

# **Nigeria RARA Baseline Data Collection**

## **Reference Guide and Forms for Team Leader**

**Bauchi and Sokoto States**

**October 2014**



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FROM THE AMERICAN PEOPLE

## Team Supervisor Roles and Responsibilities

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# 1. Before the school visit

## 1.1. Communicate with the Field Coordinator from RTI

- The day before the school visit, ensure that you know the arrangements for transportation.
- Find out where the school is located and be sure to have with you the relevant contact details.

## 1.2. Contact all Assessors

- Inform assessors when and how the team will depart for the school the following day, as well as whether the team will spend the night away from home site.

## 1.3. Make sure you have all necessary equipment and materials

- Review the **Materials Checklist** and make sure you have all necessary materials for the next day's visit.

# 2. At the school

## 2.1. Introduce yourself and the team of assessors to the Head Teacher

- Have the EGRA-SSME Checklist in your hand to review as you introduce yourself and the day's activities to the Head Teacher.
- Explain the general purpose of the visit. Be sure to emphasize that you are not there to evaluate the school and that all information will remain anonymous.
- Provide the Head Teacher with a copy of the letter of authorization from SUBEB.
- Provide the Head Teacher with the EGRA information brief. Answer any questions about the exercise and activities for the day. If you are unable to respond to a question, take note of it and seek the answer from your Fieldwork Coordinator.
- Tell the Head Teacher that a certain number of pupils will be selected randomly to take the early grade reading assessment.
- Tell the Head Teacher that 1 teacher who teaches P2 Hausa will also be selected. You will observe the teacher's Hausa lesson and then ask the teacher some questions.
  - Emphasize that neither pupils nor teachers will be identified by name in the database or the analysis process. Names will ONLY be collected to assist with administration of the questionnaires and tests at the school.
- Tell the Head Teacher that the data collection team will need a quiet but spacious area for the assessments, such as the school library or an empty classroom.
- Tell the Head Teacher that the study also includes an interview with the Head Teacher, as well as a school inventory. You will conduct the interviews following the completion of the pupil assessments and classroom observation. Request that the Head Teacher remain at school the entire day so you can interview him/her.

- Ask the Head Teacher to identify one person to help you during the day. This will help you to manage the pupils who are waiting to be tested.

## 2.2. Select teachers

- If more than 1 teacher teaches P2 Hausa, randomly select 1 teacher per school to interview. Follow the steps in the Teacher Selection Protocol.

## 2.3. Work with assessors to set up your work space

- For EGRA:
  - Move desks together. Arrange them so that the pupils are not able to look out a window or door, or face other pupils.
  - Make sure pupils have sufficient light to read from paper, and that assessor can clearly view the tablet screen.
  - Make sure assessors place all papers and materials on a separate table or on a bench, so they do not distract the child. Silence mobile phones.
- For Classroom Observation:
  - Identify a place to sit that is discrete, such as in the back of the classroom or to the side of pupils.
  - Make sure you can clearly see the teacher
  - Make sure you have sufficient light to read the paper instrument (for timed observation).
  - Place all papers and materials on a separate table or under your chair. Silence your mobile phone

## 2.4. Select pupils to assess (including extras/alternates)

- With assessors, randomly select pupils to assess. Refer to steps in the Pupil Sampling Framework document.
- Refer to the Sampling Interval Calculations sheet to assist you with the process.
- Complete the Pupil Sampling Worksheet.


## 2.5. Distribute tablets to assessors

- Once all pupils have been selected and the space arranged, distribute tablets to the assessors. Each assessor should “sign out” the tablet for the duration of the day on the Tablet Sign-Out Sheet.

## 2.6. Monitor the administration of the EGRA and other instruments

- Make sure the sampled pupils are available. Ensure that all pupils are ready to be assessed and that there are no delays in administration.
- Make sure someone from the school is helping to manage pupils while they are waiting to complete EGRA. For example, when an assessor has finished with one pupil, someone should lead another pupil to the assessor's desk. Assessors should not have to walk around to find another pupil to assess, as this wastes time and is distracting to others.
- Provide support to assessors as needed.
- Supervise assessors' work. Ensure correct application of instructions for each subtest, including use of tablet.

