Improving the Quality of Universal Primary Education in Uganda
Field Research Manual

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<mark>**FINAL DRAFT**</mark>

1. Overview

This field manual provides instructions for the baseline survey of the CSAE/EPRC research project entitled *Improving the Quality of Universal Primary Education in Uganda*. The purpose of the baseline survey is to gather data on processes and outcomes in a representative sample of Ugandan schools. We aim to collect innovative data both social relationships in the management of schools and the intermediate outputs of school management, which may help to explain why performance varies so dramatically and has at times been unresponsive to increases in material resources available.

The study will collect data on 100 schools and the associated communities. 25 schools in the study will come from each of four districts: Apac, Iganga, Hoima, and Kiboga, chosen to represent challenges and opportunities across the four regions of the country.

Each district will be covered by a single team. The teams will be comprised of as follows:
- 1 team leader (EPRC)
- 6 enumerators, each of whom should be capable of conducting *both* the behavioral workshop *and* the surveys, as explained below
- 2 specialists in administration of standardized tests
- 1 transportation and logistics facilitator

Accordingly, 3 types of instrument will be used in each school:
(i)   Standardized tests will be administered to a subset of students to assess performance at P3 and P6 levels.
(ii)   Survey data will be collected, with separate survey instruments administered to collect data on/from:
    a. Schools
    b. Head teachers
    c. Teachers
    d. School Management Committee members
    e. Parents
(iii)   Data from respondents' strategies in a behavioral workshop will be used to measure social relationships within the school

This manual describes logistics (Section 2); sampling procedures (Section 3); procedures for conducting standardized tests (Section 4); survey protocols (Section 5); and the behavioral workshop protocol (Section 6).

2. Logistics and procedures upon arrival in the school

2.1. Schools to be covered on a given day

On each day of field work, each team will cover 2 schools. One school will participate in the survey in the first half of the day, while the other school participates in the behavioral workshop. At mid-day, the personnel will change locations and schools that had the survey in the morning will have the behavioral workshop, and vice-versa.

Among the team members will be 2 individuals dedicated to conducting standardized tests in the schools. These individuals will remain in the same school for the entire day.

Thus each team will be comprised of a supervisor and three groups:
- Supervisor: EPRC staff member
- Group A: Survey team (3 individuals)
- Group B: Behavioral workshop team (3 individuals)
- Group C: NAPE examiners (2 individuals)

Note that at the supervisor's discretion, enumerators may move from Group A to Group B from day to day.

2.2. Transport to and from the school

The team will travel in a single 9-seat vehicle. The vehicle will drop off Group A in the morning first, since their work is expected to take longest. One examiner (Group C) will stay at this school. The driver will then proceed to the second school, where Group B will be dropped off. One examiner (group C) will stay at this second school.

As soon as Group B have finished their work, they will be transported back to the first school. Members of Group B will complete any outstanding survey questionnaires (2 handhelds will be provided for this purpose), and then commence the workshop in this school.

2.3. Arrival at the school

1. Upon arrival at each school in the morning, contact should be made with the head teacher.
2. A GPS reading should be taken and recorded on the School Sampling Record.
3. Then proceed to sampling of survey and workshop participants, as detailed in Section 3 below.

2.4. Recruitment of participants

Once participants have been selected, the Group should work with the head teacher to define a schedule for the day.

Testing of the selected pupils can commence as soon as a venue and an assistant have been established.

If available in the school, the transportation officer should assist this process by actively pursuing selected parents and SMC members who are not present in the school.

The sample will not be determined by those who are merely available for interview at 9 am!

3. Respondent selection for survey, workshops, and standardized tests

3.1. Students

A total of 40 pupils will be selected to participate in the standardized tests. These should be drawn at random (see procedure in Annex A) as follows:
- 20 pupils should be chosen from P3.
- 20 pupils should be chosen from P6.

Record the names, ages, and genders of the selected pupils on the School Sampling Record.

