

USER'S GUIDE TO COLLECTING CITIZEN GENERATED DATA FOR SDG 4, TARGET 4.5



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User's Guide To Collecting Citizen Generated Data For Sdg 4, Target 4.5

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Acronyms

CAs	Community Advocates
CGD	Citizen Generated Data
CRPD	Convention on the Rights of Persons with Disabilities
CSOs	Civil Society Organizations
CWDs	Children With Disabilities
DEO	District Education Officer
DLGs	District Local Governments
FGD	Focus Group Discussion
GEWE	Gender Equality and Women's Empowerment
KII	Key Informant Interviews
MoES	Ministry of Education and Sports
OPM	Office of the Prime Minister
PBCs	Public Budget Committees
PTA	Parents Teachers Association
PWDs	Persons with Disabilities
SDG	Sustainable Development Goals
SMCs	School Management Committees
SPAIE	Strengthening Public Accountability and Investment in Education Project
UBOS	Uganda Bureau of Statistics
UN	United Nations
UNHCR	United Nations High Commission for Refugees
WaSH	Water, Sanitation and Hygiene



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Overview



Overview

Government of Uganda committed to achieving the Sustainable Development Goals and Goal 4 to ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ in 2015. To achieve this, Government through the Ministry of Education and Sports (MoES) is investing in school infrastructure, administration and curriculum development. The government has also implemented various policies and programs aimed at increasing access to education, such as providing free textbooks and abolishing school fees for primary education. It has also put in place a department responsible for special needs and inclusive education.

Notably among the policies is the Universal primary education(UPE) that was introduced in 1997. The policy calls for the abolition of all tuition fees and PTA charges for primary education and it has specific provisions that address gender and other inequities, for example, of the four children per family that were to benefit from UPE, at least two had to be female, if the family had female children. Furthermore, the policy accorded priority to children with disabilities over children without disabilities. Following the introduction of UPE in 1997, gross enrolment for primary education rose from 3.1 million in 1996 to 7.6 million in 2003 (Bategeka & Okurut, 2005). Additionally, according to the Uganda Bureau of Statistics 2022, primary enrolment increased from 8.5 million in 2013 to about 8.8 million pupils in 2017.

In addition is the Education Act Statutory Instrument 127—3 which urges for establishment of a School Management Committee (SMC) for a school or group of schools, to manage the day-to-day administration and proper and efficient conduct of the school. All education sector information requirements in Uganda are primarily driven by the needs of users that fall into three major categories namely; the Ugandan Government of Education and Sports and UBOS, Education in Emergencies (EiE) partners such as United Nations High Commission for Refugees (UNHCR) and Office of the Prime Minister (OPM), and education development partners. District Local Governments in collaboration with school administrators and supporting school governance structures implement the relevant policies and guidelines.



1.2 Why the User Guide

This User Guide is intended to guide enumerators who will be involved in administering the tools. The guide provides a standard and broad guidance to the data collectors in collecting quality data. The guide also contains tools which include the Key Informant Interview tools, Focus Group Schedule and the Household Questionnaire. The tools are all intended to collect information/ data to inform data requirements for SDG 4.5.

1.3 Justification of Citizen Generated Data collection

Uganda adopted the UN Resolution on the need to advance generation and use of “Citizen Generate Data” to complement government data to inform policy making and interventions on SDG 5 and Gender Equality and Women’s Empowerment (GEWE) indicators. Citizen-generated data (CGD) is data that people, or their organizations produce to directly monitor, demand or drive change on issues that affect them.

Citizens need reliable data for social accountability including better services and effective resource utilization and prioritization of the community needs. Information from traditional sources of data such as censuses, surveys and administrative data shows that Uganda has invaluable data concerning the status of Gender Equality and Women Empowerment at national level. However, the information collected falls short of granular data that reflects the voices of the marginalized groups. Therefore, the CGD collection tool was developed to support the continuous data collection from citizens to inform the SDGs and to complement government data from traditional sources for improved education planning and policy processes by 2030.

1.4 Criteria for selection of data collectors

The selection criteria for the data collectors will be:

- i. Demonstrated commitment to group activities such as meetings.
- ii. A resident from the very sub county where the project is implemented and selected from different parishes of that sub county for fair representation.
- iii. Minimum of “O” Level qualification (S.4)
- iv. Fluency in English and the local language
- v. Minimum Knowledge of using phones to collect data.
- vi. Demonstrated passion for community engagements.
- vii .Willingness to influence decision-making processes and improve transparency and accountability in public spending.
- viii. Respectable community member
- ix. Demonstrated values of promoting equality, inclusion, fairness, and teamwork.



Overview

1.5 Training of data collectors

The training of data collectors will be preceded by a Training of Trainers for the participating CSO representatives from the Civil Society Budget Advocacy Group (CSBAG), Initiative for Social and Economic Rights (ISER) and Uganda Society of Disabled Children (USDC) with technical support from CGD Consultant (Gender Research Data Hub Team) . The trainers will then train other data collectors representing the partnering CSOs at district level and capacitate them to use the CGD Tool and generate relevant community data.

1.5.1 Training rationale

The overall objective of the training is to equip Community Advocates (CAs) with the knowledge and skills to effectively collect data on SDG 4, target 4.5. using the given data collection tools.

