Third Ethiopia School Survey | Fieldworker Manual

This manual explains how to conduct the fieldwork in Wave 1 of the Third Ethiopia School Survey. Please read it carefully before you begin work and refer to it often. If you have any questions that are not covered in this manual, ask your supervisor. If your team encounters any difficulty not explained in this manual, seek advice from EDRI.
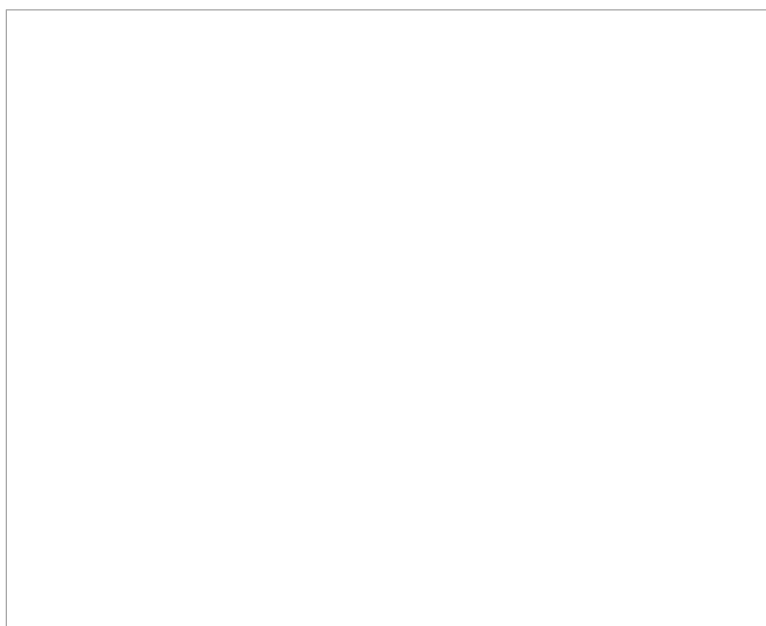
Contents

1. Survey structure

Young Lives: Household Survey and School Survey

1.1.   Young Lives is an international study of childhood poverty in Ethiopia, India, Peru and Vietnam. Its aim is to improve understanding of the drivers and impacts of child poverty and development. In Ethiopia, Young Lives has 2 main programs of data collection: the Household Survey and the School Survey.

1.2.   The **Household Survey** is the core of Young Lives' work and began in 2002. It has followed 2,000 children in Ethiopia since the first year of their life and a further 1,000 children since they were 8 years old. These children live in 20 sites within 5 regions (Oromia, Amhara, Tigray, SNNP and Addis Ababa). Data are collected on a variety of human development topics. The structure of the survey allows the comparison of the same children at different ages, to see how their lives are changing; and of different children at the same age, to see how their communities have changed over time.

1.3.   Young Lives has also conducted 2 **School Surveys** in Ethiopia. These provide more evidence about the educational experiences of Young Lives children and their peers. The first school survey (2003 E.C.) tracked Young Lives children into schools and classrooms to improve information about educational experiences. The second school survey (2005 E.C.) was structured to collect data relating to all students studying in Grades 4 and 5 in every school within Young Lives' core 20 sites and in an additional 10 sites in Afar and Somali. The third Young Lives School Survey in Ethiopia (2009 E.C.) will follow a similar structure, but in Grades 7 and 8. School Survey data will be collected at the beginning and end of the school year. This manual provides guidance to fieldwork supervisors and fieldworkers for activities at the beginning of the school year. Data collection will begin on መስከረም 30, 2009 E.C.

The School Survey sample

1.4.   The third School Survey sample includes all schools (government, private, community etc.) in all 30 of the identified Young Lives School Survey sites (see Figure 1). Included in data collection at these schools will be: all Grade 7 and Grade 8 students who are attending on the first day of student tests; all teachers of Maths and English to Grade 7 and Grade 8 students; and all school directors.
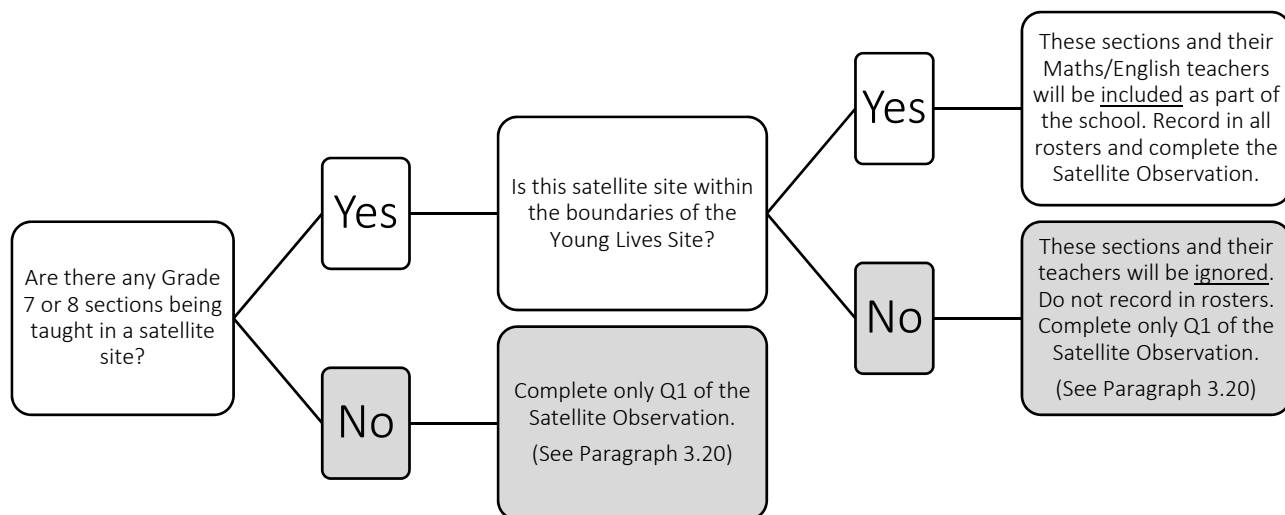
Figure 1: Young Lives School Survey sites.

Sampled schools and satellite sites

1.5.   The sample includes an estimated 62 schools, each of which is listed in Annex 3. It is possible that there are other schools in Young Lives sites which include Grade 7 and/or 8, but which were not estimated in our sample. Fieldworkers should gather local information (e.g. discussion with directors and teachers) to understand the number of schools in each site. If fieldworkers identify a school (government, private, NGO, any ownership) which offers Grade 7 and/or 8 but which is not yet on the list of schools to visit, contact EDRI immediately so that arrangements can be made to add that school to the sample.

1.6.   In addition to main school sites, we also include satellite sites in our sample: smaller schools or classrooms (usually in a remote or rural area). These have the same director as a main (larger) school. At Grades 7 and 8 it is unlikely that sections are being taught in satellite sites, but it remains possible. There are simple checks to decide what to do at each school, in relation to satellite sites (see Figure 2). If a relevant satellite site is identified, enrolment registers and other information might be kept at the satellite site rather than the main school. Consult the school director for assistance in this case.