3.2. Parents

A total of 5 parents will participate in the Workshop. At least these 5 parents should participate in the Community Survey.

Parents should be linked to specific pupils who participate in the standardized test. *Once the pupils have been selected,* parents should be selected as follows:

2 parents should be selected from the P3 pupils participating in the standardized test. The first pupil should be represented by the female parent/guardian (if applicable), while the second P3 pupil should be represented by the male parent/guardian (if applicable).

3 parents should be selected from the P6 pupils participating in the standardized test.
- The first pupil should be represented by the female parent/guardian (if applicable);
- The second P3 pupil should be represented by the male parent/guardian (if applicable).
- The third P6 pupils should be represented by their female parent/guardian (if applicable).

If time allows additional parents to be issued surveys, they should be chosen by the same procedure from the pupils participating in the standardized test.

Note that the ID numbers for parents are the same as the student ID numbers of their children.

3.3. Teachers

In all schools, the Head Teacher (henceforth HT) will be interviewed. In the behavioral workshop (see Section 6), the HT will join the SMC members in the role of "Blue" player.

In addition to the HT, a minimum of five teachers will participate in **both** the Survey and the Workshop. Ordinary teachers should be selected on the following basis (note that protocols for random selection of small groups are given in Annex A):

1. Select four teachers as follows:
   a. Teacher with primary responsibility for maths in P3
   b. Teacher with primary responsibility for literacy (in English) in P3
   c. Teacher with primary responsibility for maths in P6
   d. Teacher with primary responsibility for literacy (in English) in P6
   Note that *primary responsibility* means that the teacher with the greatest number of pupils, in cases where there are two teachers for a subject in a particular year should be chosen. If multiple teachers for the same subject and year have the same number of students, choose *at random* between these two.
2. Select one teacher *at random* from the set of teachers who teach P7.
3. Steps (1) and (2) may result in fewer than 5 teachers sampled—for example, if one teacher is responsible for multiple subjects in either P3 or P6. If this is the case, choose further teachers *at random* from teachers responsible for P3, P6, and P7 students until five have been drawn.
4. If Steps (1), (2), and (3) result in fewer than 5 teachers, draw additional teachers at random from the teachers for the school *as a whole*.

3.4. School Management Committee members

Four people will be chosen as SMC members to participate in the Workshop. At least four SMC members should be interviewed in each school as follows:
- The Head Teacher is already included independently.
- The SMC Chairperson should be interviewed.
- Choose two parents' representatives at random from the parents' representatives on the SMC.
- Choose one foundation body representative (in addition to the SMC chair) at random.
- If at this point the spaces have not been filled, choose any remaining persons for participation at random from the remaining SMC members.

4. Conduct of standardized tests

The 40 pupils selected to sit standardized tests in Literacy and Numeracy should begin assessment as soon as the sampling procedure is complete.

- A member of the teaching staff or other appropriately qualified individual will be selected to act as Assistant to the test-taking procedure. This activity should *not* interfere with the survey or workshop exercise. Consequently, the teacher selected for this role should *not* be one of those selected for participation in the Survey or Workshop.
- A small compensation (USh 20,000) is available to compensate those who act as an assistant or facilitator. If several people are involved in this capacity, this token should be shared among them.

5. Collection of survey data

5.1. Using the PDA

- Start PocketSurvey by tapping the *Start* menu in the main screen.
- The button with the upwards pointing arrow can be used to reveal a list of open programs. To close a program, tap and hold on that program until a menu is shown that allows you to close the program. *You should endeavor to keep the number of programs running in the background to a minimum—these will slow you down and may cause the PDA to freeze!*
- Multimedia files will eat up the available memory for the survey. Therefore use of these features (pictures or audio files) will be considered to be abuse of the equipment. Be careful in that some of the PDAs have a button on the side, which allows you to record audio "notes". These are very easily pressed, and are a common (accidental) way to fill up the memory!