1.5.2 Training outcome

Data collectors ably use the tool and generate community data on the SDG 4 target 4.5.



1.5.3 Training methodology

The data collection exercise will entail the application of participatory methodologies. The training will consist of theory and practical experience. Before each session, every team member will be required to study the User Guide carefully along with the questionnaires, documenting any questions for further clarity during the training. There will be group work and plenary sessions to share knowledge and understanding on specific topics. Group Discussions will be used to enable participants to discuss and share what has been learnt. The groups will constitute not more than 5 members that comprehensively to localise their understanding of the questionnaire modules. Through group and paired exercises, team members will also undertake a mock interview to become comfortable with the administration of each question.

1.5.4. Training evaluation

At the end of the training exercise, participants will complete an evaluation form to get their opinion and experiences participating in the training. This way, the facilitator will establish any problems or suggestions for improvement. Training facilitators will also assess the participants' appreciation of the training content and award marks for the performance. Members to be included on the enumeration team will thus be selected based on the test results.

1.6 Research ethics and principles of Citizen Generated data.

Applying ethics in the data collection shall involve seeking consent and approvals from participants before the research is conducted and maintaining confidentiality for the data collected. The research shall ensure adherence to the Human Rights-Based Approach to Data, Uganda Standard (US 943) Guidelines for production of quality statistics. The data collected will be synchronized and stored online in the GERDH for editing, analysis and reporting purposes

1.7 Data quality

Data will be collected in observance of the CGD data value chain provided for in the UBOS CGD tool kit. This will be done in line with the Uganda Standard 942 (US 942) Code of Practice that underlines data quality dimensions including; relevance, accuracy, timeliness, accessibility, interpretability, reliability, comparability and coherence, methodological soundness and integrity.



Section Two:



Survey Designs, Methodology And Preparation For CGD Data Collection



2.0 Survey coverage and design

Data shall be collected from primary schools looking at enrollment, children with special needs in the schools, citizens and households in the school catchment area communities where the furthest pupil comes from. The period of years to cover can be decided upon from the onset and it is encouraged that this data is updated annually till the end period of the SGD.

2.1 Methodology

2.1.1 Selection of Schools (Unit)

Schools shall be randomly selected from the enrolment list 2020 (<https://www.education.go.ug/wp-content/uploads/2020/01/PRIMARY-ENLORMENT.pdf>.)

2.1.2 Selection of Key informants

Key informant interviews can target Headteachers of the selected primary schools and District Education Officers (DEO) in the respective districts. In the absence of the headteacher, their deputies can be interviewed. In case the DEO is not available, the District Inspector of Schools will be interviewed.

2.1.3. Selection of Pupils

A total of 24 children will be sampled in each of the selected schools with approximately not less than 5 children per class. Out the selected not less than 40% of targeted learners will be girls, learners with disabilities.

In order to ensure randomness in the selection of pupils, attendance registers will be made in the classes of P.3 - P.6 with a record of the child's name, age, sex, disability status and village of residence. The registers will serve as the sampling frames from which the various pupil categories to be interviewed will be selected.

2.1.3.1 Selection of Children With Disabilities

The sample of Children with Disabilities (9 years and above until P.6) per school will be 12. Where the school has less than 10 Children with Disabilities aged 9 years and above in classes P.3 - P.6, all the Children with Disabilities will be interviewed.

2.1.3.2 Selection of Children With no Disabilities

Children (aged 9 years and above in classes P.3 - P.6) with no disability will be sampled in every school for linking to the

households that will be subjected to the welfare questionnaire. In instances where a school has less than 12 children with a disability, more children with no disability will be sampled for linking to the household so as to derive the overall sample of 24 children in a given school, and 48 every district and therefore 48 households per sub-county.

2.1.4 Selection of Households

All pupils will be linked to the households are highlighted in 2.1.3 above. The Household interviews will be conducted to track the welfare of the pupils households thus create a link between the pupils status to access education and provisions to the social economic status of their households.

2.1.5 Selection of respondents for the Focus group Discussion

The FGDs will be conducted in every school community. They will comprise of a minimum of 6 to a maximum of 10 participants These will be community citizens representing : The Parents Teachers Association(PTA) Chairperson, 2 Person With Disability (PWD) representatives (1Female,1Male) 3 LC 1 Chairpersons within the parish where the school is located and 2 Members of the School Management Committee (1Female and 1Male).



Survey Designs,
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2.2 Data Collection Techniques

The Data collection will involve qualitative and quantitative data collection techniques. These will include key informant interviews, Focus Group Discussions, observations, quantitative face to face interviews and literature review.

- i. **Literature Review:** This will include relevant education policies, Education Statistics Abstracts, Uganda Bureau of Statistics Survey Reports, District Local Government Development Plans, school registers, district annual reports, daily attendance reports and SMC minutes/ reports;
- ii. **Focus Group Discussions** with the SMC Chairperson, PWD representative, a Parish representative, village chairperson, a male and female parents' representatives.
- iii. **Key Informant interviews** with District Education Officers, head teachers and pupils with disabilities selected from schools
- iv. **Quantitative face to face interviews** with pupils and caregivers



Group Exercise 1:

In groups of 5, Practice sampling methods for data collection.