## 2.7. Verify that all assessments have been administered

- Before assessors end test administration for the day, review each assessor's tablet to verify that the required number of assessments has been COMPLETED. Follow these steps:
  - Click on the Tangerine icon in the top left-hand corner.
  - Next to the instrument you would like to verify, tap the "Results" icon: 
  - Count the number of COMPLETED instruments that have been administered that day. Any incomplete instruments will show the word "started" in bold and will list the administration time. Completed assessments (where the assessor tapped 'Save Result' on the final screen) will not show the word 'started' and will have the end time listed.
- Record the number of completed assessments in the **School Fieldwork Visit Summary Sheet**.
- If any assessments were administered on paper, review:
  - Is the consent box on the first page checked?
  - Is the identification information in the box on the first page filled out and legible?
  - On the response sheets, are errors clearly marked with a slash? For timed task, is there a bracket marking the last item attempted? Is the number of seconds remaining indicated at the bottom of each task?
  - Has response been clearly marked for every question in the questionnaire?
  - Are any pages missing?
  - If information is missing or not clear, talk to the assessor who conducted the assessment and ensure that all information is completed.

## 2.8. Administer Head Teacher and Teacher questionnaires

- Interview the Head Teacher once all pupil assessments have been completed.
- Interview the Teachers. Make sure to verify that the required questionnaires have been fully completed.
- Record the number of completed questionnaires in the **School Fieldwork Visit Summary Sheet**.

## 2.9. Put any paper forms or questionnaires in the school envelope

- Ensure that the envelope is properly labeled with the school's name.

## 2.10. Return the assessment space as you found it

- You should leave the room as you found it. Pick up any trash.

## 2.11. Thank the Head Teacher and Teachers

- Acknowledge your appreciation for their assistance and time.

# 3. After the school visit

## 3.1. Upload the data

- **You MUST upload completed assessments and questionnaires EVERY DAY.** Upload the data using the wireless modem provided. Follow the steps on how to upload data provided in the Tangerine Quick Reference Guide.

## 3.2. Discuss the day's experiences

- At the end of each day of work in a school, conduct an experience exchange with the assessors in order to determine the team's strengths and weaknesses. Identify any challenges encountered and how to avoid and address them in the future. Take notes during these meetings for the Fieldwork Report. Meet individually with each assessor to review performance, if necessary.

## 3.3. Collect the tablets from assessors

- Each assessor should sign the Tablet Sign-Out Sheet verifying that his/her tablet has been returned.
- Verify that all tablets are in good condition. Immediately report any problems with the tablets to the Field Coordinator.
- Charge the tablets overnight.
- **Keep the tablets in a secure location at ALL TIMES. Remember, you are responsible for the safe keeping of the tablets.**

## 3.4. Communicate with the Fieldwork Coordinator

- Call your Fieldwork Coordinator to report any challenges you encounter that may affect data collection, quality and timeliness. Your Fieldwork Coordinator will contact you if data is not uploaded each day, or if there are problems with the data.
- You and your team should meet with your Fieldwork Coordinator at least once during the week to:
  - Submit all completed forms for the past week.

- Count and review the materials used during the week, all of which must meet quality standards.
- Discuss any challenges encountered.
- Verify that the transportation will be available on time and at the location where work is scheduled for the following week.
- Verify that personnel are available and sufficient in number; find replacements if necessary.

## **4. After the data collection**

### **4.1. Prepare a Fieldwork Report**

- When all fieldwork is completed, you will be expected to prepare a Fieldwork Report and submit this report to your Fieldwork Coordinator. You should work on this report throughout data collection, to ensure that you note all important information as the data collection proceeds. Refer to the **Fieldwork Report preparation guidelines**.

### **4.2. Return all unused materials and equipment**

- Once field work is completed, you will be asked to return to the Fieldwork Coordinator the following items:
  - Any remaining instruments
  - All tablets, accessories (plugs and cords) and other equipment (backpack, wireless modem, stopwatches, clipboard, etc.)