Figure 2: identifying satellite sites and deciding what action to take

Instruments to be used at each school

1.7.   At each school, the following 10 instruments will be used to collect data. Detailed notes on completion of each instrument is provided from Paragraph 3.1.

1.   Roster Booklet 1: School Roster, Teacher Roster and Section Roster
2.   Roster Booklet 2: Student Roster
3.   Roster Booklet 3: Student Extra Roster
4.   Roster Booklet 4: School Survey Students from 2005 E.C. (*Matching*)
5.   Roster Booklet 5: Young Lives Children (*Matching*)
6.   Director Questionnaire
7.   Teacher Questionnaire
8.   Student Questionnaire
9.   Student Maths Test – (with answers on Maths Answer Sheet)
10.   Student English Test – (with answers on English Answer Sheet)

1.8.   Fieldwork teams will be provided with sufficient copies of instruments based on enrolment data collected this academic year. Instruments will be provided in the languages shown in Figure 3. By providing instruments in these languages, students are required to complete tests in the official

language of instruction of that subject in their region/school at Grade 7 and 8. For the Teacher Questionnaire and Student Questionnaire, however, languages have been selected to maximise the number of respondents that will complete in the language of their home.

Figure 3: instrument language by region

Instrument		Region						
		Oromia	Amhara	Tigray	SNNP	Addis Ababa	Afar	Somali
1. 2. 3. 4. 5.	Roster Booklets	English	English	English	English	English	English	English
6.	Director Questionnaire	English	English	English	English	English	English	English
7.	Teacher Questionnaire	Af Oromo	Amharic	Tigrigna	Amharic	Amharic	Amharic	Af Somali
8.	Student Questionnaire	Af Oromo	Amharic	Tigrigna	Sidamigna, Hadiyissa, Wolaitigna or English	Amharic	Amharic	Af Somali
9.	Student Maths Test	Af Oromo	Bilingual Amharic and English	Tigrigna	English	Bilingual Amharic and English	Bilingual Amharic and English	Bilingual Af Somali and English
10.	Student English Test	English	English	English	English	English	English	English

1.9. School sizes vary but the predicted number of instruments required at each school is determined based on available information. The required copies are indicated in Figure 4 and school enrolments shown in Annex 3. Fieldwork teams should make sure that they have enough instruments before visiting a school.

Figure 4: instruments required

	Instrument	Copies	Note
1.	Roster Booklet 1	1 per school	
2.	Roster Booklet 2	1 per section	
3.	Roster Booklet 3	1 per team	Enough pages to cover all schools a team will visit. Teams should keep this booklet for each school visit and remove pages as required.
4.	Roster Booklet 4	1 per site	List of all students included in 2005 E.C. School Survey, by site and school. Teams should keep this booklet and add to it at each school.
5.	Roster Booklet 5	1 per site	List of all Young Lives children, by site. Teams should keep this booklet and add to it at each school.
6.	Director Questionnaire	1 per school	
7.	Teacher Questionnaire	2 per section	1 for Maths teacher, 1 for English teacher.
8.	Student Questionnaire	1 per student	
9.	Student Maths Test	1 per student	Also 1 Maths Answer Sheet per student
10.	Student English Test	1 per student	Also 1 English Answer Sheet per student

2. Delivering the survey

Preparing to visit assigned schools

2.1. Each supervisor will have a list of sites and schools that their team is to visit during the fieldwork period. This list provides basic information about the school, including contact details, estimated number of sections, identified language(s) of instruction and enrolment figures. The full list, for reference, is repeated in Annex 3. The fieldwork team will decide the order for school visits based on this information and their local knowledge.

2.2. Once the team has decided their program for school visits, the supervisor should contact each school director to introduce the School Survey. The information in Figure 5 (repeated on the back page) can be used for reference on this call.

Figure 5: school survey background information for introduction and informed consent of all respondents

We are visiting your school as part of a study of Ethiopian schools. The project is called Young Lives and it is investigating how children learn. The project is funded by international organisations, is based at the University of Oxford in the UK and is working with the Ethiopian Development Research Institute. Findings from the research project are intended to help policy makers in government and elsewhere.

We plan to collect information from all students in Grades 7 and 8 at your school. Each student is asked to complete a questionnaire of background information and 2 tests: 1 for Maths and 1 for English. Each will take 1 to 2 periods to complete.

We also plan to collect background information from Maths and English teachers to Grade 7 and 8 students and from the school director, as well as information about the school structure and resources available. At the end of this school year we will return to your school to collect further information that will help us to investigate changes within one academic year.

Everything that we collect in this study will be anonymous. It will not be possible to identify students from tests and marks will not be shared with teachers or anyone else at the school. It will not be possible to identify children, teachers, directors or schools from the data we produce.

Your participation in this survey is voluntary – you may choose not to participate and you may withdraw at any time. If you are happy to participate, your involvement is valuable to the long running Young Lives research project and we thank you for your time. If you do not want to participate, please let a researcher know.

2.3. During this call it will also be important to check the information that you have about the school is still reliable. As a minimum this will include a check of the estimated number of sections and enrolment in Grades 7 and 8 as well as the identified language(s) of instruction. Also, a check of which shifts Grade 7 and 8 sections will be using (morning/afternoon) when you plan to visit and whether there are any uncommon events (such as local holidays) that might conflict with your plan. Each team should use this information to adjust or confirm their overall plan. Should any information collected raise a particular problem, which the team cannot solve, contact EDRI.

2.4. Supervisors should contact school directors again, a few days before visiting the school, to remind them that you are soon to visit and indicate your arrival day and time.

Informed consent

2.5. All survey respondents should have the survey explained to them in a language they can understand. They can choose not to participate if they wish. Directors should be informed as soon as teams arrive at a school, teachers should be informed at the point that they are handed their questionnaires and students should be informed before they begin the first (Maths) test. Make sure that you allow enough time to make this explanation and to answer any questions that respondents might have. The statement in Figure 5 can be read to all respondents to provide them with consistent information about the research project.

2.6. If an individual decides that they do not want to participate, there are simple processes to record this on questionnaire cover pages. Steps are explained in Part 4 of this manual.

Arriving at the school

2.7. On arrival at the school, introduce yourself to the director, or the vice director if the director is absent. Begin by handing the introduction letter from EDRI to this individual. Also verbally introduce the School Survey and gather the director's/vice director's informed consent. Use the wording in Figure 5 to guide this introduction and consent.

2.8. If the director gives consent for fieldwork to continue then you can begin to make arrangements with this individual for a schedule to administer all the instruments. Explain the following to the director.

- Fieldworkers will complete rosters of basic school information, of all Grade 7 and 8 sections and their teachers. For this, fieldworkers will need Attendance Sheets and possibly also Mark Rosters for each section, from which to take student names. You will need to work with the director and teachers on this. It may not be possible for fieldworkers to obtain Attendance Sheets instantly as these are sometimes held by individual teachers, at times away from the school site. Fieldworkers should make a request for Attendance Sheets as soon as possible and plan their fieldwork schedule around anticipated delays.
- The director will complete a questionnaire (30-45 minutes).
- All Maths and English teachers to Grade 7 and 8 will complete a questionnaire (10 minutes).
- All Grade 7 and 8 students will complete a Maths test (2 periods) and an English test (2 periods).
- All Grade 7 and 8 students will complete a Student Background Questionnaire (1 period).
- A fieldworker will record school facilities (e.g. library) and may need to work with staff for this.
- Any satellite sites with Grade 7 or 8 sections will be included and fieldworkers will visit these.