2.3 Composition of the Citizen Generated Data collection tool

The CGD tool covers the following aspects in education namely; Enrollment, completion, school infrastructure, school funding and accountability, status of the learning environment, WaSH services in the school, and the wealth quintile for the pupils. It comprises of 5 questionnaires namely;

- i. The school questionnaire
- ii. The pupil questionnaire
- iii. The Household /Wealth quintile questionnaire
- iv. The District Key informant guide and
- v. The Community Focus Group guide

2.4. Organization of the CGD data collection exercise

The data collection exercise will be carried out by selected and trained data collectors. The data collection is planned for four days including the training. Teams will have the prerogative of choosing a viable method of covering the two sub counties. For example, a team may choose to cover a Sub County and complete all the tools on day for one school one and day two cover the second school with the related enumeration. The team then proceeds to the next sub county for purpose of effective and efficiency in the utilization of resources. This may be appropriate where the Sub counties are very distant from each other.

2.5 Interviewer Role

The major tasks of the interviewer include to;

- i. locate and interview the sampled households and pupils
- ii. conduct key informant interviews with the Headteachers and District Education Officers
- iii. conduct Focal Group Discussions with the identified participants
- iv. obtain complete and accurate answers and to record them correctly.
- v. observe the confidentiality of the data collected.



The success of the survey depends on the respondents' willingness to cooperate and it is the responsibility of the enumerator to exercise politeness, patience and tactfulness to gain maximum attention and information.

2.6 Checklist for organizer preparation before Data Collection

Prior to the data collection exercise, the data collection team should have the following items;

- i. Introduction and consent forms
- ii. Tablets installed with the kobo collect app having the Pupil and Household programmed tools. The tablet should be checked thoroughly and charged fully before use.
- iii. Markers
- iv. Flip charts
- v. Internet
- vi. Key Informant questionnaire
- vii. Copies of Focal Group Discussion questionnaire
- viii. Copies of School questionnaire
- ix. Blue pen and notebook



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2.7 How to approach the community/ respondents

Dress Code: Data collectors should select dress code that is compatible to the community where data is being collected. It is good practice for data collectors to pay a courtesy visit to the District Local Governments and relevant community leaders especially the Local Council 1 Chairperson as the first step before any data collection starts.

Setting the pace: At the onset of interviews- Data collectors should begin with greetings, introductions including name, and explaining purpose of interview and seeking their acceptance to be interviewed. It is important to inform the interviewees the duration of the interview and that the information will be kept *confidential*.

Recording responses: While conducting the interview, the data collectors should as much as possible restrain from suggesting answers for interviewees. He/she should ensure that responses to the interview questions are clear before they are recorded. In case a respondent's answer is not clear, one is advised to tactfully ask further questions (probe) to obtain the correct answers.

Getting consent: In case a respondent refuses to be interviewed, remain courteous and *emphasize* the importance of the study further. Point out that the information will be kept confidential and that the survey results will be published as numerical tables in such a way that it will be impossible to identify characteristics of individual persons and households. If one is using a recorder, it is good practice to notify the interviewee and ask for their consent to be recorded.



Group Exercise 2:

Using the Introduction and consent form, in groups of 5, practice how to inform participants and obtain consent. Pick up Scenarios such as reluctant, objecting, over busy respondents etc.



Section Three:



Completing The Citizen-Generated Data Tool

This part of the User Guide is designed to familiarize the *data collection team with the CGD* tool. The enumerator must understand what information the question seeks to gather and how to ask the question. Special attention should be put to the provided instructions to guide the process during the interview. It is important for the enumerator to ensure the responses are recorded accurately as given by the respondent.



3.0 Asking questions

Ask each question exactly as it is written in the questionnaire. During the interview, speak slowly and clearly so that the respondent hears *and understands* the question.

Repeat the question exactly without changing the wording, to ensure the respondent has understood as this may alter the meaning of the question.

In some cases, you may have to ask additional questions to obtain a complete answer from a respondent (this is called probing). If you do this, you must be careful that your probes are “neutral” and that they do not suggest an answer to the respondent.

3.1 Recording responses

All interviewers will use tablets to complete the household and pupil questionnaires. These questions have pre-coded responses/ answers. To record a respondent's answer, you merely click on the response.

When all responses have been recorded and you have come to the end of the questionnaire, click 'Save as draft'. In order to submit completed interviews to the server, you need to be supported by the supervisor who will do quality assurance for every interview recorded and therefore submit the approved interviews to the server.

There will be an extensive session on how to collect data using kobo collect where all **Do's** and **Don'ts** including entry of records, skips, consistency checks, interview uploads etc. will be demonstrated.

While for the FGD and KII guide questions, responses shall be recorded using the recorder function on the tablets. The audio recordings will later be transcribed and shared with the data management team for analysis. It is encouraged that FGD and KII sessions are also captured by a note taker to ensure validation of responses as well as on-spot consolidation of views shared by the key informant and FGD participants.

Ask additional probing questions if needed and where indicated.

Write responses word for word on the dotted lines, so that they are clear and understandable to others.

Do not summarize. If the response is very long, or it was difficult to write quickly enough, write refer to 'audio recording' on the interview form.