## **EGRA Field Coordinator Contact Information:**

- NAME, TELEPHONE NUMBER

## Materials Checklist

### REVIEW THIS LIST BEFORE YOU GO TO EVERY SCHOOL!

The **Team Supervisor** is responsible for making sure that the team has all the materials needed each day.

<b>MATERIALS TO BE USED AT EACH SCHOOL</b> <i>Need to get a new supply every day!</i>	
Number needed at each school per team	ITEM
14	Small gift (pencil) for pupils (includes extras for alternates)
1	School visit letter from SUBEB (to give to Head Teacher)
1	EGRA information brief (to give to Head Teacher)
1	Timed Classroom Observation Instrument
1	Non-Timed Classroom Observation Instrument + Classroom Inv.
1	<b><i>Pupil Sampling Worksheet</i></b> – completed at every school
1	<b><i>Teacher Sampling Protocol</i></b> – completed at every school
1	<b><i>School Fieldwork Summary Sheet</i></b> – completed at every school
<b>MATERIALS TO BE RE-USED</b> <i>Make sure they are in good condition and do not need to be replaced.</i>	
Number needed at each school per team	ITEM
1	List of sample schools to be visited by the team
1	List of codes for LGEAs, schools, teachers and assessors
4 (2/assessor)	EGRA Hausa Pupil Stimuli
4	Tablets and accessories (1 per team member)
4	Clipboard (1 per team member)
2	Stopwatches (1 per team member)
1	Envelope to store back-up EGRA paper instruments, Head Teacher and Teacher Questionnaires, School Inventory
1	Envelope for Classroom Observation paper forms (timed and non-timed)
1	Envelope for Pupil Sampling Workshop, Teacher Sampling Protocol, and School Fieldwork Sampling Protocol
1	Marker to write on envelopes
1	Notepad for Team Leader

<b>PAPER BACK-UP INSTRUMENTS</b>	
Number per school per team	Paper instruments to be used in case team is unable to collect data with tablets. You should have the number listed below with you at each school. Restock as needed.
12	EGRA Hausa + Pupil Questionnaire
1	Head Teacher questionnaire + KSA
1	Teacher Questionnaire +KSA
1	School Supervisor Questionnaire + KSA



# TEACHER SELECTION PROTOCOL

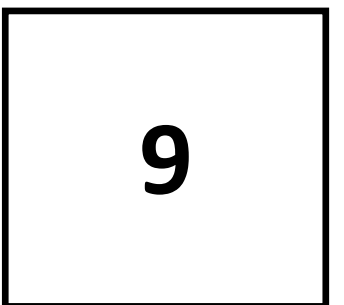
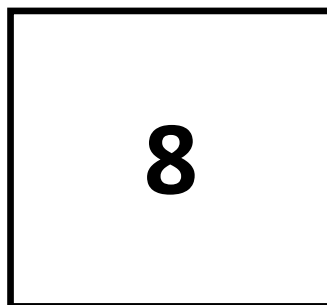
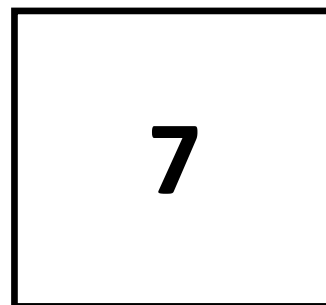
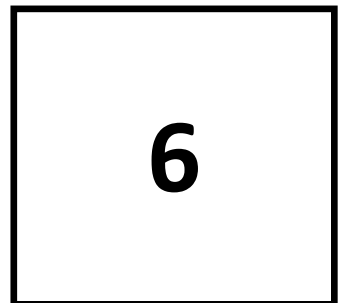
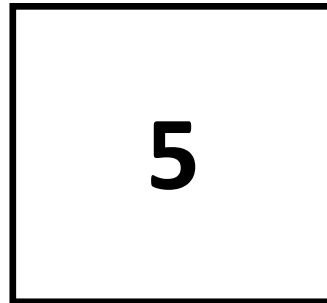
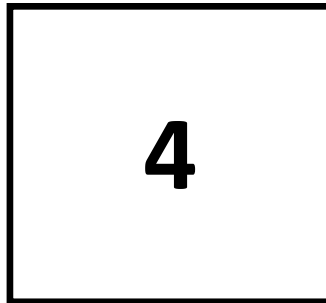
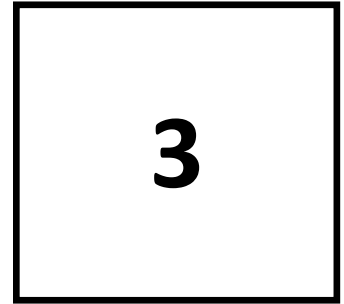
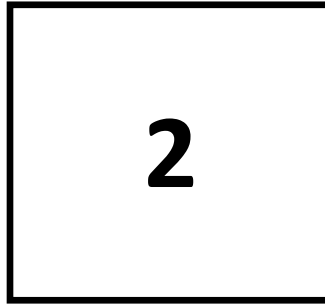
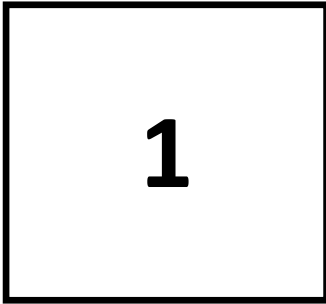
## Steps for selecting teachers

