

EQUIP-T Impact Evaluation

Endline Survey 2018

Fieldwork Manual **Extract**

16 April 2018

1 In-service training coordinator (INCO) interview

The INSET Coordinator (INCO) questionnaire is a group questionnaire. INSET stands for In-service Training, i.e. training that teachers receive while being teachers. The Equip-T training model invited the INSET coordinator and some teachers to training sessions outside the school, in which they were trained on modules in Kiswahili, maths and gender-responsive pedagogy. In some areas, teachers were also invited to outside school trainings on 3Rs. The teachers who attended the outside school training were then supposed to train their colleagues at school on the same modules. The trainings were supposed to happen at regular intervals, and be formally organised, i.e. with a set time, appointed facilitators and keeping of minutes.

The INSET coordinator is supposed to coordinate the training activities. INSET coordinator is not an official position at school, but a role suggested by Equip-T. There may be schools that have no coordinator, or where the HT is the coordinator.

1.1 Objective

The aim of the questionnaire is to capture a full picture of all the training on Equip-T Modules that teachers attended outside school, and the training they provided in-school to their colleagues.

1.2 General information and instructions

Do **NOT** conduct this interview during the headcount as teachers will not be able to attend their class. Conduct the interview after the 2nd HC in a break or when teachers are free.

For this interview, gather as respondents all of the following who are present and available to be interviewed:

- the INSET coordinator
- teachers who went to the Equip-T outside school training for modules on Swahili, maths/numeracy or gender-responsive pedagogy
- teachers who facilitated any school-based training on EQUIP-T modules on Swahili, maths/numeracy or gender-responsive pedagogy
- Any other teacher or the HT with knowledge about the INSET training at school

Respondents may ask or call their colleagues or the HT and refer to minutes or records to provide the necessary information.

You may pause and resume at a later stage the interview if it helps to gather the required information.

1.3 Key information and instructions on questions

1.3.1 Start

Q2 and Q3: Add a row for each respondent and record their name. Select them as respondent in Q3. Select as respondent everyone who attended the interview or provided some information to this interview, even if they left after parts of it. If you need to record more teachers later to answer

the outside and inside school sections, only add the name of the teacher and do not select them as respondents, unless they also answered the questionnaire.

1.3.2 OUTSIDE SCHOOL

Q1: Consider any training attended by any teacher from this school as long as it was an Equip-T training and on 3R or either one of the modules: Swahili, maths/numeracy or gender-responsive pedagogy. Include trainings attended by teachers who are no longer at the school.

Q2: If the respondents don't remember the month of the outside school training, narrow it down with them using the term breaks, national exam dates and holidays. Record the approximate month if it is impossible to get the exact month. Record first the month and subject for all training sessions that teachers from the school attended before answering the details screen. Consider trainings that go over a weekend or a holiday as one training session. If a session is happening during two months (e.g. the 30th of one month and the 1st of the following month) record the session in the first month only.

Details Q2: School days are days in which school are meant to be open. Non-school days include weekends, public holidays and school breaks and holidays. If the trainings happened both on school days and outside school days, select the option with more days. Select "equal balance of both" if the meetings were equally on and outside school days, e.g. on one Friday and one Saturday.

Details Q4: Allowance to cover the cost of transport to the training and back. If the respondents do not know if they received it, they have not received it. Record the total transport allowance received. Do not include any daily allowance received.

Details Q5: Allowance to cover other cost than transport. Make sure to record the allowance per teacher per day, NOT the total allowance. Normally teachers from one school received the same amount. Should the amount differ, record the average per teacher per day.

Q4, Q5, Q6: The questions are opened if no outside school training was recorded for the respective modules in the above roster. Confirm that no training has happened for the respective modules and select No. If the answer is Yes, select the module and the respective month in the roster above.

Q7: This question is considering all of the trainings listed in the roster above. Select all the answers that were a challenge or problem in at least one of the sessions attended.

1.3.3 SCHOOL BASED

Q1: This includes training given by teachers or HT from this or other schools, as long as it was a formal training, aimed at teachers at this school and about 3R or the Equip-T modules on teaching Swahili, maths/numeracy or gender-responsive pedagogy. Formal training means it was for several teachers and at an agreed hour. Attendance and minutes might have been taken, but do not have to be taken for the training to be considered. Do not include informal trainings, e.g. one teacher explaining to another teacher during break time on what they have learned in the out of school training.

Roster: FIRST: Ask the respondents how many trainings have taken place, what subjects were trained when, on what days and for how long trainings were conducted, and who facilitated them. Take notes on a sheet of paper. If respondents do not remember well narrow it down with them

using the term breaks, national exam dates and holidays. **SECOND:** record one row for every training period where the above details remained the same, i.e. the trainings happened in the same interval on the same day for the same duration on the same subjects. Record in separate rows if any of the details has changed. The training periods must be listed chronologically, i.e. start with the first period until the last.

