



PNACK-308

Monitoring & Evaluation
IEQ/South Africa Instruments
and
Data Collection Guidelines

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Monitoring and Evaluation: IEQ/South Africa Instruments and Data Collection Guidelines

This booklet includes instruments and data collection processes developed collaboratively by the Improving Educational Quality (IEQ) Project and INSET NGOs. It is intended as a guide in developing or adapting instruments for your organisation's monitoring and evaluation needs at the classroom level. Samples of different types of instruments used by NGOs in the INSET impact assessment studies are included. It is hoped that this booklet will serve as a resource to NGOs in their continuing efforts to monitor, evaluate, and enhance programmes for teachers, principals, and children.

Instruments in this document represent the collaborative efforts of IEQ and the following INSET organisations:

Co-operative Organisation for the Upgrading of Numeracy Training (COUNT)

English Language Educational Trust (ELET)

Independent Teacher Enrichment Centre (ITEC)

Molteno

Primary Science Programme (PSP)

Read Educate and Develop (READ)

Sakhisizwe

Teacher Opportunities Programme (TOPS)

Table of Contents

Guidelines for Data Collectors

Appendix A: Sample Teacher Profiles

Appendix B: Sample School Profiles

Appendix C: Sample Classroom Resources and Environment Checklist

Appendix D: Sample Classroom Observation Instrument

Appendix E: Sample Teacher Interview Protocols

Appendix F: Sample Principal Interview Protocols

Appendix G: Sample Facilitator Interview Protocols

Appendix H: Sample Teacher Questionnaires

Appendix I: Sample Facilitator Questionnaires

GUIDELINES FOR DATA COLLECTORS

Impact Assessment Study

Name of Data Collector: _____

Schools/Teachers Assigned for Data Collection:

There are several parts to this study. Check all that apply:

Teacher Profile Sheet _____

School Profile Sheet _____

Classroom Resources and Environment Checklist _____

Classroom Observation _____

Interviews--

Teacher _____

Principal _____

Facilitator _____

Questionnaires--

Teacher _____

Facilitator _____

Other: _____

All observations, interviews, and questionnaires need to be completed by _____.
Please be sure that you are scheduled to visit the schools listed above, in time to complete all data collection activities.

Following are directions for each part of the assessment:

TEACHER PROFILE SHEET (Appendix A)

Ask the teacher to complete the information requested. Collect the form.

SCHOOL PROFILE SHEET (Appendix B)

Ask the principal to complete the information requested. Collect the form.

CLASSROOM RESOURCES AND ENVIRONMENT CHECKLIST (Appendix C)

This form is completed by the observer during the class visit.

CLASSROOM OBSERVATION INSTRUMENT (Appendix D)

Arrange a time to observe each teacher for one class period (at least a 30-minute time period).

Observation Process

* **Pre-observation Discussion**

During this brief discussion, try to establish rapport with the teacher and put the teacher at ease.

Thank the teacher for participating in the impact assessment.

Ask the teacher to tell you about the class, lesson, anticipated outcomes, etc.

Briefly explain the purpose of the impact assessment study (not to evaluate teachers or school, but to gather information about the result of a variety of INSET programmes). Tell the teacher that no names will be used in the reports.

* **Observation/Note-taking**

Remain unobtrusive, but sit where you can see the pupils.

Review the components on the Classroom Observation Instrument, and keep them in mind as you observe. Do not circle a rating until the end of the class.

Watch the teacher and the pupils, listen, and take notes, but do not interact with the pupils or the teacher.

Take notes on class activities, materials and how they are used, pupil participation, teacher and pupil questions, feedback, and other components.

* **After the Class Observation**

Complete the Classroom Observation Instrument by circling the number in each row that best fits what you observed in the classroom. Circle only one number in

5

each row. If the exact description is not there, choose the closest one, or omit if necessary and explain what was observed in the space provided.

Give a description for each rating, stating specifically what you observed. Try not to “halo” (“Everything was wonderful!”) or “pitchfork” (“Everything was awful!”) but consider each component separately in making your rating decisions.

* **Post-observation Discussion**

Feedback may be given to the teacher. Remember that you are evaluating the programme, not the teacher.

Be sure to thank the teacher for participating in the impact assessment.

INTERVIEWS

* **Teacher (Appendix E)**

Arrange a time after the class observation to interview each teacher using the Teacher Interview Questions. Paraphrase the teacher’s responses and write them on the form. Ask follow-up questions to gain more information, as appropriate.

* **Principal (Appendix F)**

Interview using the Principal Interview Questions.

* **Facilitator (Appendix G)**

Interview using the Facilitator Interview Questions.

* **Interviewing Tips**

Establish rapport as quickly as possible with the interviewee. Try to make the person feel relaxed and comfortable.

At the outset of the interview, the interviewer should indicate the purpose of the interview, the confidentiality of the information, and how the information will be recorded and used. If you are tape recording, ask permission first.

Allow the person time to think, then listen carefully. If there is a pause in the conversation, do not rush in with the next question, but wait to see that the person has fully expressed his thoughts on the question. Note other concerns raised by the person being interviewed.

Use probes to explore the issues in depth, as needed. Keep the purpose of the interview in mind as you go.