- Ask the Head Teacher to name the teachers at the school who teach P2 Hausa.
- Ask the Head Teacher which teachers are present at school today. Tick the box to indicate which teachers are present.
- Randomly select 1 P2 Hausa teacher to observe and to interview following the protocol below:
  - To randomly select the teacher, put the small pieces of papers with numbers on them into a small container, in your hands, or face-down on a table. The number of pieces of paper should be the same as the number of teachers that teach the grade and subject for which you are randomly selecting a teacher. (For example, if there are 3 teachers, you will need 3 pieces of paper numbered 1, 2 and 3.)
  - Then randomly select 1 piece of paper. If you select the number “2,” for example, interview the teacher whose name you have written on line 2 below.

	<b>PRIMARY 2 HAUSA TEACHERS</b>	<b>Section</b>	<b>Present? (Tick if yes)</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			

## TEACHER SELECTION SQUARES

Cut out the numbered squares (based on the number of P2 Hausa teachers present on the day of data collection) and put them in an envelope. Use them throughout data collection to randomly select 1 teacher at each school to observe and interview.



PUPIL SAMPLING INTERVALS

Number of pupils (boys or girls)	Sampling interval
1	Select all
2	Select all
3	Select all
4	Select all
5	Select all
6	Select all
7	1
8	1
9	2
10	2
11	2
12	2
13	2
14	2
15	3
16	3
17	3
18	3
19	3
20	3
21	4
22	4
23	4
24	4
25	4
26	4
27	5
28	5
29	5
30	5
31	5
32	5
33	6
34	6
35	6
36	6
37	6
38	6
39	7
40	7
41	7
42	7
43	7
44	7
45	8
46	8
47	8
48	8
193	32

Number of pupils (boys or girls)	Sampling interval
49	8
50	8
51	9
52	9
53	9
54	9
55	9
56	9
57	10
58	10
59	10
60	10
61	10
62	10
63	11
64	11
65	11
66	11
67	11
68	11
69	12
70	12
71	12
72	12
73	12
74	12
75	13
76	13
77	13
78	13
79	13
80	13
81	14
82	14
83	14
84	14
85	14
86	14
87	15
88	15
89	15
90	15
91	15
92	15
93	16
94	16
95	16
96	16
241	40

Number of pupils (boys or girls)	Sampling interval
97	16
98	16
99	17
100	17
101	17
102	17
103	17
104	17
105	18
106	18
107	18
108	18
109	18
110	18
111	19
112	19
113	19
114	19
115	19
116	19
117	20
118	20
119	20
120	20
121	20
122	20
123	21
124	21
125	21
126	21
127	21
128	21
129	22
130	22
131	22
132	22
133	22
134	22
135	23
136	23
137	23
138	23
139	23
140	23
141	24
142	24
143	24
144	24
289	48

