

APPENDIX 1.
SAMPLE QUESTIONNAIRE

PUBLIC EXPENDITURE TRACKING
SURVEY

PRIMARY SCHOOL SURVEY

International Institute for Educational Planning

World Bank

Section I. Identification

<i>Question</i>	<i>Unit</i>	<i>Value</i>
1. Sample code	Code	
2. Name of school	name	
3. Province	name	
4. District	name	
5. Day or boarding	1=Day, 2=Boarding 3=Mixed	
6. Private, public, religious	1=Public (Government) 2=Private 3=Religious, 4=Community 5=Other	
7. How long is the school day?	a. for grades 1-3	Number of hours
	b. for grades 4-5	
	c. for grades 6-7	
8. Boys or girls	1=Boys, 2=Girls, 3=Mixed	
9. Date of interview	day, month, year (dd,mm,yyyy)	
10. Starting time of interview	(e.g., 14.00)	
11. Telephone Number	Telephone number 0=No phone	

Section II: Number of students in the school

(to be obtained from the school records)

<i>Question</i>	<i>Unit</i>	<i>Value</i>		
At this school, what is, or was, the number of...		...at the start of 2003?	...at the end of 2003?	...at the start of 2004?
1a. ...students in grade 1...	no. students			
1b. Of these, how many were girls?	no. students			
2a. ...students in grade 2...	no. students			
2b. Of these, how many were girls?	no. students			
3a. ...students in grade 3...	no. students			
3b. Of these, how many were girls?	no. students			
4a. ...students in grade 4...	no. students			
4b. Of these, how many were girls?	no. students			
5a. ...students in grade 5...	no. students			
5b. Of these, how many were girls?	no. students			
6a. ...students in grade 6...	no. students			
6b. Of these, how many were girls?	no. students			
7a. ...students in grade 7...	no. students			
7b. Of these, how many were girls?	no. students			
8. ...total students in class today...	no. students			
9a. Total number of students participating in primary leaving exam in 2003	no. students			
9b. Of these, how many were girls?	no. students			
10a. How many students received a passing mark on the primary leaving exam in 2003?	no. students			
10b. Of these, how many were girls?	no. students			

Section III: Personal information about head teacher

(to be obtained from the school records)

<i>Question</i>	<i>Unit</i>	<i>Value</i>
1. Name		
2. Gender	1=Male 2=Female	
3. Age	Years	
4. Are you the head teacher?	1=Yes 2=No	
5. If not, what is your position?	1= Deputy Head Teacher 2= Teacher 3= Other	
If respondent is not head teacher, fill in questions 6-9 <i>about the head teacher</i> , or leave them blank if the information is not known for certain.		
6. Number of years teaching	Years	
7. Number of years as head teacher	Years	
8. Number of years as a head teacher at this school?	Years	
9. Highest level of education completed?	1 = high school 2 = 1-yr teacher diploma 3 = 2-yr teacher diploma 4 = some university 5 = university degree 6 = post-graduate work	

Section IV: Teachers

(to be obtained in consultation with the head teacher with access to school records)

Question	Unit	Value
1. How many teaching positions are officially allocated to this school?	Number	
2. How many of the official positions are actually filled?	Number	
3. How many teachers are present and teaching in this school <i>today</i> ?	Number present	
4a. Have any teachers been fired or laid off in the past twelve months? How many?	Number fired	
4b-d. For each of the teachers most recently fired (up to three, from the past twelve months as stated in 4a), what was the reason for firing the teacher?	4b	1= Absenteeism 2= Abuse of children
	4c	3= Bad teaching 4= Services no longer needed / redundant
	4d	5= Conflicts with staff 6= Other

5. Please fill out the table below for all the school's teachers.

	5a#	5b#	5c#	5d#	5e#	5f#	5g#	5h#	5i#
I D	Name	What grade does he/she teach?	Gender	Age	Position	Years employed at this school	In-depth interview	At school today?	If no, why is the teacher away?
		Grade	1=M 2=F	Yrs	1= Senior teacher 2= Teacher 3= Trainee 4=Other	Years	1=Yes Others blank.	1=Y 2=N	1=Sick 2=Training 3=Administrative duties 4=Approved leave 5=Don't know 6=Other
1	(Head teacher)								
2									
3									
4									
5									
6									
7									
8									
9									
10									