5.2. PocketSurvey basics

- Open PS by clicking the program icon.
- Start your questionnaire by clicking on the running man and choosing the appropriate survey.

- Surveys in progress can be aborted by pressing the red X. This shuts down PS. Data from surveys in progress will be retained.
- On the other hand, the blue X (not shown) simply *minimizes* PS on the handheld. It is the equivalent of the button in Windows. This allows enumerators (in principle) to access the calculator or other useful features of the handheld mid-survey.
- If the handheld is shut down, it will preserve the place in the survey.
- Safest is to wait until you get to the end of a survey, when you will have the option to 'Quit': at this point, data are backed up.

5.3. Entering data

5.3.1. Text and numbers

Entering text and numbers on the handheld is straightforward in PocketSurvey. Use the stylus to choose from the keypad on the screen.

5.3.2. Menu items and ticklists

- A useful way to enter data is the menu or ticklist format. Use of these options is helpful, in that it saves you from having to enter text by hand – a much slower option – and it standardizes answers.
  - In a *menu*, you choose one and only one of the available responses by highlighting the appropriate option.
  - In a *ticklist*, you choose at least one, but possibly several, from the available responses by checking the box next to the appropriate option(s). Since you must choose at least one of the options in order to move on, there will typically be an option to tick response "None".
- In many cases, your answer to a menu question (e.g., Yes/No) will determine the questions that you see next. If you think you have not been asked something that you should have seen, check the data (see below), and back up if necessary!
- Menus often include an option called *Free text.* Selecting this option allows you to add an option that is not already given to you: you will be prompted on the next screen to enter the desired response as if it were a text entry question.
- Ticklists may include *multiple* free text options. If you wish to specify multiple options that are not already given, tick one or more of these. You will be given a screen for free-text entry according to each of these.

5.3.3. Preformatted strings

- In some cases, *preformatted strings* may be used to record answers, even when these answers are numbers. These are helpful for entering monetary figures, because they give you a comma (,) to separate thousands. So for example you might be asked for someone's salary, and see a text box like this:

  999,999,999

- The "9"s indicate values that will be replaced with letters. (If you see an "A" in the string, this should be replaced by a letter – this is true for entering GPS data, where you need to enter "N" or "S" for latitude, "E" or "W" for longitude).
- The cursor begins at left, and automatically moves rightward as you key in digits. *This means that you need to enter leading zeros for numbers that will not require all of the available digits.* For example, to enter the value 150,000, you should key in
   0 0 0 1 5 0 0 0 0

  000,150,000

  and the screen will appear as
- We will adopt the convention that you should leave the string as a series of 9's in order to denote non-response by the respondent.

5.4. *Checking data "on the fly"*

- When a survey is in progress, the -Back- button erases information as it moves backward through the survey. This makes it a bad way to check for mistakes.

- Instead, toggle the handheld's data view by pressing the yellow and green icon.
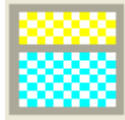
- This brings up the data review screen, which is described in detail below.

Choose which survey to view by it's unique ID.

Answers to 'Parent' section of questionnaire are displayed vertically by data name.

Each time through the 'Child' Section of questionnaire (e.g., each job in a person's employment history) is displayed on a separate row of the lower section. Scroll across to view responses to each question by data name.

5.5. Navigating and fixing mistakes

- If the enumerator makes a mistake, it is often useful to fix it electronically, since a) you don't have to worry about remembering later; and b) the path through the survey may change, conditional on this response.
- To do so, you can use the 'back' button -- which will loose all information between the current question and the mistake.
- A better way to navigate is by using the 'Random mode'.

    Click the icon at right.
- Use re-check to move up a level by section.
- As long as the 'random mode' icon is depressed, then after each question you will be returned to the outline of the questionnaire.
- After fixing mistakes, or moving to desired part of questionnaire, press the random mode icon again, and click on the appropriate place to resume the survey. Note that already answered questions are framed with squares.