3.2 Household questionnaire

The Household questionnaire will be administered to the Household head, however, in his/her absence, you may interview an adult of the Household or the next person who is acting as household head. This questionnaire collects information on the wealth quintile of the household where the pupil comes from. The questionnaire is divided into 4 section as presented below;

Section A: Household identification details

This section intends to capture the Household Identification and social background details such as district, sub county, parish and village of residence, Household random number, names of the household head, their age, sex, education status and language of origin. Since this questionnaire intends to capture the wealth quintile of the pupils randomly selected in the pupil questionnaire, the pupil random number will be recorded as the household random number.

Household

A household is defined as a group of people who have been living and eating their meals together for at least 6 of the 12 months preceding the interview.

Head of Household

In most cases, the head of the household is the one who manages the income earned and expenses incurred by the household, and who is the most knowledgeable about other members of the household. He/she will be the person named when you ask the question “Who is the head of this household?” (Recognised by other household member as the head).



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Section B: Welfare indicators and subjective poverty

This section collects information on vital needs and living conditions of households. It provides additional information to assess household welfare.

Subjective poverty is an individual's assessment of his or her own welfare. Conventional definitions of poverty describe it as an economic condition. Subjective poverty aims to capture the inherent subjectivity and multidimensional of poverty.

1. Does every member of the household have at least two sets of clothes? 1=Yes, 2=No

The question intends to establish if every member in the household has at least two sets of clothes. You should consider clothes in good or average condition only. Tatters and school uniforms should be excluded.

2. Does every child in this household (all those under 18 years old) have a blanket? 1=Yes, 2=No, 97= Not applicable

The question refers to each child having his/her own blanket and not sharing a blanket with another member of the household. If a child shares a blanket with another person, record code 2' for 'No'.

A blanket is a type of bedding used as a covering intended to keep the user warm, especially while sleeping. Blankets are distinguished from sheets by their thickness and purpose; the thickest sheet is still thinner than the lightest blanket. Blankets are generally used for warmth, while sheets are for hygiene and comfort. Blankets are subdivided into many types including quilts, duvets, and comforters, depending on their thickness, construction and/or fill material. Blankets exclude light bedcovers and any other garments used as a blanket e.g. bed sheets, gomesi, etc.

3. Does every member of the household have at least one pair of shoes? 1=Yes, 2=No

In this question, we want to find out whether every member of the household has a pair of shoes in good condition. Slippers, "tire" shoes (lugabire), and gumboots are not considered as shoes.

4. What did you do when your household last ran out of salt?

5. Do you have salt now? 1=Yes, 2=No.

The question intends to establish if the household currently has salt / at the time of the interview.

6. If you were asked to classify the household into very poor, poor, neither poor nor rich, rich, very rich where would you put your own household? 1=Very poor, 2= Poor, 3= Neither poor nor rich, 4=Rich, 5=Very rich



This question seeks the opinion of the respondent on the poverty status of the household. Read the whole question to the respondent before accepting an answer. Click on the appropriate response.

7. Would you rate your standard of living in relation to other households in your community?

The household's standard of living concerns the level of material comfort as measured by the goods, services, and luxuries available to the household. Using the scale provided, ask the respondent his/her perception of the household's standard of living in relation to other households in the community.

8. During the last 12 months, has your household income been very unstable, somewhat stable or stable?

This question is a perception question which seeks information on the stability of the household's income during the last 12 months

9. During the last 12 months, has your household's living standard increased, stayed the same, or decreased?

In this question the respondent is asked about perceived change in the household's living standard in the past year

10. In the last 12 months, did your household suffer from any of the following forms of crime? 1=Yes, 2=No

The question intends to establish if the household has suffered from any forms of crime. Read out the forms of crime and respond accordingly.

11. Did any member of your household operate any land for growing crops, including seasonal crops, vegetables, fruits, and other tree/permanent crops, during the last 12 months? 1=Yes, 2=No

The question intends to establish if any member of the household operated any land for growing crops, including seasonal crops, vegetables, fruits, and other tree/permanent crops, during the last 12 months?

Read out: Please consider all land irrespective of location and tenure status, including land left fallow

12. In the last 12 months, did any member of your household grow [CROP]?

The question intends to establish if any member of the household grew any crops in the last 12 months.

13. Did any member of your household own and/or raise any livestock, herds, other farm animals, or poultry in the last 12 months?

The question intends to establish if any member of the household own and/or raised any livestock, herd, other farm animals, or poultry in the last 12 months.

14. Did/Does any member of your household currently own and/or raise [LIVESTOCK TYPE]?1=Yes, 2=No

The question intends to establish if any member of the household currently own and /or raised livestock type]? Mention the list and respond accordingly.





Section C: Consensual Poverty

CHILD ITEM [FOR HOUSEHOLD WITH AT LEAST ONE MEMBERS BELOW 18 YEARS OF AGE.]

This section ascertains respondent's attitudes about what constitutes an acceptable standard of living in Uganda. The aim of these questions is to demonstrate if there is consensus in Uganda about what the public thinks everyone should be able to either have or do, and not be excluded from having/doing due to lack of resources e.g. (money).

The most important instruction for respondents (and interviewers) is that respondents must keep in mind that their responses regarding what constitute necessities, should apply for all Ugandans, not just their personal situation. It also seeks to find out whether the household and its members possess/use the mentioned items.

