing to (standard)?</th> <th>Q.3 Do you teach Maths to (standard)?</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Standard 1</td> <td> <input type="radio"/> Yes (1) <input type="radio"/> No (2) </td> <td> <input type="radio"/> Yes (1) <input type="radio"/> No (2) </td> </tr> <tr> <td>2</td> <td>Standard 2</td> <td> <input type="radio"/> Yes (1) <input type="radio"/> No (2) </td> <td> <input type="radio"/> Yes (1) <input type="radio"/> No (2) </td> </tr> <tr> <td>3</td> <td>Standard 3</td> <td> <input type="radio"/> Yes (1) <input type="radio"/> No (2) </td> <td> <input type="radio"/> Yes (1) <input type="radio"/> No (2) </td> </tr> </tbody> </table>										Kiswahili and Math		Q.2 Do you teach Kiswahili including reading and writing to (standard)?	Q.3 Do you teach Maths to (standard)?	1	Standard 1	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	2	Standard 2	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	3	Standard 3	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
Kiswahili and Math		Q.2 Do you teach Kiswahili including reading and writing to (standard)?	Q.3 Do you teach Maths to (standard)?																						
1	Standard 1	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)																						
2	Standard 2	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)																						
3	Standard 3	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)																						
Q.4 Are you teaching Swahili in Standard 4-7? <input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)																									
Q.5 Are you teaching maths in Standard 4-7? <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 confident do you feel about teaching the new Standards 1 and 2 curriculum? Do you feel very confident, fairly confident, or not confident? <div style="text-align: right;">Please select...</div>																									
Q.7 Why don't you feel confident about teaching the new Standards 1 and 2 curriculum? Interviewer: Do NOT read the options, tick all that are mentioned by the teacher. <div style="text-align: right;"> <input type="checkbox"/> Didn't receive any training (1) <input type="checkbox"/> Didn't receive enough training (2) <input type="checkbox"/> Training was difficult to understand/not useful (3) <input type="checkbox"/> Teaching methods are too difficult/different from before (4) <input type="checkbox"/> Don't have appropriate teaching and learning materials (5) <input type="checkbox"/> Other (96) <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98) </div>																									

Start	Teacher	Training	Teaching practice	Pupil Assessment	Teaching support	Teacher morale	Other conditions	Checks	End
<div style="text-align: right;"> <input type="checkbox"/> Refused (97) <input type="checkbox"/> Don't know (98) </div>									
Do you, or your pupils, have access to the following resources for use in teaching and learning?									
Q.8 Standards 1 and 2 Curriculum <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.9 Syllabi for Standard 1 <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.10 Syllabi for Standard 2 <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.11 Teachers' guides for reading <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.12 Teachers' guides for writing <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.13 Teachers' guide for arithmetic <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.14 Maths textbooks for the majority of your standard 1 pupils <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.15 Maths textbooks for the majority of your standard 2 pupils <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.16 Swahili textbooks for the majority of your standard 1 pupils <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.17 Swahili textbooks for the majority of your standard 2 pupils <input type="radio"/> Yes, good access (1) <input type="radio"/> Yes, limited access (2) <input type="radio"/> No access (3) <input type="radio"/> Don't know (8)									
Q.18 Which language do you use when teaching? <input type="radio"/> Vernacular language (1) <input type="radio"/> Swahili (2) <input type="radio"/> Foreign language (3) <input type="radio"/> Refused (97) <input type="radio"/> Don't know (98)									
Q.19 Select language <div style="text-align: right;">Please select...</div>									
Q.20 Do you ever switch between Kiswahili and a vernacular language during the teaching and learning process? <input type="radio"/> Yes (1) <input type="radio"/> No (2)									
Q.21 How frequently do you switch between Kiswahili and a vernacular language during the teaching and learning process? Is this occasionally, often or always? <div style="text-align: right;">Please select...</div>									
Q.22 Do you use any other language to talk to pupils outside the classroom? <input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)									
Q.23 What language do you use to talk to pupils outside the classroom? <input type="radio"/> Vernacular language (1) <input type="radio"/> Swahili (2) <input type="radio"/> Foreign language (3) <input type="radio"/> Refused (97) <input type="radio"/> Don't know (98)									
Q.24 Select language <div style="text-align: right;">Please select...</div>									

Star
Teacher
Training
Teaching practice
Pupil Assessment
Teaching support
Teacher morale
Other conditions
Checks
End

Pupil Assessment

Q.1 Do you measure your pupils' academic progress during the school year?