5.6. Software problems

The most common explanation for a handheld that appears "frozen" is that it is, in fact, still working. The machines may be slow at times, and patience can be required.

In the event that the machine freezes up and becomes nonresponsive, it may be necessary to conduct a *soft reset*. To perform a 'soft' reset – should the handheld freeze up for some reason – use the stylus to press the appropriate button (typically, on the top of the handheld).

5.7. *Care for handhelds*

- Individuals will be responsible for proper use of the handheld. It should be kept dry and away from dirt.
- The handheld computers should be returned to the Team Leader each day for charging and maintenance as required.
- *Team leaders: PDAs should be charged on a nightly basis!*

5.8. *Data retrieval*

Teams will be required to send data by email to the group **at least** on a weekly basis (daily if feasible!). This can be done using the backup SD card in each handheld device and the **blue USB device** provided to team leaders.

For each handheld that has been used to collect data, please follow the steps below:

1. Fully quit PocketSurvey. Make sure that it is not running in the background.
2. Turn off handheld and remove storage card.
3. Turn the storage card into the "locked" position. This means that no data – and no viruses – can be written on the storage card. The SD card can be locked by sliding the piece on the side.
4. Insert the storage card into the blue USB device and insert into computer.
5. Browse to the USB device and email PocketSurvey data files to andrew.zeitlin@economics.ox.ac.uk and to csae.itsupport@economics.ox.ac.uk. The required files are associated with the following surveys:
6. There may be several files associated with each of these surveys to email from each handheld: each questionnaire file will store data in files called *surveyname*.single item.DATA and *surveyname*.multiple items.DATA.
7. Eject the USB device by clicking on the green arrow at the bottom of the screen. Choose to safely remove USB device.
8. Remove the storage card from the USB adaptor. Switch the storage card back into the *unlocked* position. Return the storage card to the *same* handheld as it was in before.

Note two key points:
(i) You should send a separate email for each handheld computer to the addresses above.
(ii) In the subject line of this email, please write the handheld number and date of most recent data on the handheld.

6. Behavioral workshop

6.1.   *Preparation for workshop*

6.1.1.   Venue and Time

The venue and time for the workshop need to be agreed upon *before* the survey can begin, so people's willingness/ability to attend can be established and selected attendees can be informed.

You need one room in which to do the presentations and a number of private places (rooms, well spaced corners of rooms, well spaced corridors) to which people can be called for their one-on-one interviews. Your aim when picking places for the one-on-one interviews is to provide as much privacy as possible. Use anything available (e.g., screens) that will help, but try to avoid situations where eavesdropping would be possible as it can erode the players' sense of anonymity and thereby affect the decisions they choose to make. You will need to improvise.

If you are doing Treatment 1, 2, 3, or 4, you will probably interview the BLUE players and any others who are witnessing their decisions in the room where you do the presentations. You will need to find somewhere else, fairly comfortable, for those who are not to be present during the third round BLUE player decisions to wait. If the session is to be scheduled during the evening, the room(s) must be lit.

6.1.2.   Random selection of participants and roles and preparation of the workshop registration and session forms

Once the survey is complete in a school/community and the school employees, committee members, and parents who are to attend the workshop have been identified, the team leader (or his/her delegate) should prepare the **Registration form** and the **Session form** (these are both on a single sheet of paper, one printed on one side, the other printed on the back).

When setting up the **Registration form**, start by listing the teacher's names as follows:
 - Write each of the five teacher's names on a piece of paper (initials will do as long as initials identify each uniquely).
 - Put the pieces of paper in a bag
 - pull out one.
 - Write the full name of this teacher next to 'GREEN player 1' on the **Registration form.**

> BE SURE TO ACCURATELY RECORD THE SURVEY ID OF EACH INDIVIDUAL!