Essential means something extremely important and necessary. Desirable means it is worth having, useful, advantageous and wanted by most people.

Child items (anyone below 18 years)

For each item Question (Qtn) Qtn 1 – Qtn 16, ask the parent/caregiver if they think the item is ESSENTIAL, DESIRABLE or NEITHER for every parent /caregiver in Uganda to be able to afford for the children they care for in order for them to enjoy an acceptable living in Uganda today (Qtn 1). Then ask if they have the item in the household and record appropriately (Qtn 2). The interviewer should probe in Qtn 2 if the respondent says they don't have and find out the reason as to why so as to be able to record appropriately.

Household Items (relevant to the household members)

For each item Qtn1 – Qtn 7, The questions are asked for 'everyone' in Uganda the same way as the questions for on child items were asked. The interviewer should probe in qtn 2 if the respondent says they don't have and find out the reason as to why so as to be able to record appropriately.

- 1. **Enough money to repair or replace any worn out furniture 1= Essential 2= Desirable but not essential 3= Neither 4=DK**

The question intends to capture the house heads' perception on whether enough money to repair or replace any worn out furniture is essential in the HH for everyone to enjoy an acceptable standard of living.



2. Enough money to repair or replace broken electrical goods, e.g. a radio, phone TV

The question intends to capture the households perception on whether it is essential to have enough money to repair or replace broken electrical goods, e.g. radio, phone.

3. To be able to make regular savings.

The question intends to capture the household's perception on whether it is essential to make regular savings.

4. To be able to replace broken pots and pans for cooking

The question intends to capture the household's perception on whether it is essential to replace broken pots and pans for cooking.

5. Enough money to repair a leaking roof for the main living quarters

The question intends to capture the household's perception on whether it is essential to have enough money to repair a leaking roof for the main living quarters.

6. Have your own means of transportation (e.g. car, wheelchair, bicycle, motorcycle, etc.)

The question intends to capture the household's perception on whether it is essential to have their own means of transportation within the list mentioned above.

7. Household source of energy for lighting

The question intends to capture the household's perception on whether it is essential to have a source of energy lighting.



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Group Exercise 1: In groups of 5, Practice interviewing using the household questionnaire in the commonly used language.

Decision making regarding children in the household

This section intends to establish the Household head involvement in decision making regarding the children on the following issues/items.

- i. Scholastic materials
- ii. Attending PTA meetings
- iii. Paying school fees



3.3 Pupil questionnaire

Please introduce yourself to the pupil before interviewing him/her, and explain why you are interviewing him/her to create a warm and friendly environment. A special introduction has been drafted for the pupil questionnaire.

Section 1: Background information

This section will capture background information for the pupil being interviewed.

1a. How old are you? Age in years) *Select response*

The question intends to capture the pupils' age bracket at the time of the interview.

1b. Sex (of the pupil)

The question intends to establish the sex of the pupil. This may be completed through observation.

1c. Class: The question intends to capture the pupil's current class.

1d. Child's random number/identifier

The identification consists of the initials of the pupil name and their number on the school register/attendance list

A random number is a number chosen as if by chance from some specified distribution such that selection of a large set of these numbers reproduces the underlying distribution

Section 2: Vulnerability Status

This section intends to establish the vulnerability status of the pupil. This may be obtained through observation where necessary.

Orphan: A child below 18 years of age who has lost either one or both parents.

Refugee: A child who has fled their country to escape conflict, violence, persecution and has sought in another country.

Child with Disabilities: According to the CRPD, children with disabilities "include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis.



Section 3: Disability category of the pupil if any;

This section will establish the disability category of the pupil if any.

3. Type of Disability

3a. Vision

This question intends to establish if the pupil has a difficulty in seeing/Vision.

3b. Hearing

This question intends to establish if the pupil has difficulty in hearing.

3c. Mobility

This question intends to establish if the pupil has difficulty in walking or climbing steps/mobility.

3d. Cognition (Remembering)

This question intends to establish if the pupil has difficulty in remembering or concentrating.

3e. Self care

This question intends to establish if the pupil has difficulty in self care such as bathing, brushing, washing, feeding.

3f. Communication

This question intends to establish if the pupil has difficulty in communicating for example understanding or being understood, even when using their usual language.

Section 4: Functional Disability

These set of questions seek to find out whether the respondent has difficulties in

4a. Seeing even if he/she is wearing glasses;

4b. Hearing even if he/she is wearing a hearing aid;

4c. Walking/climbing steps;

4d. Remembering/concentrating;

4e. Self care

4f. Communication.

These questions can be sensitive and hence you should be tactful and address the issue with utmost care. Ensure that you attempt to see/observe and probe to obtain the truth.



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Q5. What was the most common support the pupil got from school in the last 6 months?

The question intends to find out the common support the pupil got from school in the last 6 months. The interviewer should read out loud the different forms of support for the pupil to select from.

Assistive devices: Assistive devices are tools that help a person with a disability to do a certain task. Examples are; cane, wheelchair, scooter, walker, hearing aid, or special bed.