Continuation of Question 4 if necessary

	5a#	5b#	5c#	5d#	5e#	5f#	5g#	5h#	5i#
I D	Name	What grade does he/she teach?	Gender	Age	Position	Years employed at this school	In-depth interview	At school today?	If no, why is the teacher away?
		Grade	1=M 2=F	Years	1= Senior teacher 2= Teacher 3= Trainee 4=Other	Years	1=Yes Others blank.	1=Yes 2=No	1=Sick 2=Training 3=Administrative duties 4=Approved leave 5=Don't know 6=Other
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									

From the teacher list above, select *two* teachers if your school has *less than ten teachers* altogether, *three* teachers if your school has *between ten and twenty* teachers, and *four* teachers if your school has *more than twenty* teachers. We want to select teachers randomly but also to get a sample that covers different grade levels. Start with the teachers that appear *last* in an alphabetical list. Select the number specified by the size of your school, but do not select two teachers that fall into the same column in the table below. For example, if the last two teachers in the alphabet teach in grades 5 and 6, drop the second one and select the next teacher. Thus in large schools, all four columns will be filled in, but in smaller schools one or two at random will be left blank.

IF THE DESIGNATED TEACHER IS NOT PRESENT, PLEASE DO *NOT* SELECT ANOTHER TEACHER INSTEAD. This interferes with the study's techniques of statistical randomization.

			a	b	c	d
		Units	Grade 1 or 2 teacher	Grade 3 or 4 teacher	Grade 5 or 6 teacher	Grade 7 teacher
6. Born in this province?		1= Yes 2= No				
7. Born in this district?		1= Yes 2= No				
8. What is the highest level of education completed by each of these teachers?		1= Less than high school 2=High school diploma 3= Some college 4= College degree 5= Beyond college				
9. Is this teacher present today?		1= Yes 2= No				
If no:	10. How long has the teacher been away?	Number of days				
	11. Why is the teacher away?	1= Sick 2= Training 3= Administrative duties 3= Approved leave 4= Don't know 5= Other				
	12. How is the school covering classes?	1= Use relief teacher 2= Combine classes 3= Set the students unsupervised work 4= Set the students work and visit now and then 5= Let them play sports 6=Send students home				
13. How many days has this teacher been absent this year?		Number of days				
14a. How much does the teacher receive in salary each month?		Currency figure				

14b. How much does the teacher receive in allowance each month?	Currency figure				
14c. How much is deducted from each payslip automatically?	Currency figure				
14d. So the total amount is [add 14a and 14b, then subtract 14c]	Currency figure				
15. How is the teacher paid?	1= Check 2= Direct deposit 3= Cash				
16. Who pays the teacher's salary?	1= Natl. govt. 2= School 3= Community 4= Other				
17. Who pays the teacher's allowance?	1= Natl. govt. 2= School 3= Community 4= Other				
18. Prices and wages vary considerably across different parts of this country? What is a typical hourly wage for a manual laborer in this area?	Currency figure				
19. Do you think it is possible to support a family only on the salary that this teacher earns?	1=Yes 2=No				
20. Does the teacher live in school-provided housing?	1= Yes 2= No				
If yes 21. What is the rental value of the house per month?	Currency per month				
22. In your estimate, how many hours per week does this teacher work <i>at this school?</i>	Number of hours				
23. How many hours per week is this teacher supposed to work <i>in the classroom?</i>	Number of hours				
24. Does this teacher have another job outside of school?	1= Yes 2= No				

Section V: Facilities

(to be obtained in consultation with the head teacher)