 - Then pull out a second and write the full name of this teacher next to 'GREEN player 2' on the **Registration form.**

- Carry on doing this until all five GREEN player roles have been assigned.

Then, add the parents to the **Registration form** using the same method, but writing their names next to 'ORANGE player 1', 'ORANGE player 2', etc.

Finally, add the committee members to the **Registration form** using the same method, but writing their names next to 'BLUE player 1', 'BLUE player 2', etc.

*Note***:** When writing the names on the **Registration form**, write small and neatly, bearing in mind that if one of the selected does not turn up, you will have to put a line through their name and write the name of the replacement in the same box.

Now put the School name and id number, session date, team leader's name and team members' names on the **Session form (**reverse side of **Registration form**). Put the school id number after the school name in brackets. The school name and date is asked for on both sides of the form – don't worry about putting it on the **Registration form** side as long as you have put it on the **Session form** side.

6.1.3.   Selection of treatment

You also need to indicate which **Treatment** you are going to apply when playing game 3 on the **Session form**. The treatment to apply is given to you on the School Sampling Record (See Annex B).

6.1.4.   Network forms

Once the registration form has been prepared, the network forms (3 per workshop) can also be prepared. On each form, the names of the participants need to be written clearly next to their player colours and numbers.

6.1.5.   Materials

Make sure that you have everything you will need during the workshop to hand before the workshop begins. For team leaders, this means
   a. all the required forms and receipts (one pouch of forms has been prepared for each workshop – see Appendix 1)
   b. calculation cards
   c. player badges
   d. pen, stapler

For the team member who is doing the group presentations (could be leader could be someone else), this means
   a. the script

For the team member who is working the visual aids during the group presentations (could be leader could be someone else), this means
   b. the visual aids required for the group presentations

For each of the team members who are to do one-on-one interviews, this means
   a. the visual aids required for the type of one-on-one interviews they do

b. pen
c. (at the start of each workshop those doing the individual interviews should ask the team leader for the decision/prediction forms they require for their one-on-one interviews)

6.1.6. Money

Team leaders need to make sure that they have the money required to pay workshop participants. The maximum amount required for any one workshop is UGSh112,500, of this:

- at least UGSh7,500 must be in UGSh500 banknotes (15 UGSh500 banknotes)
- at least UGSh60,000 must be in UGSh1,000 banknotes (60 UGSh1000 banknotes)
- the rest must be in UGSh5,000 banknotes.

6.1.7. Arranging the venue

In the room where the presentations are to be made, attach the visual aids (without the section with the BLUE figure) to the wall or board at the front of the room using tack, or, tape, or whatever means works best. Arrange 15 seats so that all the participants can see the visual aid easily. Put a desk and chair at the front of the room by the visual aids. This is where the team leader will sit during the one-on-one interviews. It will also provide a place to store things. Try and clear other furniture so that the participants and the team can move around freely.

In each of the places found for one-on-one interviews, you will need a desk or table and two chair, one either side of the desk facing each other. The visual aids should be placed in front of the participant (so, the team member will be looking at them upside down.)

6.1.8. Rounding up participants

You may find it useful to have a team member out rounding up workshop participants just before the workshop is due to start, knocking on doors, etc. Offering transport for those who live remotely can help a great deal.

6.2. Registration and Starting the workshop

As the participants arrive, they should be greeted and asked politely to queue up at the registration desk.

It is imperative that participants in each group (green, blue, orange) should be randomly assigned one of the badges appropriate to that group. So for example, all teachers will receive green badges, but each will be randomly assigned to Green 1, Green 2, Green 3, Green 4, or Green 5.

To achieve this, when each person presents themselves at the desk, the team member in charge of registration should take them on group (green, blue, orange),

1. Place all badges for that group in the bag.
2. Draw a badge at random from within this bag for each participant belonging to that group.
3. Write their name on the registration form for the Workshop, placing a tick next to this;
4. Give them their badge, and say....