Educational counseling: Educational counseling refers to providing assistance and guidance to students in making the right choices in their studies, be it their educational plans, career aspirations, choice of stream and specialization as well as the selection of college or university as per their interests and preferences.

Mentorship: Mentorship is the activity of giving a younger or less experienced person help and advice over a period of time, especially at work or school.

Q6. What is your view about the environment and facilities in the school?

This question intends to establish the pupils' perception about the quality of services received at the school in terms of the environment and facilities.

6a. Do you like the school?

The question intends to establish whether the pupil likes their school.

6b. Do you feel safe in the school?

The question intends to establish whether the pupil feels safe in the school.

School safety: School safety is defined as schools and school-related activities where students/pupils are safe from violence, bullying, harassment, and substance use.

6c. If you feel unsafe, can you tell a teacher at school?

The question intends to establish whether the pupil can talk to a teacher if they felt unsafe at school.

6d. Is the school friendly and welcoming?

The question intends to establish whether the school is friendly and welcoming.

Friendly and welcoming school: where each member of the school community such as pupils, staff, students are made to feel equally valued, respected, tolerated, promoted and have equal opportunity to learn and participate with trust and support from other learners and teachers.

6e. Do you get help from a teacher at school each time you have a problem?

The question intends to establish whether the pupil gets help from a teacher each time he/she has a problem.

6f. Do you consult your teachers whenever you need extra help with class work?

The question intends to establish whether the pupil consults his/her teachers in case he/she needs extra help with class work.



6g. Do the teacher/s give help when you ask during class work?

The question intends to establish whether the teacher(s) give help whenever the pupil asks for it during class work

7a. When it's lunch time, does your school give you food? If No, go to no. 8,

The question intends to establish whether the school provides food to the pupils during lunch time.

Food: is any liquid, semi-solid or solid substance that contains substances required by the body to live, function and/or perform its activities well.

7b. If no, in 7a, where do you get food at lunch time?

The question intends to capture other alternative sources of food for the pupil.

8a. Have you been absent from school in the last 7 days?

The question intends to establish if the pupil missed school on any day during the last 7 days.

8b. If yes, above. Please tell us why you were not able to come to school?

The question intends to establish the main reason for not coming to school/ absenteeism.

8c. Do You have any friends who have been absent from school in the last 7 days?

The question intends to establish whether the pupil has any friends who were absent from school in the last 7 days.

8d. If yes, Please tell us the main reason(s) why you think your friends have not been able to come to school?

The question intends to establish the reasons why the pupil's friend (s) did not come to school during the last 7 days.

9. Have you ever been sent home for not meeting any school fees/charges?

The question intends to establish if the child has ever been sent home for not meeting any school charges.

School fee/charges: fee charge for the pupil. This can be;

- i. Examination/Test
- ii. Development
- iii. Foundation body
- iv. Lunch
- v. School uniform etc.

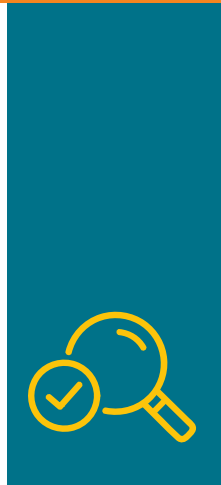


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Group work 4

In groups of 5, Practice interviewing the pupil questionnaire.



3.4 School Questionnaire

The interview will be conducted by a team of two. One person will ask the questions, and the other will record the responses, both in writing and by audio recorder. You will be required to undertake a desk review to ascertain the trend enrollment and completion levels in the school as well as the school funds received while some questions may be observed and noted down.

Section 1: Preliminary Information.

This part of the questionnaire intends to capture the background information about the school. Ensure to indicate the EMIS number assigned to the school.

Section 2: Accessibility to School

A. School attendance

Table 1: School attendance by sex and disability (to be ascertained on the day/ time of the interview per class with reference to the school register . **How many pupils have attended school today by sex, disability the following grade P1 - P7, by sex, children with disabilities and by category of functional disabilities.**

The question intends to establish the number of pupils who have attended school at the time of visit.

Table 2: Primary school enrolment. The question intends to establish the net and gross enrollment in the school.

Primary school enrolment refers to the number of pupils attending primary school in a given time period irrespective of age.

Table 3: Enrollment for refugees , orphans and Children with Disabilities (to be completed from school registers) . The question intends to establish the number of pupils in the category of refugees and orphans enrolled in the school by class and sex

Table 4: Table 4: Annual Primary school enrollment of Children with Disabilities, Orphans and Refugees

How many children were enrolled during the period in the following classes?

The question intends to establish the number of CWD, Orphans and refugees who were enrolled during the period 2022, 2023, 2024 by sex, and class.

A3: Completion rates for primary seven

Table 5: How many pupils completed primary seven?

This question intends to capture the number of pupils that completed/sat for primary seven across the years

Table 6: Annual pass rates

This question intends to establish the number of non -CWD, CWD, Orphans and refugees who succeeded in passing their final examinations across the years

Table 7: Annual pass rates by grade

This question intends to establish the number of candidates by grade who succeeded in passing their final examinations across the years

A1. State 3 key challenges that exist for the enrollment of Children with Disabilities in your school.

The question intends to establish key challenges that hinder the enrollment of Children with Disabilities in the school

A2. What 3 things should be considered to facilitate the enrollment of Children with Disabilities in your school?