Be objective. Keep an open mind and avoid getting into a debate with the person or trying to convince them to think differently.

At the end of an interview, ask the person if there are any thoughts or issues that you did not raise that he would like to add, and thank them for the interview.

QUESTIONNAIRES

* **Teacher (Appendix H)**

Review the instructions with the respondent to be sure she understands what to do. Tell her that her answers are confidential, and there are no right or wrong answers. Individuals will not be identified. The questionnaire should take about _____ minutes to complete. Collect the questionnaires.

* **Principal (Not Available)**

* **Facilitator (Appendix I)**

As above

PREPARING AND RETURNING MATERIALS

For each participant in the assessment, be sure you have all of the appropriate instruments checked on the first page.

Return to: _____

THANK YOU FOR PARTICIPATING IN THIS IMPACT ASSESSMENT STUDY!

Appendix A

Sample Teacher Profiles

TEACHER PROFILE

Please PRINT the following information:

1. Teacher Name: _____
2. School Name: _____
3. Gender: _____ Male _____ Female

4. Age:

_____ Below 20
 _____ 21-30
 _____ 31-40
 _____ Over 40

5. Level You Presently Teach:

_____ Lower Primary
 _____ Upper Primary
 _____ Multi-standard

6. Education:

_____ Below Matric
 _____ Matric
 _____ Matric + Teaching Certificate
 _____ Other: _____

7. Years of Teaching Experience:

_____ 1-5 years
 _____ 6-10 years
 _____ More than 10 years

8. What kind of ELET training have you had?

_____ None
 _____ Workshops only
 _____ Classroom Visits only
 _____ Workshops and Classroom Visits
 _____ Workshops, Classroom Visits and the Residential course

9. How much ELET training have you had?

_____ None
 _____ 1 year
 _____ 2 years
 _____ 2+ years

THANK YOU FOR PARTICIPATING IN THIS STUDY!

**IMPROVING EDUCATION QUALITY PROJECT
MIDLANDS EDUCATION TRUST (MET) IMPACT ASSESSMENT STUDIES**

TEACHER PROFILE

School Name:..... Teacher name:

1. Please tell us this information about yourself:

Age: below 20 21-30 31-40 over 40 over 50.....

Gender:female..... male.....

2. Teaching qualifications:

	Highest qualification	Institution at which completed
academic: secondary
tertiary
professional (include no. of years)		

3. Current studies undertaken for accreditation _____

4. Institution at which current studies are undertaken _____

5. No. of years of teaching experience: _____ years

6. Number of years in this school _____

7. Number of years teaching this class/standard _____

8. Teaching subjects for this year _____

9. Number of classes you teach: 1 ___ 2 ___ 3 ___ >4 ___

10. Levels in each class: _____

11. Residential information:

11.1. Where is your home? _____

11.2. Where do you stay while teaching _____

11.3. How often do you travel to your home? _____/week.

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12. Please indicate the INSET projects you have worked with. Please tick one choice:

- I. MOLTENO only ___ II. PSP only ___ III. READ only ___
IV. MOLTENO & READ only ___ V. PSP & READ only ___
VI. MOLTENO & PSP only ___ VII. MOLTENO, PSP & READ ___

13. Number of years and when did you have INSET training with each of the projects:

- 13.1. PSP _____ years _____ (when)
13.2. Molteno _____ years _____ (when)
13.3. READ _____ years _____ (when)

14. Number of workshops per year (in the past 2 years)

- | | 1993 | 1994 |
|---------------|-------|-------|
| 14.1. PSP | _____ | _____ |
| 14.2. READ | _____ | _____ |
| 14.3. Molteno | _____ | _____ |

15. Last time you attended a workshop (excluding 1995)

- 15.1. PSP _____
15.2. READ _____
15.3. Molteno _____

16. Number of field support visits you receive per year (in 1993 and 1994)

- 16.1. PSP _____
16.2. READ _____
16.3. Molteno _____

17. When was the last time you received field support visits? _____

18. When was the last time you received a visit by the school inspector/advisor? _____

19. When was the last time you received a visit by the Junior Primary Facilitator (Joan Mngomezulu) _____

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Appendix B

Sample School Profiles

IMPROVING EDUCATION QUALITY PROJECT
MIDLANDS EDUCATION TRUST (MET) IMPACT ASSESSMENT STUDIES

SCHOOL PROFILE

School name.....Circuit.....
Principal name.....

1. Is your school a farm, MET built or government built school _____
2. Which grade levels in the school? _____
3. How many classrooms? _____
4. Is there more than one grade level per classroom? _____
5. Number of pupils in school _____
6. Number of teachers in school _____
7. Name the programmes your school is involved with _____
8. How far do pupils walk from to attend school _____
9. How do students who live a long distance away travel to school _____
10. Are there subject committees in the school? _____
11. Does the Principal teach? _____
12. Highest qualification of Principal? _____
13. Is there a PTA in the school? _____

General remarks about the school:

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Appendix C

Sample Classroom Resources and Environment Checklist

**IMPROVING EDUCATION QUALITY PROJECT
MIDLANDS EDUCATION TRUST (MET) IMPACT ASSESSMENT STUDIES
CLASSROOM RESOURCE AND ENVIRONMENT CHECKLIST**

School Name: Teacher name
Std/LevelNumber of learners Girls..... Boys

CLASSROOM ENVIRONMENT

Write YES or NO. Please give details where necessary.

