



Performance and Impact Evaluation of the USAID/Uganda Literacy Achievement and Retention Activity (LARA)

Training and Pilot Test Report

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LARA IMPACT EVALUATION BASELINE TRAINING AND PILOT TEST REPORT

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Summary

The LARA impact evaluation baseline training of enumerators took place over a nine-day period from February 7–18, 2016 in Kampala, Uganda. School-to-School International's Alice Michelazzi, technical program manager, and Kayla Nachtsheim, data capture specialist, traveled to Uganda to conduct enumerator training and oversee the first week of data collection.

EGRA Instruments

The LARA impact evaluation will use the same EGRA instruments administered by the LARA Program in their baseline in October 2016. The LARA impact evaluation team began with the existing EGRA programmed in Tangerine and decided to add a segmenting subtask based on the LARA assessment conducted in March 2016. Additionally, a student questionnaire, based on the LARA impact evaluation research questions, was developed by NORC to accompany this assessment.

Changes made to EGRA/Tangerine

The following changes were made to the EGRA instrument for the impact evaluation:

- Segmenting subtask was added from another EGRA developed by LARA for the March 2016 assessment.
- A new passage was selected from Grade 2 Luganda and Runyankore-Rukiga textbooks to use in the orientation to print subtask. This prevents pupils from familiarizing themselves with the reading fluency passage prior to that subtask.

Marking of Subtasks

Originally, marking training for the impact evaluation EGRA was structured to match conventions established during previous rounds of LARA EGRA. However, at the advice of NORC's experts, STS determined that there was no interest in comparing the impact evaluation results with results from previous rounds of LARA data collection. Therefore, the following marking conventions were adopted during the training:

- In the nonword reading subtask, enumerators will consider segmented words as incorrect. The same does not apply to the oral reading fluency subtask, where segmented words were considered as correct if read within three seconds.
- In the oral reading comprehension and listening comprehension subtasks, enumerators will consider answers given in English as correct. In the reading comprehension subtask, only answers in English were considered correct.

- For comprehension questions, enumerators will consider answers provided between brackets as well as answers deemed similar to the ones in brackets as correct. Examples of multiple correct answers were provided during training.
- In the English letter sound subtask, enumerators will consider multiple sounds for the letters C and G (C as in “cat” and as in “city”; G as in “good” and as in “giant”) as correct. For vowels, only short vowel letter sounds will be considered acceptable.

Recommendations

During training, it was realized that the letter “K” in mother tongue could have two potential sounds (see Annex C). To better address this in the future, a linguist with direct experience in the languages assessed should be available to resolve doubts and provide clear instructions to enumerators.

Enumerator Training

The enumerator training was held in Kampala from February 7–18, 2017. A total of 46 trainees attended the training; 10 supervisors and 30 enumerators were selected from among them.

During the training, enumerators were instructed in EGRA, student questionnaires, teacher and head teacher questionnaires, and sampling procedures. For the EGRA subtasks, goals and rules were presented in English, and then practice was conducted in the local languages (Luganda and Runyankore-Rukiga). Practice of EGRA and the questionnaire continued throughout the week including demonstrations of each subtask with immediate review. Three inter-rater reliability (IRR) exercises were conducted during the training to determine the participant’s IRR abilities. Enumerators’ IRR results can be found in Annex A. A Jeopardy-style game took place on day eight of the training in order to assess enumerators’ knowledge of the topics covered.

Training Agenda

Day	Activities Covered
Day 1	Introductions Summary of LARA program What is EGRA? Overview of enumerator’s manual, principles of data collection TASO research ethics Student questionnaire
Day 2	Head teacher questionnaire Teacher questionnaire R&A protocol and sampling EGRA administration principles and LARA subtasks Introduction and consent
Day 3	Orientation to print subtask Letter sound identification subtask