☒ Yes (1)
☐ No (2)
☐ Refused (7)

Academic progress

ID	Pupil assessment methods used	Q.2 In the past five school days, have you assessed pupils using METHOD?
1	Class exercise	<input checked="" type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
2	Written class tests	<input checked="" type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
3	Homework	<input checked="" type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
4	Other written assessment	<input checked="" type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)
5	Oral evaluation, where marks are recorded	<input checked="" type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused (7) <input type="radio"/> Don't know (8)

Q.3 Do you report individually on your pupils' academic progress to their parent/guardians?

☒ Yes (1)
☐ No (2)
☐ Refused (7)

Q.4 How many times did you report individually on your pupils' academic progress to their parent/guardians in the calendar year 2017?

Interviewer: Write the number of times. Write 0 if none.

Q.5 In your teaching of Standards 1.2 or 3 classes have you noticed any groups of pupils who find learning particularly difficult?

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

Q.6 Which groups of pupils find learning particularly difficult?

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

☐ Pupils with disabilities (1)
☐ Girls (2)
☐ Boys (3)
☐ Pupils who don't speak Kikwahili at home (4)
☐ Pupils from poor households (5)
☐ Pupils who haven't attended pre-school (6)
☐ Pupils with health problems (7)
☐ Pupils with parents who are not interested in education (8)
☐ Pupils who live far from school (10)
☐ Pupils that are regularly absent (11)
☐ No particular group (9)
☐ Other (96)
☐ Refused (97)
☐ Don't know (98)

Q.7 Are you able to do anything to help pupils who find learning particularly difficult?

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

Q.8 What do you do to support pupils who find learning particularly difficult?

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

☐ Adapt materials/teaching to appropriate level (1)
☐ Use regular assessments to monitor progress (2)
☐ Ensure pupils are engaged in lessons (3)
☐ Give extra tuition classes myself (4)
☐ Suggest extra tuition classes run by others (5)
☐ Switch between Kikwahili and vernacular language (6)
☐ Talk to their parents (7)
☐ Group pupils together (8)
☐ Give more work/extra (9)
☐ Repeat topics until pupils understand (10)
☐ Other (96)
☐ Refused (97)

Start	Teacher	Training	Teaching practice	Pupil Assessment	Teaching support	Teacher morale	Other conditions	Checks	End
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Teaching support

Now I would like to ask you about the type of teaching support and supervision you receive at your school.

Q.1

Does your Head teacher or Academic master check your lesson plans?

Yes (1)

No (2)

Refused (7)

Q.2

How many times did the Head teacher or Academic master check your lesson plans during the last 30 days?
Interviewer: Write the number of times.

Q.3

Do you receive any written feedback on your lesson planning from the Head teacher or Academic master that includes a substantive comment on the content of the plan?
Interviewer: Do NOT consider feedback that only says OK, Good, etc.

Yes (1)

No (2)

Refused (7)

Q.4

How many times did you receive written feedback on your lesson plans during the last 30 days?
Interviewer: Write the number of times.

Q.5

Does your Head Teacher observe your teaching by sitting in and observing a whole lesson?
Interviewer: Do NOT consider if HT observes for a few minutes only.

Yes (1)

No (2)

Refused (7)

Q.6

How many times did the Head Teacher observe your teaching during the last 30 days?
Interviewer: Write the number of times.

Q.7

Do you receive any written feedback from the Head Teacher observations of your teaching that includes a substantive comment on the lesson?
Interviewer: Do NOT consider feedback that only says OK, Good, etc.

Yes (1)

No (2)

Refused (7)

Q.8

How many times did you receive written feedback on your teaching during the last 30 days?
Interviewer: Write the number of times.