Number of pupils (boys or girls)	Sampling interval
145	24
146	24
147	25
148	25
149	25
150	25
151	25
152	25
153	26
154	26
155	26
156	26
157	26
158	26
159	27
160	27
161	27
162	27
163	27
164	27
165	28
166	28
167	28
168	28
169	28
170	28
171	29
172	29
173	29
174	29
175	29
176	29
177	30
178	30
179	30
180	30
181	30
182	30
183	31
184	31
185	31
186	31
187	31
188	31
189	32
190	32
191	32
192	32
337	56

PUPIL SAMPLING INTERVALS

Number of pupils (boys or girls)	Sampling interval
194	32
195	33
196	33
197	33
198	33
199	33
200	33
201	34
202	34
203	34
204	34
205	34
206	34
207	35
208	35
209	35
210	35
211	35
212	35
213	36
214	36
215	36
216	36
217	36
218	36
219	37
220	37
221	37
222	37
223	37
224	37
225	38
226	38
227	38
228	38
229	38
230	38
231	39
232	39
233	39
234	39
235	39
236	39
237	40
238	40
239	40
240	40

Number of pupils (boys or girls)	Sampling interval
242	40
243	41
244	41
245	41
246	41
247	41
248	41
249	42
250	42
251	42
252	42
253	42
254	42
255	43
256	43
257	43
258	43
259	43
260	43
261	44
262	44
263	44
264	44
265	44
266	44
267	45
268	45
269	45
270	45
271	45
272	45
273	46
274	46
275	46
276	46
277	46
278	46
279	47
280	47
281	47
282	47
283	47
284	47
285	48
286	48
287	48
288	48

Number of pupils (boys or girls)	Sampling interval
290	48
291	49
292	49
293	49
294	49
295	49
296	49
297	50
298	50
299	50
300	50
301	50
302	50
303	51
304	51
305	51
306	51
307	51
308	51
309	52
310	52
311	52
312	52
313	52
314	52
315	53
316	53
317	53
318	53
319	53
320	53
321	54
322	54
323	54
324	54
325	54
326	54
327	55
328	55
329	55
330	55
331	55
332	55
333	56
334	56
335	56
336	56

Number of pupils (boys or girls)	Sampling interval
338	56
339	57
340	57
341	57
342	57
343	57
344	57
345	58
346	58
347	58
348	58
349	58
350	58
351	59
352	59
353	59
354	59
355	59
356	59
357	60
358	60
359	60
360	60
361	60
362	60
363	61
364	61
365	61
366	61
367	61
368	61
369	62
370	62
371	62
372	62
373	62
374	62
375	63
376	63
377	63
378	63
379	63
380	63
381	64
382	64
383	64
384	64

## PUPIL SAMPLING WORKSHEET

SCHOOL NAME: \_\_\_\_\_ LGEA: \_\_\_\_\_ STATE: \_\_\_\_\_ Date: \_\_\_\_\_

Class & Gender	Total number of pupils (COUNT BOYS AND GIRLS SEPARATELY) in the class shift on day of sampling			Sampling Interval (Use this number to identify pupils to test. Consult the Sampling Interval Calculations document for help with calculation if necessary.)
Primary 2 - BOYS		Divided by 6	=	
Primary 2 - GIRLS		Divided by 6	=	

### **BOYS**

	First Name	Surname	Section for Hausa*	Birth month	Birth year
1.					
2.					
3.					
4.					
5.					
6.					
Alt.					

### **GIRLS\*\***

	First Name	Surname	Section for Hausa*	Birth month	Birth year
1.					
2.					
3.					
4.					
5.					
6.					
Alt.					

\*\*If there are not 6 girls in the class, select the number of boys needed to obtain 12 pupils total.