Question		Unit	Value
1. How many classrooms made of high-quality materials are there in this school?		Number	
2. How many classrooms made of low-quality materials are there in this school?		Number	
3. How many classrooms have a blackboard?		Number	
4. How many classrooms have a roof that leaks when it rains?		Number	
5. How many classrooms have a chair <i>and</i> a table for the teacher?		Number	
6. How many classrooms have storage space that can be locked at night?		Number	
7. Does this school have a library?		1=Yes 2=No	
If yes	8. Estimate the number of books.	Number	
9. Who owns the land used by the school?		1=Customary 2=State 3=Church 4=Board of Management member 5=School 6=Other	
Utilities			
10. Are there enough working toilets for the students to use?		Number	
11. Are there separate toilet facilities for girls?		Number	
12. How many of the classrooms in this school have electricity?		Number	
13. How many days last month did you experience some kind of power shortage?		1= None 2= One 3= Two to eight 4= About half the time 5= Most of the time 6= No power at all	
14. What is the main source of drinking water at this school?		0=None 1=Rain water tank 2=Spring / lake / river 3=Well / Bore hole 4=Piped 5=Other	
15. Are the students able to drink water from that source today?		1=Yes 2=No	

16. Was water available all year round from that source in 2002?	1=Yes 2=No	
17. Does the school have a playground or a sports area?	1=Yes 2=No	
18. Is the school surrounded by a wall or fence?	1=Yes 2=No	
19. Does the school have a specialist science classroom?	1=Yes 2=No	
20. Does the school have a kitchen or a cafeteria?	1=Yes 2=No	
21. How do the students each lunch? (NOTE: If the answer differs by grade level, answer for students in grade 5.)	1= Free school lunch provided at cafeteria 2= Students may pay for school lunch or bring their own 3= Students bring their own lunch and eat at school 4= Students are sent home for lunch and then come back 5= School day ends before lunch time 6= Other	
22. Does the school have a staff-room?	1=Yes 2=No	
23. Does the school receive a newspaper?	1=Yes 2=No	

Section VI. Location, Distance and School Choice

(to be obtained in consultation with the head teacher)

<i>Question</i>	<i>Unit</i>	<i>Value</i>
1. Is this school located in an urban or a rural area?	1=Urban 2=Rural	
2. What is the population of the village or town in which this school is located?	1=Not in village or town / Less than 100 2=Between 100 and 500 3=Between 500 and 2,000 4=Between 2,000 and 5,000 5=Between 5,000 and 20,000 6=More than 20,000	
3. What other villages or towns do students at this school come from? (List up to three, ranked according to which send the largest number of students to this school.)	Town name	a.
		b.
		c.
4. About how many students come from each of the villages listed in question 3?	Number	a.
		b.
		c.
5. How far away is each of the villages listed in question 3?	Kilometers	a.
		b.
		c.
6. How would you get to each of the villages listed in question 3?	1=Walk 2=Bus 3=Train 4=Car 5=Animal 6=Other	a.
		b.
		c.
7. Using the mode of transportation chosen in question 6, about how long would it take to get to each of the villages listed in question 3 from this school?	Hours and minutes	a.
		b.
		c.
How far from this school is the nearest of each of the following:	8. high school or secondary school	Kilometers
	9. public transport	Kilometers
	10. health post / clinic	Kilometers
	11. public transport	Kilometers
	12. paved road	Kilometers
	13. bank	Kilometers

13. Are there any schools that local children could go to instead of this one?		1=Yes 2=No 99=Don't know	
If yes	14. Please list the nearest ones (up to three)	School name	a. b. c.
	15. What kind of school is each of these three schools, day or boarding?	1=Day 2=Boarding 3=Mixed	a. b. c.
	16. What kind of school is each of these three schools, private, public, or religious?	1=Public (Government) 2=Community 3=Private 4=Religious 5=Other	a. b. c.
	17. How far away is each of these three schools?	Kilometers	a. b. c.
	18. What are the main reasons that parents or children choose this school?	1=Proximity 2=Academic reputation 3=Ethnicity or religion 4=Cost 5=Other (specify)	

Section VII. Organization and Governance

(to be obtained in consultation with the head teacher)