Q2 and Q3: Record the start and end month for each period. Record the same month for individual training sessions. If there are gaps in the periods but all the other details remain the same you can record it as one period and count the number of missed sessions in Details Q2. For example: If the teachers conducted 2 sessions on Maths in March 16, and then biweekly sessions on Maths from March 17 until December 17 with no sessions held in November 17, and again biweekly sessions on Kiswahili from Jan 18 until March 18, record 3 rows (March 16 - March 16, March 17 - December 17, January 18 - March 18). If the respondents don't remember the months of the school-based training, narrow it down with them using the term breaks, national exams and holidays. Record the approximate month if it is impossible to get the exact month. Record first all periods before answering the details screen.

Details Q1: On how many days **PER MONTHS** were training sessions held in this period. Record 1 for monthly, 2 for twice per month, 4 for weekly and 8 for twice weekly. Do not reduce the number because of term breaks contained in the periods, we will subtract them from the number afterwards. If the period is only one month, 1 refers to once, 2 refers to twice, 3 to three times, etc.

Details Q2: Record the **TOTAL** number of sessions that were missed during the period. The question is only enabled for periods longer than one month. Consider all sessions missed during term times for any reason (e.g. holidays, national exams, festivities, etc), but do **NOT** count sessions missed because of term breaks. We will subtract them afterwards.

Details Q3: Record the number of hours individual training sessions lasted on most of the days. If the number of hours differs widely record the average.

Details Q4: School days are days in which school is meant to be open. Non-school days include weekends, public holidays and school breaks and holidays. If the trainings happened both on school days and outside school days, select the option with more days. Select "equal balance of both" if the meetings were equally on and outside school days, e.g. on one Friday and one Saturday.

Details Q5: Consider religion class and any other hours when teachers are not meant to be teaching as outside school hours.

Details Q6: Particular curriculum competency refers to any competencies/skills mentioned in the curriculum and related teaching techniques. Select the answer when the training was about general skills and competencies, and not about a particular Equip-T module or 3R.

Details Q7: Select all teachers that facilitated at least one session in the periods.

Q4, Q5, Q6: The questions are opened if no training has happened at school on the particular subject. Confirm that no training has happened for the subject and select No. If the answer is Yes, select the module and the respective period in the roster above.

Q7, Q8, Q9: The questions open for all the subjects that have been trained. Show the respondents the list of modules and select the number completed. Completed refers to having worked through the entire content/booklet of a specific module.

Q10: Refers to both the challenges and problems faced by the facilitators as well as by the other teachers attending. Probe to ask for any other problems or challenges.

Q11: Count the TOTAL number of training sessions for which you have seen minutes. Do not consider any verbal responses.

Q12 and Q13: If there were any minutes available, record from the latest training for which minutes are available. If no minutes are available, ask for the last training session held.

1.3.4 WARD CLUSTER MEETING

Q1: Consider any meeting that includes teachers from several schools and has INSET modules or teaching practices as its main topic. Other topics may also be discussed. The meeting may involve all teachers from different schools, a subset of teachers or only the INSET coordinators.

Q2: Only consider meetings held in 2016 and 2017.

Q3: The last meeting may have been held in 2018.

Q4: Record the number of hours individual meetings lasted on most days. If the number of hours differs widely record the average.

Q5: School days are days in which school is meant to be open. Non-school days include weekends, public holidays and school breaks and holidays. If the meetings happened both on school days and outside school days, select the option with more days. Select “equal balance of both” if the meetings were equally on and outside school days, e.g. on one Friday and one Saturday.

Q6: Consider religion class and any other hours when teachers are not meant to be teaching as outside school hours.

Q7: Particular curriculum competency refers to any competencies/skills mentioned in the curriculum and related teaching techniques. Select the answer when the meeting was about general skills and competencies, and not about a particular Equip-T module.

Q8: The question asks for possible ways to improve INSET for teachers in general, not just the school-based or out of school training. It asks what Equip-T AND also schools could do differently. Probe by asking “anything else” and record all answers.

1.3.5 INSET COORDINATOR

Q1: INSET coordinator is NOT an official position at school, but a role suggested by Equip-T. There may be schools that have no coordinator, or where the HT is the coordinator.

Q3: If there is no clear appointment date or the respondents do not know record an estimate.

INSET Background: The sub screen is opened if the INSET coordinator is not teaching Kiswahili or Maths in Standard 1-3, and thus will not be interviewed as a teacher. The sub screen is administered to the INSET coordinator only. If you are interviewing a group of teachers you can thank the others and continue with the coordinator only. If the coordinator is not present, call the coordinator and administer the questions over the phone.

1.3.6 End

Q2: AFTER the interview, record the teacher code from the HT instrument (Teacher roster tab) from your colleague. Make sure to copy the code correctly, so that we can link the names correctly. If the teacher on your list is no longer working at the school, write 98. Update the spelling of teacher names in the start screen if necessary.