**RARA Baseline Data Collection Daily Checklist**
**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Before visiting the school	Complete ✓
Plan and organize work of the data collection team	<input type="checkbox"/>
Check all materials and tablets needed for the school (see materials checklist)	<input type="checkbox"/>
Guarantee the team's arrival at each school before classes begin	<input type="checkbox"/>
On arriving to the school	
Introduce team and explain the purpose of the visit to school staff	<input type="checkbox"/>
Give to the Head Teacher the SUBEB letter of authorization	<input type="checkbox"/>
Obtain consent and thank Head Teacher for agreeing to participate	<input type="checkbox"/>
Check number of P2 Hausa teachers. If more than 1 teacher teaches P2 Hausa, randomly select 1 teacher to observe and interview per established protocol	<input type="checkbox"/>
Check timetable of P2 Hausa lessons and plan day	<input type="checkbox"/>
Check availability of Admissions and Classroom Attendance Records	<input type="checkbox"/>
Complete School Profile Information Sheet	<input type="checkbox"/>
Select sample of P2 pupils for EGRA (from ALL sections/teachers)	<input type="checkbox"/>
During the day	
Explain to the Hausa teacher the purpose of the visit and ask permission to observe the class, keep the children afterward for short questions	<input type="checkbox"/>
Conduct Hausa Lesson Observation (Timed and Non-Timed) and Classroom Inventory	<input type="checkbox"/>
Conduct Teacher Interview and Knowledge/Skills/Attitudes Assessment (ensure teacher is interviewed in a safe, private place)	<input type="checkbox"/>
Conduct Head Teacher Interview, KSA Assessment, School Inventory and SSO interview and KSA	<input type="checkbox"/>
Conduct EGRAs and Pupil Interviews	<input type="checkbox"/>
After the interviews	
Guarantee that all instruments are completed and double-checked	<input type="checkbox"/>
Complete the School Fieldwork Summary Sheet	<input type="checkbox"/>
Place all completed paper documents in the designated envelope	<input type="checkbox"/>
Thank the Head Teacher and school staff for their time	<input type="checkbox"/>
Maintain contact with field coordinator and file Daily Checklist	<input type="checkbox"/>
Verify that all tablets are in good working condition. Report any problems to the field coordinator	<input type="checkbox"/>

\_\_\_\_\_ Team Leader Initials \_\_\_\_\_

# Nigeria RARA EGRA/SSME School Visit Summary Sheet

Group 1 Assessor:

Group 2 Assessor:

Group 3 Assessor:

Group 4 Assessor:

LGA Name:

Name of School:

School Code:

School Tel. No.:

Head Teacher:

Arrival Time to School: \_\_\_\_\_:\_\_\_\_\_ Departure Time from School \_\_\_\_\_:\_\_\_\_\_

Will the school need to be revisited?  YES  NO

If YES, what day / date is planned to revisit: \_\_\_\_\_ (day) Date: \_\_\_\_ / \_\_\_\_  
DD MM

### Class/Teacher Instruments Completed (check)

Timed Classroom Observation	Non-Timed Observation	Classroom Inventory	Teacher Interview	Teacher KSA Assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### HT/School Instruments Completed (check)

School Information Profile	Head Teacher Interview	KSA Assessment	SSO Interview	SSO KSA	School Inventory	Daily Checklist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Pupil Instruments Completed (check)

No. of EGRAs Conducted	No. of Pupils Interviewed
_____	_____

**OBSERVATIONS** *(Describe / explain any unusual or special circumstances at the school on the day of visit, including if a teacher was absent and had to be replaced for the questionnaire or observation)*

Enumerator Initials: \_\_\_\_\_(1) \_\_\_\_\_(2) \_\_\_\_\_(3) \_\_\_\_\_(4)

Head Teacher Initials \_\_\_\_\_ Date: \_\_\_\_\_

## Fieldwork Report

Each Team Supervisor is required to prepare a **Fieldwork Report** to be submitted to the **Fieldwork Coordinator** within one week of the completion of fieldwork. The Fieldwork Report will contain the following information:

1. Name of the supervisor and assessors on the team.
2. Completed School Information Sheet with **list of all schools** visited.
3. Brief paragraph describing the school visit (conditions of work and other relevant unusual or special circumstances, including any difficulties encountered).
4. Main strengths and weaknesses of the team and the Supervisor.
5. Suggestions to improve fieldwork in the future.
6. Your signature and the date of preparation of the report.
  - a. All completed School Fieldwork Visit summary sheets
  - b. All completed Assessor Observation Checklists.