2.9. Then, confirm that the information you have about the school is correct. This will include a check of:

- The total sections and enrolment in Grades 7 and 8 (be sure you have enough instruments).
- The identified language(s) of instruction (be sure you have the correct translations).
- The shifts that Grade 7 and 8 sections will be using during your visit (morning/afternoon/day).
- When periods start and end and when breaks take place.
- Whether there are any uncommon events (such as local holidays) that might impact your visit.
- Any other information you think necessary before beginning your fieldwork schedule.

Arranging the fieldwork schedule

2.10. In each school a fieldwork schedule should be prepared, so that all team members can use their time efficiently. It is estimated that 2 – 3 days will be required for data collection at each school. It is up to the team to organise the fieldwork schedule, but the principles shown in Figure 6 should be followed. A

checklist is provided in Annex 1, in case fieldworkers prefer a reference. Once fieldwork teams have prepared a fieldwork schedule for the school, it should be checked with the school director, to be sure that he/she is happy with the proposed use of time.

Figure 6: principles for fieldwork schedule

General	
1	There is no rush to collect data: teams are large and plenty of time has been allowed.
2	Minimise disruption at the school site by planning with the school timetable in mind.
3	Plan based on shifts Grade 7 and 8 students are attending while you are at each school.
4	Arrange all activities to fit within periods, not overlapping breaks.
Rosters	
5	Roster Booklet 1 will be completed first.
6	Roster Booklets 2, 3, 4 and 5 will be completed next.
Student tests	
7	Test Answer Sheets will be prepared in advance.
8	All students in Grade 7 and 8 sections will first complete a Maths Test (2 periods).
9	All students in Grade 7 and 8 sections will also complete an English Test (2 periods).
10	Students will complete only 1 test per day.
11	If students complete 1 test and the Student Questionnaire on the same day, they need a break between.
Questionnaires	
12	Questionnaire cover pages will be prepared in advance.
13	All students in Grade 7 and 8 sections will complete a Student Questionnaire (1 period).
14	All Maths and English teachers of Grade 7 and 8 sections will complete a Teacher Questionnaire (10 mins).
15	All school directors will complete a Director Questionnaire (30-45 mins).
Support	
16	There will always be 1 fieldworker present to support students while they complete instruments.
17	There will always be 1 fieldworker present to support school staff while they complete instruments.
18	Plenty of time will be allowed to check, at the school, that all instruments are correctly completed.
19	Plenty of time will be taken to follow-up with respondents if an instrument is incorrect/incomplete.

3. Completing rosters

3.1. This section includes guidance required to complete rosters. Brief instructions are included on each Roster Booklet but refer regularly to this manual for full guidance during fieldwork.

3.2. All Rosters are formatted with grey and white fields. Responses will be entered in only white fields.

3.3. All Rosters are to be completed using the Roman Alphabet. Characters from other languages (e.g. Tigrigna and Amharic) should be converted to Roman characters based on standard conventions.

Roster Booklet 1

3.4. Roster Booklet 1 contains 5 documents, which should be completed in the order presented in the Booklet: School Roster, Teacher Roster, Section Roster, School Facilities, Satellite Facilities.

School Roster

3.5. You will complete 1 School Roster per school. Begin by entering the YL School ID at the top. See Figure 7. The School Roster contains 10 fields. Annex 3 includes a list of all school names, by fieldworker team, along with their YL School ID, YL Site ID, Contact Name and Contact Telephone Number. Check with the school director that these names and contact details are correct and then complete the School Roster.

Figure 7: School Roster

	1. SCHOOL ROSTER	YL SCHOOL ID:	[ET _0_ _2_ _5_ _1_]
1	YL SCHOOL ID (Complete final 4 characters)		[ET _0_ _2_ _5_ _1_]
2	YL SITE ID (Complete 2 characters)		[_0_ _2_]
3	Full school name		Sunshine Full Cycle Primary
4	Kebele		Wereilo
5	Woreda		Werebabo
6	Zone/Sub-city		Debub Wollo
7	Region		Amhara
8	School EMIS Code (Complete up to 9 characters)		[_0_ _2_ _0_ _4_ _0_ _3_ _0_ _1_ _6_]
9	School contact telephone number		07 86 73 45 46
10	School contact name		W/ro Muluemebet Getachew (Director)

Specific guidance on 'School EMIS Code'
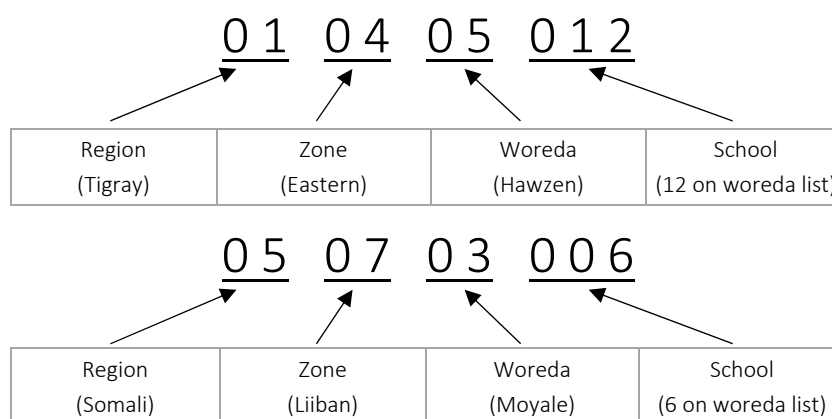
3.6. Each school's Educational Management Information System (EMIS) code must be obtained. This code will allow us to link data from the school survey to national census data.

3.7. School Directors should know their EMIS code. If the Director is new, consult with other senior staff and in particular the school's EMIS focal person who is responsible for completing the school enrolment

census each year. If nobody at the school knows the EMIS code, the Woreda Education Office (WEO) should be contacted, who will have a record of the codes for schools in their woreda.

3.8.   Unfortunately, there are two types of School EMIS Code currently in use: **old** and **new**.

- **Old** codes can be from 1 to 9 characters long (all numbers). If a school director knows only the old code, then record this in the School Roster but be sure to check that this is the EMIS code – used on the annual school enrolment census that is submitted to the woreda – and not another administrative code for the school.
- **New** codes are 9 characters long (all numbers). In the code, schools are identified by their Region (characters 1-2), Zone (characters 3-4), Woreda (characters 5-6) and School (characters 7-9). For example, a school in Tigray, Eastern Zone, Hawzen Woreda; and a school in Somali, Liiban Zone, Moyale Woreda.

$$0\ 1\quad 0\ 4\quad 0\ 5\quad 0\ 1\ 2$$

Region (Tigray)	Zone (Eastern)	Woreda (Hawzen)	School (12 on woreda list)

$$0\ 5\quad 0\ 7\quad 0\ 3\quad 0\ 0\ 6$$

Region (Somali)	Zone (Liiban)	Woreda (Moyale)	School (6 on woreda list)

3.9.   If both old and new codes are known, record the new code. For our regions of interest, new EMIS codes begin with the 2 characters shown in Figure 8. Some schools may drop the "0" at the beginning of their code and so it will become 8 characters long (e.g. 50202006 rather than 050202006). In this case fieldworkers should add the "0" at the beginning.