- 1. Adequate seating space for all students _____
- 2. Adequate writing surface for pupils _____
- 3. Chair and table for teacher _____
- 4. Adequate lighting _____
- 5. Adequate space for movement between desks _____
- 6. Ventilation and temperature is comfortable _____
- 7. Cheerful classroom _____
- 8. Floor is cemented or tiled _____

COMMENT

CLASSROOM RESOURCES

V= visible but not used; U= used in this lesson; N= not visible but available; A = not available

Please indicate where relevant. Check with teacher if you are not sure.

- 1. prescribed textbooks _____
- 2. exercise books _____
- 3. wall charts _____
- 4. chalkboard, duster & chalk _____
- 5. power points _____
- 6. visual teaching aids _____
- 7. other reading materials _____
- 8. PSP kit _____
- 9. Molteno materials _____
- 10. READ kit _____
- 11. teacher guides _____
- 12. display of student work on walls _____
- 13. syllabus _____
- 14. scheme of work _____

COMMENT

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Appendix D

Sample Classroom Observation Instrument

**IMPROVING EDUCATION QUALITY PROJECT (IEQ)
INSET IMPACT ASSESSMENT STUDIES
CORE CLASSROOM OBSERVATION INSTRUMENT**

School Code: Date of observation: Lesson start time:
 Teacher code: Observer name: Lesson end time:
 Standard: Subject observed: Number of learners:

Component 1: Use of a Variety of Teaching Methods

4	3	2	1
Teacher uses more than 2 teaching methods, all involve learners	Teacher uses 1 or 2 methods that involve learners	Teacher uses 1 or more methods that do not involve learners	Teacher uses one method that does not involve learners

Description:.....

Component 2: Use of Material by Learners

4	3	2	1
Learners share and all manipulate materials in groups or pairs	Most learners share and manipulate all materials	Some learners manipulate/ others watch	None of the learners manipulate materials

Description:.....

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18

Component 3: Use of Materials by Teacher to Enhance Learning

- | | | | |
|---|---|--|--|
| 4 | 3 | 2 | 1 |
| Uses more than 2 kinds of materials that enhance learning | Uses 2 kinds of materials that enhance learning | Uses one kind of material that enhances learning | Uses no materials/ materials do not enhance learning |

Description:.....
.....
.....

Component 4: Grouping of Learners

- | | | | |
|---|---|--|------------------------------|
| 4 | 3 | 2 | 1 |
| Uses flexible groups and assigned roles | Uses groups flexible without assigned roles | Uses permanent groups with or without assigned roles | Whole class only (no groups) |

Description:.....
.....
.....

Component 5: Learner^s Work in Groups (skip Component 5 if answer to Component 4 is "1")

- | | | | |
|---|--|--|--|
| 4 | 3 | 2 | 1 |
| Groups of learners discuss problems, questions and activities | Group of learners with limited interaction | Only one or two learners in a group interact | Learners sit in groups but work as individuals |

Description:.....
.....
.....

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Component 6: Critical and Creative Thinking Activities

4
Learners involved in discussions and problem solving and/or creative activities

3
Learners involved only in sharing of ideas

2
Learners involved in teacher-directed activities

1
Teacher lectures, learners listen to teacher

Description:.....
.....
.....

Component 7: Questioning Skills

4
Teacher asks a variety of questions, including open-ended questions that probe for learners' understanding

3
Asks mostly close-ended questions and 1 or 2 open-ended questions

2
Asks simple-recall questions only or close-ended questions

1
Teacher asks no questions

Description:.....
.....
.....

Component 8 : Learners Asking Questions

4
Learners ask questions which show creative thinking even without teacher's encouragement

3
Learners ask questions that show their thinking only when teacher encourages

2
Learners ask simple questions only

1
Learners ask no questions

Description:.....
.....
.....

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Component 9: Teacher Feedback to Learners

4	3	2	1
Gives feedback about correct and incorrect responses in a manner that encourages further effort	Gives feedback about incorrect responses only, in a manner that encourages further effort	Gives feedback about correct responses only	Gives no feedback/gives feedback in a manner that discourages further effort

Description:.....
.....
.....

Component 10: Use of Language to Improve Learner Understanding (applies only in English medium lessons)

4	3	2	1
Integrates English and home-language consistently	Uses code-switching only when majority does not seem to understand	Communicates only in English even when learners do not seem to understand/ discourages use of home language	Uses home-language only

Description:.....
.....
.....

Component 11: Opportunities for Learners

4	3	2
Boys and girls have equal opportunity to participate	Only boys/ Only Girls get opportunity to participate	Learners have no opportunities to participate

Description:.....
.....
.....