'We would be grateful if you would wear this badge during the workshop. The badge relates to the games we will be playing during the workshop. Notice that your badge has a

- [*for teachers*] GREEN figure on it. That is because you are a teacher at this school.
- [*for committee members*] BLUE figure on it. That is because you are a committee member.
- [*for parents*] ORANGE figure on it. That is because you have a child attending this school.

[*Then, for all participants*] The badge also has a number on it. Your number was randomly assigned.'

Then, the participants should be invited to sit and wait. Repeat this procedure until all badges have been assigned.

Some, participants will be late. You have to wait. If it looks like there are going to be no-shows send team members out to get reserves. Do what you can to keep those who arrived on time amused. You can start on the network questionnaires (see below). It might even be worth thinking of a few things to get them discussing and have someone in the team making notes. But **don't** get them discussing anything to do with generosity, kindness, sharing, accountability, corruption, the school… And, if they start on any of these topics, gently steer them away. Safe topics include the weather, unusual recent events in the district, items of news,…

6.3.   The workshop

Once all 15 participants have been registered, the workshop can start. It is very important that the script be followed. This is a scientific endeavor and every possible step needs to be taken to ensure that the workshops are conducted in as close to exactly the same way as possible. By following the script, which tells you both what to say and what to do at every point in time, you are making your contribution towards good science.

Between the group presentations, while the one-on-one interviews are going on, the team leader needs to be sitting with the participants who are waiting in the presentation room. This is to make sure that they are not talking. The team members will be bringing the players' decision and prediction forms to the leader. The leader can use this time to transfer the data from the decision forms onto the **session decision data form** in preparation for calculating the participants' take home pay.

Remember that in every game the players must be called to their one-on-one interviews in numerical order. The team members will have to ask the team leader who to call next each time they are finished with one player and ready to move on to the next. This is particularly important for BLUE players in game 3.

In game 3, under treatments 1, 2, 3, and 4, one team member will do all of the BLUE player interviews. They must be done in numerical order.

6.4.   Closing the workshop

Once the scripted part of the workshop is over, three tasks remain:-

6.4.1.   the network questionnaires have to be completed

Up to three team members can be involved in this, each using one network form. Each participant's responses need to be entered into a single column on one of the network forms. A single form can be used for more than one participant's responses. Responses are required from all 15 workshop participants. See the notes on the form.

6.4.2.   participants' take home pay have to be calculated

Once the **session decision data form** has been completed (note that the predictions are not entered onto this form), each participant's take home pay can be calculated. There is a different **payoff calculator card** for each color and number of player (so 15 cars in all) and there are three types of receipt, one for GREEN, one for ORANGE, and one for BLUE players. When a **payoff calculator card** (e.g., the one for BLUE player 2) is placed over the **session decision data form** and the edges of the two are carefully lined up, the card hides all the data that is irrelevant to the pay of the player in question and frames all of the data that is needed to calculate that player's pay. Following the instructions on the **payoff calculator card**, copy the relevant data onto a receipt of the right type. Do the required calculation on the receipt. Then move on to the calculation for the next player.

6.4.3.   the participants have to paid, thanked and sent on their way

Once all the receipts have been prepare, each participant should be called one at a time to meet with the team leader. At that meeting:
-   first, their badge should be collected;
-   second, they should be talked through their receipt and the calculation of their pay;
-   third, they should be paid;
-   fourth, they should be asked to sign the receipt and the receipt should be returned to the leader; and
-   fifth, they should be thanked and informed that they are free to go.

6.5.   After the workshop

After each workshop the following tasks need to be performed:

1. every team member is responsible for checking that he or she has all the pieces in his or her kit and that they are in good order ready for the next workshop (team leaders have mending materials and some spares if required);

2. the venues must be tidied and left as they were found;

3. team leaders need to complete and collate the forms as follows:

- any unusual events during the workshop need to be noted on the **session form;**
- a very brief description of the venue set up needs to be given on the **session form**;
- all the prediction forms (there should be 20) must be stapled together;
- all the green player decision forms (there should be 15) must be stapled together;
- all the blue player decision forms (there should be 10) must be stapled together;
- all the receipts (there should be 15) must be stapled together;
- all four stapled bundles plus the **session form**, the **session decision data form**, and any **network forms** that were used during the workshop need to be put back in their plastic pouch and that pouch sealed with one or two pieces of sticky tape.