Figure 8: first 2 characters for each region's EMIS codes

Region	Tigray	Afar	Amhara	Oromia	Somali	SNNP	Addis Ababa
EMIS code will begin…	01	02	03	04	05	07	14

Teacher Roster

3.10. You will complete 1 Teacher Roster per school. Begin by entering the YL School ID at the top. See Figure 9. The Teacher Roster will give a Teacher ID to each teacher of Maths or English to Grade 7 or 8 sections. Only teachers of Maths and English are to be included in the Teacher Roster. The Teacher Roster will be completed with the help of the director and using the school records.

3.11. The Teacher Roster has only 2 columns, 1 of which is pre-filled. All that needs to be added is the full name (First, Father, Grandfather) of each Maths and each English teacher for Grade 7 and Grade 8. The Teacher Roster has space for up to 6 Maths teachers and 6 English teachers. Maths teachers are to be added first (alongside codes **TM1** to **TM6**, as required) and then English teachers are to be added (alongside codes **TE1** to **TE6**, as required). It does not matter if you mix Grade 7 Maths teachers with Grade 8 Maths teachers when you add the names (and similarly for English). What does matter is that you have **only** Maths teachers listed next to Maths teacher codes and **only** English teachers listed next to English teacher codes.

Figure 9: Teacher Roster

2. TEACHER ROSTER	YL SCHOOL ID:	[ET _0_ _2_ _5_ _1_]	

TEACHER ID	FULL TEACHER NAME (for teachers of Grade 7 or Grade 8 Mathematics and English only)
Pre-filled.	First name + Father name + Grandfather name.
MATHS TEACHERS	
TM1	Getahun Asfaw Tilahun
TM2	Yigeremu Eshetu Kassaw
TM3	Mekdela Tilaye Solomon
TM4	
TM5	
TM6	
ENGLISH TEACHERS	
TE1	Yonas Yohannes Kassu
TE2	Genet Taddesse Berhanu
TE3	

Section Roster

3.12. You will complete 1 Section Roster per school. Begin by entering the YL School ID. See Figure 10. The Section Roster will allocate a Section ID to each Grade 7 and 8 section in the school. You will need the help of the school records, the director and/or teachers to complete the Section Roster.

3.13. The Section Roster allows for up to 14 sections to be surveyed. Make sure you include all Grade 7 and 8 sections in the Section Roster, whichever language of instruction they use. Use the following steps:

1. Record the school's Section Name for each Grade 7 and 8 section. This might be 7A, 7B etc.
2. Record the Grade for each section
3. Record whether the section learns in a Shift or for a Full Day (it does not matter whether this shift is morning or afternoon or changes from week to week – if it is a shift then record as such).

Figure 10: Section Roster with all Grade 7 and 8 sections entered, including grade and shift/full-day

3. SECTION ROSTER	YL SCHOOL ID:	[ET _0_ _2_ _5_ _1_]			

SECTION ID	SECTION NAME	GRADE	SHIFT OR FULL DAY	MATHS TEACHER ID	ENGLISH TEACHER ID
Pre-filled.	For example, '8A'.	07 = Grade 7 08 = Grade 8	01 = Shift 02 = Full day	From TEACHER ROSTER.	From TEACHER ROSTER.
S01	7A	[_0_ _7_]	[_0_ _1_]	[T M __]	[T E __]
S02	7B	[_0_ _7_]	[_0_ _1_]	[T M __]	[T E __]
S03	7C	[_0_ _7_]	[_0_ _1_]	[T M __]	[T E __]
S04	8A	[_0_ _8_]	[_0_ _1_]	[T M __]	[T E __]
S05	8B	[_0_ _8_]	[_0_ _1_]	[T M __]	[T E __]
S06	8C	[_0_ _8_]	[_0_ _1_]	[T M __]	[T E __]
S07	8D	[_0_ _8_]	[_0_ _1_]	[T M __]	[T E __]

3.14. Next it is necessary to match Maths and English teachers to each Grade 7 and 8 section.

1. For each section listed, ask the director to tell you which Maths teacher from the Teacher Roster teaches them Maths.

2. Using the Teacher Roster, find the Teacher ID of that Maths teacher and, for the relevant section, record it in the Maths Teacher ID column on the Section Roster.

3. Repeat this process for each section's English teacher. Record in the English Teacher ID column of the Section Roster.

3.15. For example, if you are told that sections 7A and 7B are taught Maths by **Yigeremu Eshetu Kassaw** then you would take Yigeremu's ID (**TM2**) and enter it in the Maths Teacher ID column for sections 7A and 7B. See Figure 11. You will then proceed to link all other sections with a Maths teacher and then an English teacher.

Figure 11: Section Roster with matched Maths teacher for sections 7A and 7B.

3. SECTION ROSTER		YL SCHOOL ID:	[ET 0 2 5 1]		
SECTION ID	SECTION NAME	GRADE	SHIFT OR FULL DAY	MATHS TEACHER ID	ENGLISH TEACHER ID
Pre-filled.	For example, '8A'.	07 = Grade 7 08 = Grade 8	01 = Shift 02 = Full day	From TEACHER ROSTER.	From TEACHER ROSTER.
S01	7A	[0 7]	[0 1]	[T M 2]	[T E __]
S02	7B	[0 7]	[0 1]	[T M 2]	[T E __]

3.16. In the end, all sections will have a Maths and an English teacher matched. See Figure 12. Check the logic of the assignments to make sure that Maths teachers and English teachers are correctly linked to sections and subjects.

3.17. From this point forward, whenever a Section ID is referred to for data collection this is the ID assigned by the Section Roster (e.g. S01 to S14 as in Column 1). It is not, in any circumstances, the school's own ID (e.g. 8C as in Column 2).

Figure 12: example completed Section Roster

3. SECTION ROSTER		YL SCHOOL ID:	[ET 0 2 5 1]		
SECTION ID	SECTION NAME	GRADE	SHIFT OR FULL DAY	MATHS TEACHER ID	ENGLISH TEACHER ID
Pre-filled.	For example, '8A'.	07 = Grade 7 08 = Grade 8	01 = Shift 02 = Full day	From TEACHER ROSTER.	From TEACHER ROSTER.
S01	7A	[0 7]	[0 1]	[T M 1]	[T E 2]
S02	7B	[0 7]	[0 1]	[T M 1]	[T E 2]
S03	7C	[0 7]	[0 1]	[T M 2]	[T E 2]
S04	8A	[0 8]	[0 1]	[T M 3]	[T E 1]
S05	8B	[0 8]	[0 1]	[T M 3]	[T E 1]
S06	8C	[0 8]	[0 1]	[T M 3]	[T E 1]
S07	8D	[0 8]	[0 1]	[T M 3]	[T E 1]

School Facilities

3.18. You will complete 1 School Facilities Observation per school. Begin by entering the YL School ID at the top. See Figure 13. The School Facilities Observation is to be completed by fieldworkers, based on observations made at the school site. There are 20 questions, with response options shown. Ask the director and teachers for information about where facilities can be found. Notes for specific questions are provided in Annex 2.