Contract # "INSET Assessment Instrument"

21

(Although blank, this page forms part
of the observation instrument - it is
included for observer's notes)

IMPROVING EDUCATION QUALITY PROJECT (IEQ)
 MIDLANDS EDUCATION TRUST IMPACT ASSESSMENT STUDIES (MET)
 CORE CLASSROOM OBSERVATION INSTRUMENT

School Name: Date of observation: Lesson start time:
 Teacher name: Observer name: Lesson end time:
 Standard/s: Number of learners: No. boys..... No. girls.....
 Lesson topic and unit.....
 Is this a multigrade classroom? (Y/N).....
 How are groupings in the class constituted?.....
 Pre-observation conference

.....

Component 1: Teacher uses a Variety of Teaching Strategies

<p>4</p> <p>Teacher uses <i>more than 2</i> teaching strategies that involve learners.</p>	<p>3</p> <p>Teacher uses 1 or 2 strategies that involve learners.</p>	<p>2</p> <p>Teacher uses strategies that do not involve learners.</p>	<p>1</p> <p>Teacher uses 1 strategy that do not involve learners. <i>does</i></p>
--	---	---	--

Description.....

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23

Component 2: Learners involved in Active Learning Tasks

4	3	2	1
All learners manipulate materials.	Most learners manipulate materials. Others watch.	Some learners manipulate materials. Most watch.	Learners are not involved in active learning tasks.

Description:.....

.....

.....

Component 3: Teachers' use of Materials including textbooks

4	3	2	1
Uses more than 2 kinds of materials.	Uses 2 kinds of materials.	Uses one kind of only. <i>material</i>	Uses no materials.

Description:.....

.....

.....

Component 4: How teachers correct learners answers.

4	3	2	1
Rephrases problem for same learner.	Redirects the problem to other pupils.	Corrects the error herself.	Does not notice or ignores error.

Description:.....

.....

.....

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Component 5: Teachers feedback to Learners

4	3	2	1
Gives feedback about correct and incorrect responses in a manner that encourages further effort	Gives feedback to correct responses only and ignores incorrect responses.	No feedback	Gives feedback in a manner that discourages further effort.

Description.....
.....
.....

Component 6: Teachers questioning Skills

4	3	2	1
Teacher asks a variety of questions, including open-ended questions that probe for learners' understanding and feeling.	Asks mostly close-ended questions and 1 or 2 open-ended questions.	Asks simple-recall questions only or close-ended questions.	Teacher asks no questions.

Description.....
.....
.....

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25

Component 7: Teachers use of language to improve learner understanding
** (this component is not applicable if observing Sub A Zulu lesson).*

4	3	2	1
Uses English only and learners understand.	Integrates English and home-language effectively, encourages learners to communicate in home-language and translates to English.	Communicates only in English even when learners do not seem to understand; discourages use of home language	Uses mainly home-language.

Description.....

Component 8: Learners Work In Groups

4	3	2	1
Groups of learners discuss and there is a great deal of interaction.	Group of learners are involved in activities and only a few interact.	Learners sit in groups but work as individuals.	Learners are not grouped.

Description.....

Component 9: Learners Critical and Creative Thinking Activities

4	3	2	1
Learners involved in problem solving and or creative activities.	Learners involved in discussions and sharing of ideas.	Learners involved in teacher directed activities.	Teacher talk, learners listen to teacher.

Description.....

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Component 10: Extent and nature of learners' talk to teacher

4	3	2	1
Offers unsolicited opinions.	Answers open-ended questions.	Answers close-ended questions.	No interaction

Description.....

Component 11 : Learners Asking Questions

4	3	2	1
Learners ask questions which show creative thinking even without teacher's encouragement	Learners ask questions that show their thinking only when teacher encourages them.	Learners ask simple questions only.	Learners ask no questions.

Description.....

Component 12: Learners' responses

4	3	2	1
Interact with teacher and each other about content in a relaxed way.	Learners are alert, responsive and interact with teacher.	Learners respond in chorus.	Learners uninvolved

Description:.....

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Component 13: Learner independence

4
Learners find information independently.

3
Learners make use of information sources when directed by teacher.

2
Learners follow teachers' instruction, working independently.

1
Unquestioning transcribing of text -from board and text books.

Description.....
.....
.....

Component 14: Learner activity when assigned tasks are completed
**Ignore this component if the teacher teaches for the whole period.*

4
Work unaided with independent reading or other constructive tasks.

3
Work on anything.

2
Fool around.

1
Sit in silence.

Description.....
.....
.....

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Component 15: Strategies in multi-level classrooms

**Ignore this component if it is a single level class*

4	3	2	1
Teacher sets meaningful tasks for other levels while interacting with one level.	When teacher with one level others working on own tasks.	When teacher working with one level others sit around.	Teacher teaches as though all are one level.

Description.....
.....
.....

Component 16: Opportunity to learn

4	3	2	1
Boys and girls have equal opportunity to participate.	Boys/Girls* are afforded more opportunities to participate.	Learners not afforded any opportunity to participate.	Teacher is negative towards Boys/Girls*.

* Indicate if girl or boy.

Description.....
.....
.....

For interview/ post observation conference

1. Look at any critical incidents in the classroom and ask questions about these incidents
 - For example, if teachers are using small group work instruction ask, where did you learn this from? or
 - If pupils initiate questions, ask the teacher about things he/she does to encourage these kinds of activities.