	Nonword decoding subtask Oral reading passage subtask Oral reading comprehension subtask Listening comprehension subtask
Day 4	Letter sound identification subtask (EN) Oral reading passage subtask (EN) Oral reading comprehension subtask (EN) Vocabulary subtask (EN) EGRA practice
Day 5	EGRA and student questionnaire practice IRR (RR enumerators travel to schools)
Day 6	School practice
Day 7	RR enumerators: school practice Luganda enumerators: pause
Day 8	RR enumerators: pause Luganda enumerators: Tangerine troubleshooting Nfield trouble shooting IRR 2 EGRA practice
Day 9	Luganda enumerators: school practice RR enumerators: Tangerine troubleshooting Nfield trouble shooting IRR 2 Final game (quiz)
Day 10	Supervisors only EGRA on paper Supervisors roles and responsibilities Logistics of data collection

Two days of school practice allowed enumerators to gain hands-on experience with the EGRA administration with P1 pupils. It also allowed for in-depth debriefing and troubleshooting. On day one, enumerators worked in pairs in order to provide feedback to each other; this also allowed individuals with considerable EGRA experience and individuals who were administering the EGRA for the first time to share experiences as a group. The second day of practice allowed enumerators to hone their skills for data collection.

On the second day, a pool of potential supervisors was identified. This pool was able to then practice questionnaires and protocols in a real school setting.

The availability of a second room in the training center was an asset. It allowed trainees to work

in language groups on the different subtasks simultaneously. Similarly, helpful, RWI's advance preparation ensured that EGRA enumerator trainers could focus on training, while RWI staff organized the logistical aspects. This division of labor proved to be an invaluable asset in the success of the training.

School Practice

Four schools (two for each day of school practice) were pre-selected by RWI. Enumerators were divided in two groups, and each group was supervised by one of STS's EGRA specialists. Working in pairs with another enumerator, each enumerator was asked to perform two EGRA tests. At the end of each test and interview, enumerators exchanged observations about what happened in the assessment. Overarching or important comments were brought back to the feedback session. STS team members observed all the enumerators while performing at least one EGRA subtask and noted comments for the feedback session.

Challenges during School Practice

Arrivals and Timing: Departure delays caused issues in keeping to the agenda on practice days. Additionally, because buses were not fueled in advance, drivers had to stop at multiple gas stations in the morning delaying enumerators in their arrival. In the future, enumerators (especially those remaining in Kampala) should be provided with lunch at the end of the morning's school practice in order to save time for the afternoon's feedback session.

Directions to Locations: Schools should be clearly identified in advance through accurate GPS coordinates or with a pre-visit. Both RWI staff and the hired drivers were not aware of the school's exact location which led to extensive delays on school practice days. This was a particular issue in the Kampala region where all vehicles lost their way searching for the school. On the first day of school practice, the Kampala team arrived after 10:00 a.m. — two and a half hours later than anticipated.

Challenges during Enumerator Training

Support for Nfield in Data Collection: NORC consultant Moses Gitau, who programmed these tools in Nfield, was not present during the school practices or data collection days. STS'S team had difficulty promptly addressing enumerator's concerns about Nfield during these times.

Data Collection

STS's team followed data collection for five days; one or two teams were visited each day. During the field visits, STS's EGRA specialists observed:

- Each enumerator was observed administering the EGRA once and feedback was provided. Second observations were scheduled of enumerators who showed weaker skills; relevant feedback was shared with team supervisors.
- Space setting and organization of activities.

- Feedback sessions with practice of EGRA subtasks in need of improvement across all enumerators.

Recommendations

Local Navigators: Due to the remote location of some schools, it would be beneficial to have a local person on the bus to help locate the school on the day of data collection. RWI has addressed this concern by designating funds to have someone from each district office map out the schools in advance and ride in the bus to help drivers.

EGRA Stimuli: The EGRA stimuli should be bound and laminated (or put in plastic pouches) in order to avoid losing, damaging, or misplacing pages.

Advance Schedules: Data collection schedule should be made available in advance in order to review and make necessary amendments ahead of time.

Space for Feedback Sessions: Additional space to meet for daily feedback sessions would also be helpful. RWI has addressed this concern by arranging for space with schools in each district for teams to use during their feedback session.