Q.9

In the last 30 days, have any other teachers, excluding the Head Teacher, observed your teaching by sitting in and observing a whole lesson?
Interviewer: Do NOT consider if observe for a few minutes only.

Yes (1)

No (2)

Refused (7)

Teacher type

Q.10

Teacher Type

Q.10 What type of teacher carried out this observation of your teaching?

1

Peers

Please select...

2

Academic master/Assistant head teacher

Please select...

3

Other senior teachers

Please select...

Q.11

Does the Head Teacher, assistant Head Teacher or academic master hold individual meetings with you to discuss your teacher performance and professional development needs?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.12

In the calendar year 2017, how many times did you attend an individual professional development meeting?
Interviewer: Write the number of times. Write 98 if DK.

Q.13

On a scale from 1 to 5, where 1 means very poor and 5 means very good, how do you assess the support provided to you in this school to improve your teaching?
Interviewer: Show the respondent the show card.

Q.14

In the calendar year 2017, how frequently did the Ward Education Officer visit you individually?
An individual visit means that the Ward Education Officer observed your teaching or held a meeting or discussion with you.
Interviewer: Write the number of times. Write 0 if none.

Q.15

In the calendar year 2017, how many times did the District School Inspector, now called School Quality Assurer, visit you individually?
An individual visit means that the quality assurer observed your teaching or held a meeting or discussion with you.
Interviewer: Write the number of times. Write 0 if none.

Q.16

How many times in the last 60 days, was a staff meeting held in this school? 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.
Interviewer: Write the number of times. Write 0 if none, 98 if DK.

Q.17

In this school, are there regular meetings normally chaired by a teacher, attended by the head teacher and other teachers, to discuss teaching and learning performance?
Interviewer: This meeting may be known as weekly meeting or school performance management meeting. Exclude staff meetings chaired by HT.

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.18

How many school performance management meetings did you attend in the last 60 days?
Interviewer: Write the number of times. Write 0 if none, 98 if DK.

Q.19

In your school, are there any rewards for teachers who perform well?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.20

If your school, what types of rewards are there for good teacher performance?
Interviewer: Do NOT READ the options. Tick ALL that apply.

☐ Financial (1)

☐ Material (in-kind resources) (2)

☐ Verbal recognition (3)

☐ Certificate or cup or medal (4)

☐ Promotion within school (5)

☐ Trips or events (6)

☐ Other (96)

☐ Refused (97)

☐ Do not know (98)

Q.21

In your school is any action taken if teachers perform poorly?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.22

What type of action is taken if teachers perform poorly?
Interviewer: Do NOT READ the options. Tick ALL that apply.

☐ Extra support to improve classroom teaching (1)

☐ Increased lesson observation (2)

☐ Increased checks of marking, lesson plans, scheme of work' (3)

☐ Warning/Sanction from head teacher (4)

☐ Warning/Sanction from a school committee/meeting (7)

☐ Head teacher reports to WEO (8)

☐ Warning/Sanction from WEO (9)

☐ Teacher required to give extra classes (8)

☐ Other (96)

☐ Refused (97)

☐ Don't know (98)

Q.23

Has the head teacher taken any action during the last school year 2017 which has helped to improve education?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.24

What action has the head teacher taken in 2017 which has helped to improve education?
Interviewer: Do NOT READ the options. Tick ALL that apply.

☐ Teacher attendance and punctuality (1)

☐ Teacher in-service training/ other support for teaching (2)

☐ Teaching and learning materials (3)

☐ School infrastructure (4)

☐ Relationship with parents/community (5)

☐ Relationship with WEO/district (6)

☐ Extra tuition classes (7)

☐ Pupil absenteeism (8)

☐ School feeding (9)

☐ More textbooks (10)

☐ Pupils welfare, specify (12)

☐ Extra curricular (13)

☐ Other (96)

☐ Refused (97)

☐ Don't know (98)

Q.25

Were any of the head teachers actions in 2017 for particular groups of vulnerable pupils?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.26

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.27

Is there a parent-teacher partnership or parent-teacher group in this school, a group that includes parents and teachers and meets regularly?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.28

Are you a member of the parent-teacher partnership or parent-teacher group?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Q.29

Has the parent-teacher partnership or parent-teacher group taken any action during the last school year 2017 which has helped to improve education in this school?