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29

Appendix E

Sample Teacher Interview Protocols

**IMPROVING EDUCATIONAL QUALITY (IEQ) PROJECT
ITEC INSET IMPACT ASSESSMENT STUDY
TEACHER INTERVIEW SCHEDULE**

1. What made you join the ITEC Lower Primary Initiative programme?
2. How has the ITEC changed you as a teacher and as a person?
3. What skills have you gained most out of this programme?
4. Do you think your teaching has changed since you joined the programme? How?
5. How has your classroom environment changed?
6. How have the pupils in your class changed?
7. How have you adapted the ITEC materials to suit your particular situation/ environment/ teaching strategies?
8. Do you think that the monitoring visits were of benefit to you? Why do you say this?
9. Do you think that the monitoring visits were not beneficial? Why do you say this?
10. What, if anything, prevented you from implementing the LPI programme in your classroom?
11. What would you like to see changed in the programme?
12. What are your overall impressions about the programme?

TEACHER INTERVIEW QUESTIONNAIRE

1. Have you benefitted from the ELET training program?
2. If yes, in what way did you benefit from:

Workshops?

School Support Visits?
3. Give specific examples of how you benefitted from ELET's programme.
4. If no, please explain why.
5. Do you teach any subjects other than English?
6. If yes, do you use any of the ideas gained from ELET in teaching other subjects?
Which ones? How?
7. Have you presented/facilitated workshops for teachers?
When?
8. How best should a teacher communicate with pupils?
9. Does ELET training meet your needs? Explain.
10. Do you think your pupils have benefitted from your participation in ELET's programme? Explain.

**IMPROVING EDUCATIONAL QUALITY PROJECT (IEQ)
MIDLANDS EDUCATION TRUST IMPACT ASSESSMENT STUDIES (MET)**

TEACHER INTERVIEW SCHEDULE

1. a) What do you like about the workshop programme offered by the NGOs?
b) What have you learnt from the workshops?
c) What ideas from the NGO workshop programme have influenced the most?
2. What should the NGO workshop programme do differently to ensure maximum effectiveness?
3. a) Which ideas that you have learnt in the workshop have you tried to use in your classroom?
b) How easy is it to implement the ideas of the NGO workshop in your classroom?
c) Who provides support when you try to implement the ideas from the workshop?
d) What additional support would you like to help you implement the ideas of the workshop in your classes?
4. a) What changes are there in your teaching since attending the NGO workshop programme? Give examples.
b) What changes have you noticed in student learning since you attended the NGO workshops? Give examples.
5. This question is to be asked of teachers involved in more than 1 project:
a) What do you feel about being on training courses with more than one NGO?
b) Is being on a training course of more than one NGO helpful or a hindrance to your classroom practice?
c) How would you like to see the NGOs structure their work so that you, the teacher, can get maximum benefit?
6. a) Do you manage to complete your syllabus each year.
b) How do you feel about activities that disrupt your teaching time during the year?
c) About what proportion of teaching time, do you think, is lost to other activities?
d) When you are at a workshop who takes care of your class?
e) What do the pupils do when you are away?
7. Do you think workshops should be:
a) free / teacher pays;
b) accredited/ non-accredited;
c) during school time / after school, weekends, holidays.

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**IMPROVING EDUCATIONAL QUALITY PROJECT (IEQ)
MIDLANDS EDUCATION TRUST IMPACT ASSESSMENT STUDIES (MET)**

SCHOOLS WITH NO NGO INPUT

TEACHER INTERVIEW SCHEDULE

1. What kind of assistance do you get (from your Principal or other teachers in your school) about how to teach?

2. If you were offered assistance by an NGO, in which areas would you like assistance?

3. If you were to attend NGO workshops, how should it be organised:
 - a) free / teacher pays;
 - b) accredited/ non-accredited;
 - c) during school time / after school, weekends, holidays.

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**IMPROVING EDUCATION QUALITY PROJECT
COUNT IMPACT ASSESSMENT STUDY
TEACHER INTERVIEW SCHEDULE**

IMPACT

1. Have you benefitted from COUNT INSET training?
2. Specifically, how have you benefitted from:

 COUNT workshops
 COUNT classroom support
 COUNT materials?
3. Describe critical incidents where you benefitted most.
4. What do you do differently now that you did not do before COUNT training?

USE OF MATERIALS

5. Before INSET training, did you use materials during your teaching?
6. How did you use them?
7. How do you use them now?

LANGUAGE ACROSS THE CURRICULUM

8. What language do you generally use for instruction?
9. Do you intergrate languages during your teaching? How successful or useful is this interchange of languages?

CONFIDENCE

10. Have you presented/facilitated at a workshop with teachers?
11. What was the topic of your presentation?
12. Did you experience any problems; what kind of problems?

NEEDS/GAPS

13. What other areas of your teaching does INSET not provide training/skills you need to be a more effective teacher?

BELIEFS

14. How best should a teacher:

 Use materials during teaching
 Communicate with pupils
 Handle multi-level classrooms?