Question	Unit	Value		
1. Does the school have a Board of Management (BOM)?	1=Yes 2=No			
If yes	2. How many times did the BOM meet in 2002?	Number of meetings		
	3. How many times had the BOM met in 2003?	Number of meetings		
	4. When was the last BOM meeting?	Day, month, year (dd,mm,yyyy)		
	5. How many people are on the BOM?	Number		
	6. Which of these are represented on the BOM?	a. Teachers	1=Represented 2=Not represented	a.
		b. Other staff		b.
c. District representative		c.		
d. Parent representative		d.		
e. Churches / NGOs		e.		
f. Local politicians		f.		
7. What were the top two issues discussed at the <i>most recent</i> BOM meeting?	1=Discipline 2=Finance issues 3=Fees 4=School budget 5=Staff issues 6=Curriculum matters 7=Fundraising 8=Projects 9=Maintenance 10=Other	# 1 Issues		
		# 2 Issues		
8. Does the school have a Parent Teacher Association (PTA)?	1=Yes 2=No			
If yes	9. How many times did the PTA meet in 2002?	Number of meetings		
	10. How many times has the PTA met in 2003	Number of meetings		
	11. When was the last PTA meeting?	Day, month, year (dd,mm,yyyy)		

	12. What percentage of the parents attend?	0=Very few 1=Less than half 2=About half 3=More than half 4=About all	
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School decision making

Who has the most say in:			
13. Approving the budget	1=Head Teacher 2=Other Teacher		
14. Designing the curriculum	3=Other Staff 4=DEO or PEO		
15. Setting the level of fees at this school	5=BOM 6=PTA		
16. Choosing the teachers to hire	7=Local politician		
17. Assessing teachers	8=Community 9=Other		
18. Deciding on maintenance work at this school			

Section VIII. Supervision and Accountability

(to be obtained in consultation with the head teacher with access to the school records if necessary)

<i>Question</i>		<i>Unit</i>	<i>Value</i>
1. How many visits were made to this school by outside officials?	a. 2002	Number of visits	a.
	b. 2003		b.
	c. 2004		c.
2. What outside officials made visits to this school?	MULTIPLE ANSWERS ALLOWED		
	a. 2002	1=District educational officer 2=Provincial educational officer 3=Representative of national education inspectorate 4=Other	a.
	b. 2003		b.
c. 2004	c.		
Consider only visits by the representative of the inspectorate:			
3. How many times did the inspector visit in:	a. 2002?	Number of times	a.
	b. 2003?		b.
	c. 2004?		c.
4. What was the purpose of the inspector's last visit?		1=Personal inspection 2=Advisory visit 3=Compulsory inspection 4=Other	
5. At that time, did the inspector:	a. Meet with the head teacher?	1=Yes 2=No	a.
	b. Meet with teachers?		b.
	c. Meet with the BOM?		c.
	d. Meet with parents, the PTA or the community?		d.
	e. Observe classes?		e.
	f. Check school records?		f.
6. What kind of feedback was given at the end of that visit?	4a	0=None 1=Verbal report at staff meeting 2=Verbal report to head teacher only 3=Verbal reports to individual teachers 4=Written report for head teacher 5=Written reports to individual teachers	a.
	4b		b.
	4c		c.
7. Did you get any feedback in writing that was sent to the school at a later time?		1=Yes 2=No	
If yes	8. How long did it take to receive the written report?	Number of weeks after visit	

DATA SHEET

Section IX. School's Sources of Funding

(to be completed in consultation with head teacher and school records)

Source	Were funds received from this source?		How much was the school <i>entitled to</i> from this source		How much did the school <i>actually receive</i> from this source		g. On what schedule were the funds from this source disbursed?	h. How much delay was there in receipt of these funds?	i. What procedure did the school go through to get this kind of funds?	j. Did this funding come ear-marked for certain categories of spending?	k. If so, what category or categories of spending was this source of funding intended for? (multiple answers permitted)
	a. (1) in 2003	b. (2) in 2004	c. (1) in 2003	d. (2) in 2004	e. (1) in 2003	f. (2) in 2004					
	1=Y 2=N	1=Y 2=N	Curren-cy figure	Curren-cy figure	Currency figure	Currency figure	1=All at once 2=Two or more tranches 3=Monthly 4=More often than monthly	1=None / On time 2=Less than two weeks 3=Between two weeks and two months 4=More than two months	1=Automatic (sent by mail or direct deposit) 2=School responsible for pick-up 3=Significant paperwork burden	1=Yes 2=No	1=Paying staff 2=Scholastic materials 3=Maintenance 4=Administration 5=Special programs 6=Construction or expansion of facilities 7=Other
1. National govt. capitation grants											
2. Other national govt. programs											
3. Local govt. support											
4. PTA Fees											