Yes (1)

No (2)

Refused (7)

Don't know (8)

Teacher morale

Now I would like to ask you some questions about how you feel about being a teacher in this school.

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.

[Interviewer](#) [Show the respondent the show card](#)

Q.1	On which step are you today?	Please select...	1
Q.2	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 teacher?	Please select...	1
Q.3	On the same 1 to 10 step scale, where 1 is low and 10 is high, how much do you feel your head teacher values your role as a teacher?	Please select...	1
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...	1

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 0 if lives on school compound

88 Don't know

87 Refused

Q.1 HOURS

Q.2 MINUTES

Q.3 Do you have any outstanding non-salary claims, for example for leave, transfer or sickness etc?

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

Q.4 In the last 30 days, were there any days when you were not in school for all or parts of the day?

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

Q.5 Why were you not in school?

Interviewer: Do NOT READ the options. Tick ALL that apply.

- ☐ Illness (1)
- ☐ Family responsibility (2)
- ☐ Attending training (3)
- ☐ Official education work/meeting (4)
- ☐ Transport problem (5)
- ☐ Collecting salary (6)
- ☐ Other official government work (7)
- ☐ Other private work (8)
- ☐ Lack of motivation due to housing (9)
- ☐ Lack of motivation due to salary (10)
- ☐ Lack of motivation other, including laziness/hecklessness (11)
- ☐ Alcohol/drugs (12)
- ☐ Other (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Q.6 In the past 30 days, have there been any days when you have been present in school but unable to attend all your lessons?

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

Q.7 Why were you not able to attend some lessons?

Interviewer: Do NOT READ the options. Tick ALL that apply.

- ☐ Large workload (marking/planning lessons/schemes of work etc) (1)
- ☐ Meeting with head teacher (2)
- ☐ Meeting with other teachers (3)
- ☐ Lack of motivation related to salary (4)
- ☐ Lack of motivation related to housing (5)
- ☐ Lack of motivation other including laziness/hecklessness (6)
- ☐ Illness (7)
- ☐ Feeling tired/exhausted (8)
- ☐ Other (96)
- ☐ Refused (97)
- ☐ Don't know (98)

Checks

Interviewer: Ask the teacher that you would like to see examples of the pupil assessment methods mentioned by the teacher earlier (from the past 5 school days) and of the written feedback on lesson plan and lesson observation (from past 30 days).
Go with the teacher, check what the teacher presents to you and answer the following questions. Do NOT read out the questions.

Assessment	
ID	Pupil assessment methods used
<div></div>	
Q 1 Interviewer, did the teacher show you an example that had been marked in the past 5 days?	
<div></div>	
<div><div>Is a written feedback from lesson plans from the last 30 days available?</div><div>Q2 Ask to see an example of written feedback from the head teacher on lesson plans from the last 30 days. Written feedback must include a substantive comment on the content of the plan. If the feedback only says OK, Good, etc., select No</div><div><div><div></div>Yes (1)</div><div><div></div>No (2)</div></div></div>	
<div><div>Is a written feedback from a lesson observation which took place in the last 30 days available?</div><div>Q3 Ask to see an example of written feedback from a lesson observation which took place in the last 30 days. Written feedback must include a substantive comment on the lesson. If the feedback only says OK, Good, etc., select No</div><div><div><div></div>Yes (1)</div><div><div></div>No (2)</div></div></div>	

Start

Teacher

Training

Teaching practice

Pupil Assessment

Teaching support

Teacher morale

Other conditions

Checks

End

End

Q.1 Interviewer: Was this interview conducted during the HEAD COUNT period?

Yes (1)

No (2)

Q.2 Interviewer: Specify reason:

Q.3 Interviewer: Select interview result:

Complete (1)

Partially complete (2)

Get time

Q.4 Interviewer: Mark the end of the interview

Q.5 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.6 Comment for enumerator

Please select.