Appendix F

Sample Principal Interview Protocols

**IMPROVING EDUCATIONAL QUALITY PROJECT (IEQ)
MIDLANDS EDUCATION TRUST IMPACT ASSESSMENT STUDIES (MET)**

INTERVIEW SCHEDULE FOR PRINCIPALS

1. a) As a result of teachers being on NGO programmes what changes have you noticed in the teachers teaching?
b) As a result of teachers being on NGO programmes what changes have you noticed in students learning?
(i.e. what are the main benefits of having NGOs operate in your school)
2. What are the main constraints/difficulties in having NGOs operate in your school?
3. If there are more than one NGO in your school, how would you like to see the NGOs organise themselves:
 - a) administratively;
 - b) operationally;
 - c) educationallyso that there is maximum impact in the classroom and the school?
4. a) How do you feel about activities that disrupt your school time during the year?
b) About what proportion of teaching time, do you think, is lost to other activities?
c) When teachers are at a workshops who takes care of their class?

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Appendix G

Sample Facilitator Interview Protocols

**IMPROVING EDUCATION QUALITY PROJECT
INSET IMPACT ASSESSMENT STUDY**

**PRIMARY SCIENCE PROGRAMME
IMPLEMENTOR INTERVIEW GUIDE**

Name: _____ Region: _____

Please share this information about yourself
Part A: Background information

1. Gender: **Female** **Male**
2. Age **< 25** **26-30** **31-36** **<40**
3. Post secondary qualifications: _____
4. Teaching qualification(s): _____
5. Number of years teaching: _____
6. Number of years working with PSP: **> 5 years** **between 2 and 3 years** **1 year and >**
7. Number of teachers you work with in workshops:
 <50 **51-100** **100-200** **>200**
8. Number of teachers you provide school or classroom support:
 <25 **26-50** **51-100** **100-200** **>200**
9. How often to you visit each teacher for classroom support:
10. Number of workshops you conduct per year:

Part B

1. In your work with teachers, in what ways would you say that PSP is having an impact on the teachers?
2. Can you share two or three specific areas in which you think PSP has the greatest impact
3. What sort of teachers do you think benefit the most from PSP workshops?
4. When you think of the teachers that you work with, what sorts of constraints prevent them from implementing all the ideas from PSP workshops?
5. When you think of teachers that you work with, what sort of ideas are the most difficult to implement in the classrooms. Why is that?
6. What difficulties do you experience as an implementor in conducting workshops, conducting school support?
7. Are there special additional skills you think you need to be more effective in your work with teachers?

**IMPROVING EDUCATION QUALITY PROJECT
COUNT IMPACT ASSESSMENT STUDY
TRAINER'S INTERVIEW SCHEDULE**

1. What difficulties do you experience in your teacher development work?
2. What difficulties do you specifically experience in:
 - (a) conducting workshops
 - (b) classroom visits
 - (c) working with a cluster of schools
 - (d) designing materials?
3. In your opinion, is your programme making an impact in:
 - (a) classroom practice (teaching and learning)
 - (b) beliefs and attitudes of teachers
 - (c) children's performance?
4. What do you think should be done differently in your programme in order to increase impact?
5. Are there additional special skills that you think you need in order to be a more effective trainer?

Appendix H

Sample Teacher Questionnaires

**IMPROVING EDUCATIONAL QUALITY PROJECT (IEQ)
INSET IMPACT ASSESSMENT STUDIES
INSET TEACHER QUESTIONNAIRE: TRAINED OR PROJECT TEACHERS**

Teacher code: _____
School code: _____

INSET Project: _____
Name of data collector: _____

Date: _____

PART I

1. Please indicate to what degree you agree or disagree with the following statements about your teaching as a result of INSET training in the last 1 to 3 years. For each statement, circle the number that best represents how you feel.

1 = strongly disagree 2 = disagree 3 = unsure 4 = agree 5 = strongly agree

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.1 You have gained more ideas and skills of teaching	1	2	3	4	5
1.2 Your confidence in your ability to teach has improved	1	2	3	4	5
1.3 You are now motivated to teach	1	2	3	4	5
1.4 Your knowledge of the subject has improved	1	2	3	4	5
1.5 You have not experienced any changes	1	2	3	4	5
1.6 Please provide and rate two other examples, that are not mentioned above,	1	2	3	4	5
that show that your teaching has changed	1	2	3	4	5
(i) _____	1	2	3	4	5
(ii) _____	1	2	3	4	5

2. What do you see as three main aims of the INSET programme you have been attending?

- (i) _____
- (ii) _____
- (iii) _____

42

3. Please indicate how often you use the following methods since you received INSET programme training

1 = rarely 2 = sometimes 3 = most of the time

		Rarely	Sometimes	Most of the time
3.1 Hands-on activities	1	2		3
3.2 Pupil centred-teaching	1	2		3
3.3 Group work activities	1	2		3
3.4 Independent work by your pupils	1	2		3
3.5 Active participation by pupils	1	2		3

4. What specific changes, if any, have you observed in the behaviour of your pupils as a result of the training you received from the INSET programme?

- (i) _____
- (ii) _____
- (iii) _____

5. Please indicate the degree to which your principal is supportive of your efforts to implement what you have learned from the INSET programmes.
Circle the number that represents your principal's supportiveness.