Figure 13: first 6 questions from School Facilities Observation

4. SCHOOL FACILITIES	YL SCHOOL ID:	[ET 0 2 5 1]		

Question		Response options	Response	Question #
How many of each of the following are there?	Classrooms (Grade 1 and above)	Enter number.	[0 9]	1
	Pre-school rooms (including O-Class and KG)	Enter number.	[0 1]	2
	Laboratories	Enter number.	[0 1]	3
	Working computers for students to use	Enter number.	[0 6]	4
	Individual working latrines/toilets for students to use (Enter total number of latrines/toilets, NOT total number of rooms)	Enter number.	[0 4]	5
What type of toilet for use by students is most common in this school?		01 = Flush toilet. 02 = Pit latrine or dry latrine. 03 = Other. 88 = No toilets at school.	[0 2]	6

Satellite Facilities

3.19. If a school does have a relevant satellite site (see Paragraph 1.5 on how to decide), a Satellite Facilities Observation is to be filled. Begin by entering the YL School ID at the top of the page and then follow the same specific guidance used for the School Facilities Observation (from Paragraph 3.18), but consider only the facilities that are available at the satellite site.

3.20. If a school does not have a relevant satellite site only Q1 of the Satellite Facilities Observation should be completed with "00" (see Figure 14).

Figure 14: first 6 questions from Satellite Facilities Observation, with only Q1 completed

5. SATELLITE FACILITIES	YL SCHOOL ID:	[ET 0 2 5 1]		

IF THERE IS NO SATELLITE SITE ASSOCIATED WITH THIS SCHOOL, PLEASE ENTER "00" AS RESPONSE TO QUESTION 1 AND LEAVE THE REST OF THIS INSTRUMENT BLANK.

Questions about this satellite (consider facilities only at the satellite site)		Response options	Response	Question #
How many of each of the following are there?	Classrooms (Grade 1 and above)	Enter number.	[0 0]	1
	Pre-school rooms (including O-Class and KG)	Enter number.	[__ __]	2
	Laboratories	Enter number.	[__ __]	3
	Working computers for students to use	Enter number.	[__ __]	4
	Individual working latrines/toilets for students to use (Enter total number of latrines/toilets, NOT total number of rooms)	Enter number.	[__ __]	5
What type of toilet for use by students is most common?		01 = Flush toilet. 02 = Pit latrine or dry latrine. 03 = Other. 88 = No toilets at satellite site.	[__ __]	6

Roster Booklet 2

3.21. Roster Booklet 2 contains only the Student Roster.

Student Roster

3.22. You will complete 1 Student Roster per section. For example, in a school with 5 sections you will complete 5 Student Rosters. Student Rosters allocate a Student ID to every student enrolled in each Grade 7 and 8 section in each school. Student Rosters also collect some basic information about each Grade 7 and 8 section.

3.23. Begin by determining the number of Student Rosters needed – this will be equal to the number of Sections listed on the Section Roster. For each section, you will need:

- The section Attendance Sheet. Often a specific teacher holds this record. Request it via the director and he/she will guide you to the appropriate teacher.
- The section Mark Roster (we do not need student marks, but we might need the Mark Roster for reference, in case a Grandfather name is listed in there but is not recorded in the Attendance Sheet)
- In some cases, a 'Student Monitor' may keep an Attendance Sheet. We will not use this record, only teacher-filled Attendance Sheets or Mark Rosters.

3.24. When you have gathered the information needed to complete a Student Roster, starting with Section 1 (e.g. S01 from the Section Roster), begin by entering the YL School ID at the top of each page of the Student Roster. Then enter the YL Section ID at the top of each page of the Student Roster. This is always our reference, not the school's reference and should be matched from the Section Roster.

3.25. For example, the home teacher for section **8A** happens to bring you the Attendance Sheet and Marks Roster quickly. From the Section Roster we can read that this is our **S04** and so carefully match to the Student Roster. See Figure 15.

Figure 15: matching Section ID from Section Roster to Student Roster

3.26. Then enter student names (First name, Father's name and Grandfather's name) one by one for all students enrolled, until you have completed for all students enrolled in the section. Record each name exactly as it appears on the Attendance Sheet. When we return to the schools at the end of the school year, we will use their full name to identify and link the data from the beginning and end of the school year. If in doubt, look at the Marks Roster or ask a teacher to confirm a name. If you do not have 3 names (First, Father, Grandfather) recorded on the Attendance Sheet, try to find the third name from the Marks Roster.

3.27. If identical names are found, fieldworkers should ask teachers for identifying information about that child, which can be noted next to the name on the Student Roster. This will help us to match students when we return to schools at the end of the academic year. Also record this information separately and pass to the team supervisor.

Sections with more than 65 students.

3.28. You will see at the end of the list of Student IDs in each Student Roster a note: IF THERE ARE MORE THAN 65 STUDENTS ENROLLED IN THIS SECTION, USE AS MANY 'STUDENT ROSTER EXTRA' SHEETS AS REQUIRED TO COMPLETE. In this case, fieldworkers should take sheets from ROSTER BOOKLET 3: STUDENT EXTRA. These sheets are almost identical in appearance to the sheets in Student Roster but they do not have pre-filled Student ID. This is to allow fieldworkers to enter the Student ID to continue up to the number required for particularly large sections.

3.29. For example, in a section with 70 students, fieldworkers would take 1 sheet from Roster Booklet 3 and use it to complete the list of student names in that section (see Figure 16). As with the regular Student Roster, the appropriate YL School ID and YL Section ID must be added at the top of every extra page used and then the Student ID, Full Student Name and Attendance information included following exactly the same guidance as for Student Roster. Student Roster Extra sheets should be stapled to the Student Roster in the correct order and before the general questions about the section. The final column 'Is student present on the day of the Maths test' should be left blank until the Maths test.