This question intends to establish what can be done to facilitate the enrollment of CWD in the school.



Section B: Availability of Teaching and Non teaching staff

B.1 Staff composition

This question intends to capture the staff composition at the school.

Teaching staff refers to all professional personnel directly involved in teaching pupils. such as academic personnel, Special Needs Teachers etc. For purposes of the survey, teaching staff includes both government and community teachers.

The non teaching staff refers to those people who work at a school but don't engage in teaching the pupils. The examples of non teaching staff are receptionists, librarians, accountants, peons, human resource managers, counselors, cafeteria members, office staff, cleaning staff, etc.

B1 and B2 : Special Needs teachers: The questions B1 and B2 intends to establish whether the presence of Special Needs Teachers in the school.

B3. If No, who handles the Children with Disabilities? Question B3 intends to establish whether there is a designated staff in the school who handles CWD if the school does not have a Special Needs Teacher

Qtns B4 Training for staff supporting CWD in the last 2 years

This question intends to establish whether the staff supporting CWD received any training in the last 2 years.



B5. If Yes, in the above, what was the training about?

Qtn B5 establishes the nature of the training received by the staff who supports the CWD.

B6. Challenges that exist for the supporting Children with Disabilities in the school

This question intends to find out the challenges that exist for supporting CWD in the school

B7. What can be done to ensure better support for Children with Disabilities in your school? This question intends to establish what can be done to support the CWD in the school.

B8. Did the school find any pregnant girls in the following years?

Question B8 intends to establish the number of pregnancy cases in 2022 and 2023 that were registered in the school.

Question B9. intends to establish whether the girls were allowed to return to school after delivery. Probe to know the number of girls that returned to school after delivery.

Section C: School salary details

This section intends to establish the number of teachers on the payroll, not on the pay roll, and the number of teachers paid under PTA scheme

Section D: School Infrastructure

This Section intends to collect information on the status of the infrastructure in the school and whether it is complete or not complete. The interviewer should critically observe the structures in order to record accurate information.

Permanent structures are those built with materials that can maintain their stability for more than fifteen years.

Temporary structures are those built using temporary materials for the roof, wall and floor.

Section E: Source of funding 2024

Table 10: Government funds received in 2024.

This question intends to establish the amount received and withdrawn for capitation grant, subvention grant, School facilitation grant and Classroom completion grant during FY 2024. The interviewer should endeavor to request for a Copy of the Bank Statement for the last release as evidence.

Table 11: Other sources of funds received

This question intends to establish the other sources of funds received by the school and for what purpose across the years 2022-2024

Section F: Budgeting and accountability

This section intends to collect information on the transparency of the budget system in the school and responsibilities of the different stakeholders in regard to the school budget.



Table 12: Display of Budgets: Question F1 intends to find out where the budget is displayed in the school

Table 13: Accountability Questions F2-F4: These questions intend to establish who in the school approves, authorizes and reviews the school budget

Approval means approver has reviewed the supporting documentation and is satisfied that the transaction is appropriate, accurate and complies with applicable laws, regulations, policies and procedures.

Authorization means giving permission to expend funds from an approved budget

Question F5 intends to establish the systems in place at the school to ensure the accountability and transparency of education funds



Section G: Functionality of School Management Committees

This section intends to collect information on the functionality of the SMC and its composition. The interviewer should endeavor to request for minutes for the most recent sitting of the committee.

Section H: School Inspection

This section intends to collect information on the number of times the school was inspected in 2024 and areas of inspection by the authorities. The interviewer should endeavor to request for the visitor's book to record accurate information.

Section I: Availability of WaSH services

This section intends to collect information on the availability of WASH facilities at the time of the visit. The interviewer should critically observe the facilities in order to record accurate information.

Section J: Inclusive school environment

This section intends to collect information on the learning environment of the pupils and Headteachers' perception on how the school environment can be made better for inclusive education.

Questions K1 and K2 Intend to ascertain the fees charged by school and the frequency of payments.

Question L intends to find out if pupils are given any hot meal while at school and the source of this meal.

A hot meal refers to any hot liquid, semi solid or solid substance that contains substances required by the body to live, function and/or perform its activities well provided by the school typically in the middle or beginning of the school day.

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Group work 5

In groups of 5, Practice interviewing the school questionnaire



3.5 Completing the District Key Informant questionnaire

This questionnaire intends to collect the DEO's perception about inclusive education in their district. The interview will both be written and recorded. Do not summarize. If the response is very long, or it was difficult to write quickly enough, write refer to 'audio recording' on the interview form. Ask additional probing questions if needed and where indicated.



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Q1a. In your opinion, how would you rate the district local government on inclusive education? (Too high, high, just right, low, too low)

The question intends to establish the DEO's opinion on the level of inclusiveness of education in the district local government.

Q1b. Please state your reason for the answer above.

The question intends to establish the reason (s) selected for the answer above.

Q2a. What is your role in ensuring inclusion in education in the district?

The question intends to establish the DEO's role in ensuring inclusive education in the district.

Inclusive education is both an approach and a process that seeks to promote the educational participation of all children, including children with disabilities, and improve the quality of their learning outcomes.