Very unsupportive Unsupportive Supportive Very supportive
1 2 3 4

43

6. Below are some reasons that could make it difficult for you to try out ideas you learned from the INSET programme in your classroom. Please indicate which situations apply to you. For each statement, circle the number that indicates most closely how you feel.

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

	Strongly disagree	Disagree	Agree	Strongly agree
6.1 You teach too many classes	1	2	3	4
6.2 Class sizes are too big	1	2	3	4
6.3 There is not sufficient time to try the ideas	1	2	3	4
6.4 There is not sufficient materials available	1	2	3	4
6.5 You do not have the interest and motivation	1	2	3	4
6.6 There is not enough support in the school	1	2	3	4
6.7 Students are not ready for these ideas	1	2	3	4
6.8 You do not understand what is taught at workshops	1	2	3	4

Please write other reasons that are not listed above that you feel are important?

6.9 _____	1	2	3	4
6.10 _____	1	2	3	4

7. What changes, if any, would you suggest that the INSET programme implements in order to make it easier for you to implement the INSET ideas effectively in your classrooms?

- (i) _____
- (ii) _____
- (iii) _____

PART 2

8. Below is a list of things that help facilitate your ability to teach. For each statement, circle the number that represents how you feel.
 1 = very unhelpful 2 = unhelpful 3 = helpful 4 = very helpful

	Very unhelpful	Unhelpful	Helpful	Very helpful
8.1 Materials provided by the programme	1	2	3	4
8.2 Self-made materials from workshops	1	2	3	4
8.3 Student hand-outs	1	2	3	4
8.4 Syllabus provided by the programmes	1	2	3	4
8.5 More reading materials about teaching	1	2	3	4
8.6 More knowledge about specific teaching strategies	1	2	3	4
classroom teachers can use to improve student learning				
8.7 Ideas for involving students during lessons	1	2	3	4

9. Which of the following resources or materials are available to you?

YES = materials are available. NO = materials are not available

9.1 Textbooks only, provided by the department	YES	NO
9.2 Teacher guidebooks provided by the department	YES	NO
9.3 Textbooks bought by parents	YES	NO
9.4 Teacher guidebooks provided by INSET programme	YES	NO
9.5 Student worksheets provided by the department	YES	NO
9.6 Student worksheets provided by the INSET programme	YES	NO

PART 3

10. Please indicate what days of the week and what times do you normally attend workshops:

Days of the week: _____

Times of the day: _____

11. Please indicate the extent to which you agree or disagree with the following statements about INSET programme training and workshops.

1 = strongly disagree 2 = disagree 3 = unsure 4 = agree 5 = strongly agree

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
11.1 Teachers or schools should pay for INSET programme training, even if certificates are not issued	1	2	3	4	5
11.2 Teachers or schools should pay for travel costs to INSET workshops	1	2	3	4	5
11.3 INSET training should be provided for free even if it is accredited	1	2	3	4	5
11.4 INSET training should be provided for free only if it is not accredited	1	2	3	4	5

12. Please indicate the extent to which you agree or disagree about when workshops should be conducted by the INSET programme that you work with:

1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree

	Strongly disagree	disagree	unsure	agree	strongly agree
12.1 Workshops should be conducted during teaching time	1	2	3	4	5
12.2 Workshops should be conducted during weekends..... and holidays	1	2	3	4	5
12.3 Workshops should be conducted in the afternoon..... after school	1	2	3	4	5

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2/6

13. Please indicate how INSET works at your school at present.

YES = INSET works as described, NO = INSET does not work as described

13.1 INSET programme works with all teachers who teach the same or related subjects	YES	NO
13.2 INSET programme only works with teachers who show interest	YES	NO
13.3 INSET programme works with a few selected teachers	YES	NO

14. Please indicate the extent to which you agree about how INSET should work to best suit the needs of the school

YES = INSET should work as indicated NO = INSET should not work as indicated

14.1 INSET programme should work with all teachers who teach the same or related subjects	YES	NO
14.2 INSET programme should only work with teachers who show interest	YES	NO
14.3 INSET programme should work with a few selected teachers	YES	NO

**IMPROVING EDUCATIONAL QUALITY PROJECT (IEQ)
INSET IMPACT ASSESSMENT STUDIES
TEACHER QUESTIONNAIRE: UNTRAINED/NON-PROJECT TEACHERS**

Teacher ^{name:} _____
 School ^{code:} _____

Date: _____
 Name of data collector: _____

1. Please indicate to what degree you agree or disagree with the following statements about your teaching in the last 1 to 3 years. For each statement, circle the number that best represents how you feel.