Figure 16: Student Roster Extra used to extend the number of students to 70 in a section

1. STUDENT ROSTER EXTRA	YL SCHOOL ID: [ET 0 2 5 1]	YL SECTION ID: [S 0 4]

STUDENT ID	FULL STUDENT NAME	TOTAL NUMBER OF MARKS (ምልክቶች) ON ATTENDANCE SHEET	NUMBER OF 'ABSENT' MARKS (ምልክቶች) ON ATTENDANCE SHEET	IS STUDENT PRESENT ON DAY OF MATHS TEST?
Add ID number	First name + Father name + Grandfather name. Seek Grandfather name from Attendance Sheet or Mark Roster	Count total marks (ምልክቶች) in Attendance Sheet	Count total marks (ምልክቶች) in Attendance Sheet that mean student was absent	Complete on day that this section is tested 01=Yes. 02=No.
CH 66	Alemayehu Kassahun Habte	[1 9]	[0 0]	[__ __]
CH 67	Sernat Mikias Estifanos	[1 9]	[0 7]	[__ __]
CH 68	Marta Ermias Solomon	[1 9]	[1 1]	[__ __]
CH 69	Yodit Ocram Abdi	[1 9]	[0 8]	[__ __]
CH 70	Mimi Mesay Abreham	[1 9]	[0 1]	[__ __]

3.30. After completing all full student names, you can enter attendance information. To simplify this process, given how many alternative approaches are used in schools, we are focussing on the marks (ምልክቶች) recorded on each Attendance Sheet. These marks do not always have to mean the same thing for us to create reliable indicators. Figure 17 explains our approach.

Figure 17: recording student attendance

Example 1	Example 2
A teacher records attendance first thing in the morning and just before the end of the morning shift (students in this section attend only the morning shift). The teacher is always at school and keeps the Attendance Sheet very carefully.	A teacher records attendance first thing in the morning, just before the shift begins, but she sometimes has to miss the first hour for official duties. She tries hard to make sure that she completes the Attendance Sheet every day but when she misses it she doesn't like to guess or ask children about the day before so sometimes days are missed.
Under this example, every day, each student will have two marks against their name. But these marks do not mean half a day each as there is only a morning shift.	Under this example, each student receives a single mark against their name each day. All students will have marks missing at the times the teacher wasn't there to take attendance. We can't know which students were there or not.
If we use a traditional approach to counting days, and then counting half days and marks for present and absent we would do a good job from this Attendance Sheet. We would gather a good indication of the total number of shifts missed by each student.	If we use a traditional approach to counting days, we would not do a very good job with this Attendance Sheet. We would miss all the days that the teacher wasn't there and have to assume that students were either all present or all absent. We would wonder what a mark meant (does it mean a full shift or not) and be uncertain when we were trying to calculate totals.

Rather than focussing on matching days we will simply count the total number of marks (any type of mark) next to a student's name and then count the total number of these marks that indicate that the student was absent, for whatever reason. It is for whatever reason because we do not mind if it was approved or not, if it was sickness or not, only that the student missed school.

Example Attendance Sheets, from 2 different teachers, each for 2 students

Student A	x	x	x	A	S	x	x	x	x	x	A	A	x	x	x	x	x	x
Student B	A	A			x	x	x	x	x	x	x	x		x	A	x	A	A	A

Student C	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student D	x	x	A	A	.	.	.	x	x	x	x	x	x	x

From this example, we are interested in 2 numbers for each student: (i) total number of marks on Attendance Sheet; and (ii) number of 'absent' marks on Attendance Sheet. With these data we are able to estimate attendance rates of each student without having to decide if a mark is worth a half shift, a full shift, a half day or a full day, or has some other meaning – and without having to make assumptions about blank spaces in the Attendance Sheet.

Indicated totals from example students

	Student A	Student B	Student C	Student D
Total marks (ምልክቶች)	18	16	14	14
Absent marks (ምልክቶች)	4	6	0	5
Indicated attendance	78 %	63 %	100 %	64 %

3.31. Using this approach, each student's Total Number of Marks (ምልክቶች) on Attendance Sheet and the Number of 'Absent' Marks (ምልክቶች) on Attendance Sheet should be completed, See Figure 18.

Figure 18: Student Roster with names and attendance information completed (for first 8 students in S04)

STUDENT ID	FULL STUDENT NAME	TOTAL NUMBER OF MARKS (ምልክቶች) ON ATTENDANCE SHEET	NUMBER OF 'ABSENT' MARKS (ምልክቶች) ON ATTENDANCE SHEET	IS STUDENT PRESENT ON DAY OF MATHS TEST?
1. STUDENT ROSTER		YL SCHOOL ID: [ET 0 2 5 1]		YL SECTION ID: [S 0 4]
Pre-filled	First name + Father name + Grandfather name. Seek Grandfather name from Attendance Sheet or Mark Roster	Count total marks (ምልክቶች) in Attendance Sheet	Count total marks (ምልክቶች) in Attendance Sheet that mean student was absent	Complete on day that this section is tested 01=Yes. 02=No.
CH01	Rediet Dawit Zelalem	[1 9]	[0 2]	[__ __]
CH02	Samrawit Habtamu Samson	[1 9]	[0 1]	[__ __]
CH03	Sasha Endris Feyissa	[1 8]	[0 7]	[__ __]
CH04	Amanuel Yared Daniel	[1 9]	[0 3]	[__ __]
CH05	Hiwot Bereket Behailu	[1 8]	[0 0]	[__ __]
CH06	Seid Kalid Jemal	[1 9]	[0 0]	[__ __]
CH07	Helina Alemayehu Sisay	[1 7]	[0 9]	[__ __]
CH08	Ferhan Worku Belay	[1 9]	[0 4]	[__ __]

3.32. To complete each Student Roster a set of 25 'Questions about this section' need to be answered (see Figure 19). These are found at the back (the final 2 pages) of each Student Roster – and a set should be answered for each Grade 7 or 8 section. Answer these questions with the help of the appropriate teacher/director. Notes for specific questions are provided in Annex 2.

Figure 19: 'Questions about this section', to be completed for each section

1. STUDENT ROSTER	YL SCHOOL ID: [ET 0 2 5 1]		YL SECTION ID: [S 0 4]
Questions about this section	Response options	Response	Question #
Is this section taught in the main school, or in a satellite campus?	01 = Main school 02 = Satellite campus	[0 1]	1
Do all students in this section stay together for every subject?	01 = Yes 02 = No	[0 1]	2
Is this a self-contained section in which one teacher teaches all subjects?	01 = Yes 02 = No	[0 2]	3
How are children assigned to this section? (Note: if students are in a group which was allocated in an earlier Grade, select the way in which they were originally allocated to the section)	88 = There is only one section in this grade 01 = By date/time of registration (e.g. 1st 50 to Section 1) 02 = Randomly/alphabetically 03 = By ability (low, middle, high ability) 04 = By language 05 = By gender 06 = Other method	[0 1]	4
Is this section a Low, Middle, High or Mixed ability group? (Note: this will generally be mixed ability. Low, Middle or High ability should be selected only if students are intentionally sorted into the section based on ability)	01 = Mixed ability group 02 = Low ability group 02 = Middle ability group 03 = High ability group	[0 1]	5
How long is one period of teaching for this section, in minutes?	Write response in minutes	[4 5]	6

3.33. After completing "Questions about this section", fieldworkers can then begin work on other Student Rosters until they are complete for all Grade 7 and 8 sections in the school. **Remember that you need to complete 1 Student Roster for each Grade 7 and 8 section.**

Roster Booklet 3

3.34. Roster Booklet 3 contains only the Student Roster Extra sheets.

Student Roster Extra

3.35. This roster contains ten extra sheets to help fieldworkers complete the Student Roster when there are more than 65 students in a section. The use of these sheets is explained from Paragraph 3.28. Fieldworkers should look after this roster as they will only have 1 per team. Many teams will not need

to use any extra pages (all sections will be fewer than 65 students) but those who do should remove the number of pages needed at different schools and look after the rest for the next school.