Source	Were funds received from this source?		How much was the school <i>entitled to</i> from this source		How much did the school <i>actually receive</i> from this source		g On what schedule were the funds from this source disbursed?	h. How much delay was there in receipt of these funds?	i. What procedure did the school go through to get this kind of funds?	j. Did this funding come earmarked for certain categories of spending?	k. If so, what category or categories of spending was this source of funding intended for? (multiple answers permitted)
	a. (1) in 2003	b. (2) in 2004	c. (1) in 2003	d. (2) in 2004							
	1=Y 2=N	1=Y 2=N	Currency figure	Currency figure	Currency figure	Currency figure		1=Automatic (sent by mail or direct deposit) 2=School responsible for pick-up 3=Significant paperwork burden	1=Yes 2=No	1=None / On time 2=Less than 2 weeks 3=Between 2 weeks and 2 months 4=More than 2 months	1=Paying staff 2=Scholastic materials 3=Maintenance 4=Administration 5=Special programs 6=Construction or expansion of facilities 7=Other
5. Other fees											
6. Churches / NGOs / donors											
7. Fundraising											
8. Other sources											

Section X. What did the school spend its money on?

	In 2003				In 2004			
	a. How much was spent <i>in the school budget</i> on the item on the left?	b. Was money spent on this item that was not included in the budget?	c. If so, how much?	d. Did school receive any of this item <i>in kind</i> from outside sources?	e. How much was spent <i>in the school budget</i> on the item on the left?	f. Was money spent on this item that was not included in the budget?	g. If so, how much?	h. Did school receive any of this item <i>in kind</i> from outside sources?
	Currency figure	1= Yes 2=No	Currency figure	1= Yes 2= No	Currency figure	1= Yes 2=No	Currency figure	1= Yes 2= No
1. Administrative costs								
Facilities-related expenses								
2. rent on property								
3. maintenance of school building								
4. janitorial staff								
5. security staff								
6. utilities								
7. scholastic materials (textbooks, pens, etc.)								
Staff-related expenses								
8. teachers' salaries								
9. teachers' bonuses								
10. teacher training								

Section XI
Data sheet to calculate the value of in-kind support

From Central Government

<i>Subject</i>	<i>Number</i>
1. Textbooks	
a. English	
b. Science	
c. Social studies	
d. Mathematics	
2. Stationary	
a. Pens	
b. Chalk	
c. Notebooks	
d. Uniforms	
e. Other	

From Local Government

<i>Subject</i>	<i>Number</i>
3. Textbooks	
a. English	
b. Science	
c. Social studies	
d. Mathematics	
4. Stationary	
a. Pens	
b. Chalk	
c. Notebooks	
d. Uniforms	
e. Other	

Section XII. Quality of records (To be completed after the rest of the interview has been conducted.)

<i>Question</i>	<i>Unit</i>	<i>Value</i>
1. Does the school keep detailed records of receipts from its spending?	1=Yes 2=No	
If yes 2. Are these available for both 2003 and 2004?	1=Yes 2=No	
3. Does the school keep records of its receipts of income and subsidies from other sources?	1=Yes 2=No	
If yes 4. Are these available for both 2003 and 2004?	1=Yes 2=No	
5a. Did the records kept at this school enable you to answer the questions in Section IX confidently and accurately?	1=Completely confidently and accurately 2=Figures may be approximate, but generally I am quite confident 3=There may be some holes in the records which compromise the figures' accuracy 4=Not confident of the accuracy of figures: specify problems with providing the requested data in part b of this question (in the space below)	
6a. Did the records kept at this school enable you to answer the questions in Section X confidently and accurately?		
7a. Did the records kept at this school enable you to answer the questions in Section XI confidently and accurately?		
5b. If you answered "4" to question 5a, specify problems with records:		
6b. If you answered "4" to question 6a, specify problems with records:		
7b. If you answered "4" to question 7a, specify problems with records:		

Notes

About adapting the survey to your country: This sample questionnaire is designed to be rather abstract and general. Some of the specifics have been drawn from particular country experiences. In other cases, it used an abstract, general formulation of a question at the expense, perhaps of clarity. It is important that the questions be as clear as possible to respondents. Substitute local terminology as much as possible, to dispel any difficulty or ambiguity of interpretation that the questions as asked here may have in your country's context. The notes below give suggestions of specific ways in which the survey might be adapted to your country. They are not necessarily exhaustive.