1 = strongly disagree 2 = disagree 3 = unsure 4 = agree 5 = strongly agree

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.1 You have gained more ideas and skills of teaching	1	2	3	4	5
1.2 Your confidence in your ability to teach has improved	1	2	3	4	5
1.3 You are now motivated to teach	1	2	3	4	5
1.4 Your knowledge of the subject has improved	1	2	3	4	5
1.5 You have not experienced any changes	1	2	3	4	5
1.6 Please provide and rate two other examples, that are not mentioned above,	1	2	3	4	5
that show that your teaching has changed					
(i) _____	1	2	3	4	5
(ii) _____	1	2	3	4	5

48

3. Please indicate how often you use the following in your lessons:

1 = rarely 2 = sometimes 3 = most of the time

	Rarely	Sometimes	Most of the time
3.1 Hands-on activities	1	2	3
3.2 Pupil centred-teaching	1	2	3
3.3 Group work activities	1	2	3
3.4 Independent work by your pupils	1	2	3
3.5 Active participation by pupils	1	2	3

4. Please indicate the degree to which your principal is supportive of your efforts to implement new or different ideas in the classrooms.

Circle the number that represents your principal's supportiveness.

Very unsupportive	Unsupportive	Supportive	Very supportive
1	2	3	4

5. Below are some possible reasons that could make it difficult for you to try out new and different ideas in your classroom. Please indicate which situations apply to you. For each statement, circle the number that indicates most closely how you feel.

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

	Strongly disagree	Disagree	Agree	Strongly agree
5.1 You teach too many classes	1	2	3	4
5.2 Class sizes are too big	1	2	3	4
5.3 There is not sufficient time to try the ideas	1	2	3	4
5.4 There is not sufficient material available	1	2	3	4
5.5 You do not have the interest and motivation	1	2	3	4
5.6 There is not enough support in the school	1	2	3	4
5.7 Students are not ready for these ideas	1	2	3	4
Please write other reasons that are not listed above that you feel are important.				
5.8 _____	1	2	3	4
5.9 _____	1	2	3	4

6. Which of the following resources or materials are available to you?

YES = materials are available. NO = materials are not available

6.1 Textbooks only, provided by the department	YES	NO
6.2 Textbooks bought by parents	YES	NO
6.3 Teacher guidebooks provided by the department	YES	NO
6.4 Student worksheets provided by the department	YES	NO

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Attachment 7

50

7. If INSET organizations were to conduct workshops for teachers, please indicate the extent to which you agree or disagree with the following statements about INSET programme training and workshops.

1 = strongly disagree 2 = disagree 3 = unsure 4 = agree 5 = strongly agree

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
7.1 Teachers or schools should pay for INSET programme training, even if certificates are not issued	1	2	3	4	5
7.2 Teachers or schools should pay for travel costs to INSET workshops	1	2	3	4	5
7.3 INSET training should be provided for free even if it is accredited	1	2	3	4	5
7.4 INSET training should be provided for free only if it is not accredited	1	2	3	4	5

8. Please indicate the extent to which you agree or disagree about when workshops should be conducted by the INSET programme in your school:

1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree

	Strongly disagree	disagree	unsure	agree	strongly agree
8.1 Workshops should be conducted during teaching time	1	2	3	4	5
8.2 Workshops should be conducted during weekends..... and holidays	1	2	3	4	5
8.3 Workshops should be conducted in the afternoon..... after school	1	2	3	4	5

9. Please indicate the extent to which you agree about how INSET should work to best suit the needs of the school

YES = INSET should work as indicated

NO = INSET should not work as indicated

9.1 INSET programme should work with all teachers who teach the same or related subjects	YES	NO
9.2 INSET programme should only work with teachers who show interest	YES	NO
9.3 INSET programme should work with a few selected teachers	YES	NO

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Attachment 7

5

Appendix I

Sample Facilitator Questionnaires

ELET FACILITATORS' QUESTIONNAIRE

Please answer the following questions related to your work as an ELET Project Implementor:

1. Approximately how many teachers (ELET and others) attend workshops which you present?
2. Approximately how many classrooms do you visit each year?
3. How often do you visit and observe the ELET teachers who attend these workshops?
4. During your monitoring visits, what changes have you noticed in the classroom environment that indicate that the workshops have been successful? Please give specific examples.
5. During your monitoring visits, what changes have you noticed in teachers' behaviour that indicate that the workshops have been successful? Please give specific examples.
6. During your monitoring visits, what changes have you noticed in the pupils' behaviour that indicate that the workshops have been successful? Please give specific example.
7. If you have not noticed changes as a result of the workshops, what are the biggest obstacles to change?
8. What could be done to increase the likelihood of change in the classroom?

ITEC FACILITATORS' QUESTIONNAIRE

Name of facilitator :

Please answer the following questions.

1. In which specific areas do you conduct training workshops and make classroom support (monitoring/observation) visits?

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2. How many teachers attended workshops in your area this year?

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3. How often do you visit and observe the teachers who attend these workshops during the year?

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4. During your monitoring visits, have you noticed any changes in the classroom environment that indicate that the workshops have been successful? If so, please give at least THREE specific examples.

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5. During your monitoring visits, have you noticed any changes in the teachers' behaviour that indicate that the workshops have been successful? If so, please give THREE specific examples.

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6. During your monitoring visits, have you noticed any changes in the pupils' behaviour that indicate that the workshops have been successful? If so, please give THREE specific examples.

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7. If you have not noticed changes as a result of the workshops, what, in your opinion are the biggest obstacles to change?

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In the classroom environment:

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In the teachers' behaviour:

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In the pupils' behaviour:

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8. What could be done to increase the likelihood of change in the classroom?

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55