6.6.   Data entry

Data that must be entered:
- session data form;
- session form;
- registration form;
- prediction forms.

Data that, if entered, will provide a basis for checking:
- blue and green decisions forms;
- receipts.

The workshop leader should ensure that the session form, the session data form, the registration form, and the network form have all been entered onto the handheld computer. These can be entered using the Survey entitled *workshop*, which can be found loaded on all handhelds.

6.7.   Prizes

A money prize (an amount to each team member and a larger amount to the team leader) will be given to the team that performs best.

Each team's performance will be assessed by looking at:
- clarity and completeness of data
- financial consistency of data, i.e., whether data forms, match receipts and

accounts
- consistency within individual participant's answers (here we will bear in mind that there are always some sets of inconsistent responses/decisions and that this usually relates to the participants' levels of education)
- evidence that, whenever the manual specified that something should be randomized, principally the selection of parents and the numbering of workshop participants, it was indeed randomized (this will be assessed using advanced statistical techniques)
- evidence that the quality of the data is generally good (this will be assessed using advanced statistical techniques)
- feedback on workshop conduct given to supervisors.

Annex A   Procedures for Random Selection

Random selection from small groups: teachers and SMC members
1. Write the names of eligible individuals on small pieces of paper.
2. Draw at random from the purple bag (if available) or substitute.

Random selection from large groups: pupils and community members.
1. Write the names of eligible individuals in a single list.
2. Beginning from the first name, count 11 names. Select the 11th person and note this on the list.
3. Beginning from that person, count 11 names, *not including any names that have already been selected*. Select the 11th person and note accordingly on the list.
4. Repeat step (3) as necessary until the required sample has been drawn.

Annex B   School Sampling Record

School details

School name:		School ID:	
District		Workshop treatment:	
County		Time of arrival	
Sub-county		Field team leader	
Latitude		Surveys conducted in	AM / PM (circle as appropriate)
Longitude		Workshop conducted in	AM / PM (circle as appropriate
Altitude			

Sampling

Head teacher name:	Head teacher ID: 100
Is Head Teacher present for interview? Y / N (Circle as appropriate)	
→ If not present, replaced by:	
Name	Position

Teachers sampled

Teacher ID	Teacher name	Grades taught	Subjects taught
101			
102			
103			
104			
105			

School Management Committee members sampled

SMC member ID	Name	Representing	Position
201			SMC Chair
202			
203			
204			

Note: In *Representing* column, enter whether SMC member represents Foundation Body, District Education Office, Parents, or Teachers.

In *Position* column, record whether SMC member serves as Chairperson (first row), Secretary (should not apply – this will typically be the Head Teacher), Treasurer, or has any other such formal responsibility.

Students sampled: P3

Student/ parent ID	Student name	Gender (M/F)	Age	Parent/ guardian sampled? (Y/N)	Parent/ guardian gender (M/F)	Parent/guardian name
001						
002						
003						
004						
005						
006						
007					F	
008						
009						
010						
011						
012						
013						
014						
015						
016						
017					M	
018						
019						
020						

Note: Parents of shaded students are selected for survey and workshop participation.

Students sampled: P6

Student/ parent ID	Student name	Gender (M/F)	Age	Parent/ guardian sampled? (Y/N)	Parent/ guardian gender (M/F)	Parent/guardian name
021						
022						
023						
024						
025					F	
026						
027						
028						
029						
030					M	
031						
032						
033						
034						
035					F	
036						
037						
038						
039						
040						