I. (1) Sample codes for each school should be created centrally at the time the school sample is being prepared. They help analysts organize the data.

(6) The “types” of schools listed here draw from the experience of PETS in Uganda and Papua New Guinea. What are the main types of schools in your country? Adapt the answer choices so that they capture the major, clear distinctions in school types.

II. (8) and (15) Schools in your country may not include grades 1-7. This section should be adapted, so that the grade levels it asks about correspond to those represented in primary schools (or secondary schools if that is the PETS's focus).

(16) Questions like this one are best answered while the school day is going on, so that students can be counted.

(17) We assume here that there is a more or less standardized practice of offering a leaving exam at the end of grade 7. The general goal is to measure a “graduation rate” from primary school. In your country, leaving exams may not exist, or they may be highly standardized in which case it would be useful to get more detailed results in order to compare academic achievement across the country. There may be other tests that are worth asking about. Adapt the questionnaire to your own circumstances.

III. (6)-(8) These measure the head teacher's experience level. If there are other useful local ways to ascertain the head teacher's quality, adapt the questionnaire accordingly.

(9) Vocational and higher education differs markedly across countries. Adapt the answer choices so that they will make sense to respondents in your country.

IV. (1) and (2) These questions assume that the central government allocates a certain number of “posts” to schools, which may or may not correspond at any given time to actual teachers teaching and getting paid. This system exists in many developing countries. If it exists in your country, there may be a way to use local terminology and make the question clearer. If it does not exist, these questions may not make sense, and information about the number of teachers will have to be requested in a different way.

(3) and (4) Can teachers be fired? What for? A key part of an accountability system.

(5) This is one of the most elaborately structured questions in the questionnaire as presented here. The answer to a single question within section IV consists of an entire matrix. We use this here to lead into our selection of two to four teachers for a more in-depth analysis in questions 6-23.

(6) The process of selecting teachers offered here is rather complex and could be simplified. The advantage it offers is that analysts will be able to sort teachers by grade level, while it does not impose too large a burden on smaller schools participating in the survey. It also generates a natural “weighting” scheme, with larger schools more heavily represented, but this weighting scheme is a rough one and may not be adequate for many purposes.

V. Picture the buildings and grounds of a typical school in your country. What features would you expect to see? What features might vary? What would be the marks of a prosperous school? Of a disadvantaged school? Adapt the questionnaire accordingly.

(1) and (2) “High-quality materials” and “low-quality materials” are stand-ins for local materials: for example, “concrete” may be a high-quality material in your country context, and “bush material” a low-quality material. It is necessary to substitute specific physical materials here because the present categories are subjective.

VI. (3)-(5) If you want to investigate the effects of school location more thoroughly, you might create village and town ID numbers, which would then help analysts explore the effect of distance and possibly of school choice more thoroughly.

Sections VII-XII: Issues of school governance and patterns of funding differ enough among countries that the sample questionnaire can only give general guidelines. This part of the question will require especially thorough and thoughtful adaptation.

VII. (13)-(18) These questions make an effort to get a clear picture of the decision-making process within your school. However, in current form they remain somewhat “subjective.” You can do better for your own country by coming to the process of questionnaire design with some knowledge of local procedures and practices. School governance is at the heart of issues of accountability, and go far to determine how many opportunities for corruption there are, and who gets them, so this question should be designed carefully to make sure the data generated are reliable and forceful.

IX. After collecting the number of each of the items listed here, the price of these goods at the national level should be found out. The number of books purchased should be multiplied by the price to get a figure for the value of books purchased.