Roster Booklet 4

3.36. Roster Booklet 4 contains only the list of School Survey Students from 2005 E.C. This list will be used to match individuals between school surveys and includes approximately 12,000 students across 30 sites. Matching students between the 2005 E.C. and 2009 E.C. School Surveys provides opportunities for improved evaluation of school effectiveness. In a pilot exercise, it was possible to match around 50%-60% of students and this is our aim for the full survey.

School survey students from 2005 E.C.

3.37. There are 30 unique copies of Roster Booklet 4 (1 for each of 30 sites). Each booklet includes a list of all schools and students in the relevant site that were enumerated in 2005 E.C., with an average of around 400 students per site. Students will be matched by name and identifying characteristics.

3.38. Fieldwork teams will be provided one copy of each Roster Booklet for the sites that they are enumerating. Information should be added to the Roster Booklet at each school within the site. Figure 20 shows, for example, a selection of Students listed in site 19, Fireweyni school from the 2005 E.C. School Survey.

Figure 20: 2005 E.C. School Survey students listed in Roster Booklet 4

3.39. Roster Booklet 4 contains 10 columns, 7 of which are pre-filled, 3 of which require fieldworker completion once a match has been identified. The first 4 pre-filled columns (2005 Section, Student name, Sex and Expected age) are used to identify individuals. The last 3 pre-filled columns (2005 Section ID, 2005 Student ID and YL Child ID) will be used only by data entry clerks.

3.40. Expected age is based on the age recorded in 2005 E.C., updated for students in 2009 E.C. (for example a 12-year-old in 2005 E.C. has an expected age of 16 years in 2009 E.C.). YL Child ID is provided for only those students that were included in the 2005 E.C. survey <u>and</u> which are Young Lives children in the household survey (approximately 500 individuals from the 12,000 total and in sites 1-20 as sites 21-30 are only for the School Survey).

3.41. For each student matched, fieldworkers will complete 3 fields (New School ID, New Section ID and New Student ID). These will be filled with information from the relevant Student Roster. For example, if ***, ***, *** and *** are identified in the Student Roster for Section 04 at School ETSC0251, their New School ID, New Section ID and New Student IDs are added to Roster Booklet 4. See Figure 21.

3.42. Once a match is identified, the process for completion of Roster Booklet 4 is straightforward. The matching process, however, can be quite complicated. Schools record names following different conventions and assign students to sections in different ways each year. Students dropout or repeat at different rates between schools. There is no set of steps that can be followed to match students perfectly in each circumstance. Fieldworkers are encouraged to use their initiative in matching but from a pilot exercise, there are some points of guidance that may help.

Guidance to find matches

3.43. Work in groups to conduct matching exercises using the Student Rosters and Roster Booklet 4. A team of 3 fieldworkers is ideal, with 2 reading Student Rosters and the other 1 completing Roster Booklet 4.

3.44. Matching can take place away from the school site, if preferred, but it is often desirable to use the support of school staff who have specific knowledge of students and can support matching.

3.45. Always remember that Roster Booklet 4 is to be completed with School IDs, Section IDs and Student IDs from our Student Rosters, not based on school section names. These begin with 'ETSC', 'S' and 'CH' respectively and will never be the school's own names.

3.46. If students make 'smooth' progress, they would be expected to promote 4 times in 4 years. This would mean that a Grade 4 student in 2005 E.C. is in Grade 8 in 2009 E.C. Although this will be the case for a number of students, many others will repeat and/or dropout and readmit. Be open minded about students making only a few years' progress and look for matches between all grades.

3.47. Students are listed first by school, then by class name from 2005 E.C. (e.g. 4A). Often, students will remain in the same sections (e.g. from 4A to 5A, to 6A, to 7A etc.). This is not the case for all students. Be open minded about students that may move between sections even if their peers stay in a group.

3.48. Student names are sorted in alphabetical order (Roman alphabet, beginning A, B, C etc.). From piloting this is the easiest basis for matching across all sites. Take care when matching names which are not listed in the Roman alphabetical order. For example, names like *Eshetu* can also be recorded as *Ishetu.*

3.49. Students are sometimes listed with two names, other times with three names. With two names there may be uncertainty surrounding whether it is a 'true' match or not. In these circumstances fieldworkers should refer to sex and expected age of students to guide decisions. When fieldworkers are uncertain, they should ask teachers and then use their judgment about whether to record a match or not.

3.50. Booklets are provided at the site level because students will move between schools – particularly if they need to move to complete primary school. Ask school directors which first cycle schools transfer to their full cycle primary. Schools which are not included in 2009 E.C. are listed at the back of each site in Roster Booklet 4.

Roster Booklet 5

3.51. Roster Booklet 5 contains only the list of Young Lives Children. This list will be used to match individuals between the school survey and the household survey and includes approximately 2,000 individuals

across 20 sites. Matching individuals between the school survey and household survey provides opportunities for improved background information on individuals, to understand educational progress.

Young Lives Children

3.52. There are 20 unique copies of Roster Booklet 5 (1 for each of 20 sites). Each booklet includes a list of all Young Lives Children in the relevant site, with an average of around 100 children per site. Individuals will be matched by name and identifying characteristics.

3.53. Fieldwork teams will be provided one copy of each Roster Booklet for the sites that they are enumerating (note that for sites 21-30, there is no Roster Booklet 5). Information should be added to the Roster Booklet at each school within the site. Figure 22 shows, for example, a selection of YL Children listed in site 1.

Figure 22: YL Children listed in Roster Booklet 5

3.54. Roster Booklet 5 contains 10 columns, 7 of which are pre-filled, 3 of which require fieldworker completion once a match has been identified. The first 6 pre-filled columns (Site, YL Child name, Sex, Expected age, Last school and Caregiver's name) are used to identify individuals. The last 1 pre-filled column (YL Child ID) will be used only by data entry clerks.

3.55. Expected age is based on the age recorded in the Round 4 household survey, updated for children in 2009 E.C. (for example a 12-year-old in Round 4 has an expected age of 15 years in 2009 E.C.). Caregiver's name is provided so that fieldworkers who are uncertain about a match can ask children whether or not this individual is their caregiver, to improve confidence in matching. Last school identifies the 2005 E.C. school survey school that the YL Child was attending. If the same YL Children are to be found, it is probable that they will be found in the same school – but they may have moved school if it only extends to Grade 4, for example. Those YL Children who do not have a Last school listed may still be in schools, but just were not matched in 2005 E.C. Fieldworkers should be open minded about matching any of the YL Children from Roster Booklet 5 to Student Rosters completed in the relevant site.

3.56. For each YL Child matched, fieldworkers will complete 3 fields (New School ID, New Section ID and New Student ID). These will be filled with information from the relevant Student Roster. For example, if ***, *** and *** are identified in the Student Rosters (for Sections S02 and S04) at School ETSC0251, their New School ID, New Section ID and New Student IDs are added to Roster Booklet 5. See Figure 23.