Q2b. How have you been supported in ensuring you perform your role(s) above?

The question intends to establish how the DEO has been supported in ensuring that he/she performs his/her role above. The interviewer should probe to know who gave the support and in what form the support was given.

Q3. What key achievements have registered in the last 12 months concerning inclusive education?

The question intends to establish the key achievements registered in the last 12 months concerning inclusive education.

Q4. What major challenges have you encountered in upholding inclusion in the education sector in the last 12 months?

The question intends to establish the major challenges the DEO has encountered in upholding inclusion in the education sector in the last 12 months?

Q5. In your opinion, what are the specific areas where you believe more attention should be given to improve inclusive education in your district?

The question intends to establish the DEO's opinion on the specific areas where he/she believes more attention needs to be given to improve inclusive education in the district.



Q6. What percentage of the district budget was allocated to the Education department during the years?

The question intends to establish the percentage of the district budget that was allocated to the Education department during the years 2021/22, 2022/23 and 2023/24. The interviewer should ask for the copy of the DDP/budgets and annual reports for validation and fill in the table accordingly.

Q7. What systems are in place to ensure the proper accountability and transparency of the allocated education funds?

The question intends to establish the systems in place at the district to ensure the proper accountability and transparency of allocated education funds.

Q8. What are the key priorities for the district in FY 2024/25 regarding inclusive education?

The question intends to establish the key priorities for the district in FY 2024/25 regarding inclusive education.

Q9. How many SMCs are functional in the district/Sub-County?

The question intends to establish the number of SMCs that are functional in the district per Sub-County.



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Group work 6

In groups of 5, Practice interviewing the district questionnaire



3.6 Community questionnaire

The community questionnaire is grouped into thematic areas and will be administered through a Focus Group Discussion .

Please note the following;

- i. Ensure that all participants register using the registration form provided.
- ii. Ensure gender representation $\frac{1}{3}$ above should be female.

A: Participation in governance and accountability

Q1a. What is your level of involvement in the governance and accountability process at the school?

This question intends to ascertain the level of involvement of the SMCs in governance and accountability of the school. Probe to know how the SMCs are involved in the governance and accountability

Q1b. What were the top 3 issues discussed at the most recent SMC meeting?

The question intends to establish the key top issues discussed in the most recent SMC meeting

B: Distance to school

Q2a. What is the furthest distance to the school?

The question intends to establish the accessibility of the school by the pupils in terms of distance in Km. Probe to know the furthest community served by the school.

C: Quality of Services

Q3. On a scale of 1-5, How do you rate the quality of services offered by the school? 1=very poor, 2=Poor, 3=Average, 4=Good, 5=Very good. (Probe to know the reasons for the rate)

The question intends to establish the communities' perception about the quality of Services (Administration, Teaching, counselling, sanitation, Meals, Security, Co- curricular activities) provided at the school.

D: Children with Disabilities

Q4a. What are the key constraints faced by children with functional difficulties in school?

The question intends to establish if the community can identify constraints faced by children with functional difficulties at the school.

Q4b. How have the CWD been supported during the last 12 months in regards to education?





The question intends to establish the kind of support given to CWD related to education in the last 12 months. Probe to know who gave the support and in what form.

Q4c. How have orphans been supported during the last 12 months in regards to education?

The question intends to establish the kind of support given to orphans related to education in the last 12 months. Probe to know who gave the support and in what form.

Q4d. How have refugees (if any) been supported the last 12 months in regards to education?

The question intends to establish the kind of support given to refugees related to education in the last 12 months. Probe to know who gave the support and in what form.



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E: Fee Charges

Q5a. What other fees are charged per child, per class in this school?

The question intends to establish the communities' perception about the affordability of the school fees charged in the school.

Q5b. On a scale of 1-3, please rate the affordability of the school charges per child?

The question intends to rate the schools charges per children and the communities' perception on its affordability.

Q5c. What items did you spend on in the last 12 months for schooling?

The question intends to establish the school items purchased in the last 12 months.

Q5d. On a scale of 1-3, please rate the affordability of the fee on the items states above.

The question intends to establish the affordability of the schooling items purchased by the communities.

G: School Attendance

Q6a. What is the main reason for the children not attending school (absenteeism) in the community?

The question intends to establish the communities' perception on school absenteeism of the pupils in the community. Probe to know the most affected group of children.

Q6b. In your opinion, what could be done to ensure daily school attendance of such children?

The question intends to establish the community's opinions to ensure daily school attendance for such children.



Q7a. What is the main reason for the children dropping out of school in your community?

The question intends to establish the communities' perception on school dropouts. Probe to know the most affected group of the children.

Q7b. What efforts have been made to ensure that such children who have dropped out get back to school?

The question intends to establish the efforts the community is making to ensure the pupils that dropped out are able to get back in school.

Q7c. In your opinion, what could be done to ensure that such children enroll back in school (especially due to pregnancy in school)?

The question intends to establish the community's opinion on ensuring the pregnant children enroll back to school.




Group work 7:

In groups of 10; Form a FGD using the community question guide .

Note: Upon completion of the exercise, all materials used during the data collection exercise will be handed over to the supervisors. These shall include; Filled questionnaires (District/ FGD) Flip charts and tablets)



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