3.57. YL Children that are identified in Grade 7 or 8 should be recorded in Roster Booklet 5, with details from the relevant Student Roster. Other YL Children may be identified at the school but in a different grade. These individuals should not be recorded on Roster Booklet 5.

Figure 23: YL Children matched in Roster Booklet 5

3.58. Once a match is identified, the process for completion of Roster Booklet 5 is straightforward. The matching process, however, can be quite complicated. Schools record names following different

conventions and we do not have complete information about the schools that YL Children are expected to be attending. There is no set of steps that can be followed to match YL Children perfectly in each circumstance. Fieldworkers are encouraged to use their initiative in matching but there are some points of guidance that may help.

Guidance to find matches

3.59. Roster Booklet 5 is only a few pages long for each site. School by school, fieldworkers should become familiar with the names in Roster Booklet 5, so that they can spot a match when filling in Student Rosters. To begin, fieldworkers should show the list of YL Children to school directors and ask whether any names listed are familiar. Where a familiar name is identified, fieldworkers can then consult the relevant Student Roster.

3.60. Work in groups to conduct matching exercises using the Student Rosters and Roster Booklet 5. A team of 3 fieldworkers is ideal, with 2 reading Student Rosters and the other 1 completing Roster Booklet 5. Matching can take place away from the school site, if preferred, but it is often desirable to use the support of school staff who have specific knowledge of students and can support matching.

3.61. Always remember that Roster Booklet 5 is to be completed with School IDs, Section IDs and Student IDs from our Student Rosters, not based on school section names. These begin with 'ETSC', 'S' and 'CH' respectively and will never be the school's own names.

3.62. YL Child names are sorted by alphabetical order within each site (Roman alphabet, beginning A, B, C etc.). Fieldworkers should take care when matching names which are not listed in the Roman alphabetical order in school records. For example, names like *Eshetu* can also be recorded as *Ishetu*.

3.63. YL Children are sometimes listed with two names, other times with three names. With two names there may be uncertainty about whether it is a 'true' match or not. In these circumstances fieldworkers should refer to sex, expected age and caregiver's name to guide and discuss with teachers and relevant students.

4. Completing student tests

4.1. This section includes guidance required to complete all student tests. **The Maths Test will always be the first instrument completed by students – before the Student Questionnaire or the English Test.**

4.2. Student Maths and English tests will be completed by all Grade 7 and 8 students. You will need 20-30 minutes to provide students with test instructions and to distribute Answer Sheets. Students will then have 60 minutes to complete the test. You should therefore allocate 2 periods for each test. Teachers should not be present during the test; they should be asked politely to leave the classroom.

Test delivery

4.3. It is particularly important that students receive full instructions before beginning a test. The following paragraphs explain steps to take for Maths, which can then be repeated for English (see Paragraph 4.28).

Preparing for the Maths test

4.4. The Maths test instrument is broken into 2 parts: a Test Booklet and an Answer Sheet. Select enough Maths Test Booklets and Maths Answer Sheets based on the Student Roster for the section. Be sure to select Maths Answer Sheets: the subject is recorded in the top left corner (see Figure 24).

4.5. Maths Answer Sheets will be prepared before the fieldworker arrives at the classroom. With information from the Student Roster for the section, fieldworkers should complete the first table on each Answer Sheet with: YL School ID, Section ID and Student ID (see Figure 24).

Figure 24: Answer Sheet layout

Arranging the classroom

4.6. Fieldworkers should set out the desks and chairs in the classroom to give as much space as possible for students and to minimise cooperation among students. Fieldworkers should also open windows, where appropriate, to maximise light into the classroom. Make sure that you are able to move easily around the room to supervise. It might be useful if fieldworkers move a few students around the classroom so that they are not sitting next to their friends.

Informed consent

4.7. Before anything is handed out, students should have the survey explained to them in language they can understand. The information in Figure 5 should be used to guide fieldworkers. Once you have shared this introduction ask students if they have any questions and answer these before proceeding.

Distributing Answer Sheets

4.8. Student names are not written on the Answer Sheet, so you must make sure that the correct Answer Sheet is given to the correct student by checking against the Student Roster. The example in Figure 24 is prepared for **CHO3**, so you would call out Sasha Endris Feyissa's name and hand over this Answer Sheet. As students receive their Answer Sheets fieldworkers should complete the final column of the Student Roster. Remind students to make sure that they hold onto their copy and don't mix it up with friends.

4.9. If a student is not present or does not want to participate, put their Answer Sheet to one side and complete the final column of the Student Roster accordingly. Proceed through all other names on the Student Roster.

4.10. When you have completed the full set of Answer Sheets check that each student has one. If there are students without Answer Sheets, check the Student Roster to identify whether they have been missed. It may be that the student is sitting in the wrong section; that there was a mistake in distributing Answer Sheets; or some other reason. Use your judgement at the school to make sure that students who should be in the classroom all have the correct Answer Sheet.

Completing Answer Sheets (example)

4.11. Once all students are at desks with their correct Answer Sheet guide them to "Question 0" (see Figure 24). Explain that this is a test space that will be used for an example that you will do together, so that they can learn how to complete the Answer Sheets correctly.

4.12. This process is simple but needs careful explanation. Fieldworkers should take time to explain and if they are able to prepare the blackboard before students arrive at the classroom then it will improve the quality of explanation.

4.13. Explain that for this test, students will read questions from the Test Booklet (which you will soon hand out), consider the options and decide on an answer which they will record only on the Answer Sheet. Then proceed to demonstrate the following example (or an equivalent) on the blackboard, which all students can follow in the space marked "Question 0". Fieldworkers should write the question and answer options shown in Figure 25 on the blackboard:

Question 0. Which number is the smallest?

A	6
B	11
C	3
D	12

Q. number	Your answer			
0	A	B	C	D

4.14. Fieldworkers should then explain that this is "Question 0", with 4 options. Explain that during the test, for each question students will select 1 answer from the 4 options A, B, C, D and mark this with a circle (O) next to "Question 0" <u>on the Answer Sheet</u>. They are not to mark their Answer on the Test Booklet. Fieldworkers should do the same on the blackboard, selecting answer D. Emphasise how important it is that they match the question number correctly between the Test Booklet and Answer Sheet.

Question number	Your answer			
0	A	B	C	Ⓓ

4.15. Fieldworkers should then explain what to do in this situation, when a mistake has been made. Explain that students should colour the whole mistaken box in and mark a circle (O) in the new answer that they think is correct. Fieldworkers should do the same on the blackboard, this time selecting C.

Question number	Your answer			
0	A	B	Ⓒ	■

4.16. Once fieldworkers have completed the demonstration they should ask the students whether they have done the same on "Question 0" on their Answer Sheets and then visually check in case some students have not understood. Students should be reminded that they need to carefully keep track of the question number in the Test Booklet and make sure that they are marking their answer on the corresponding space on the Answer Sheet. Once you have shared this explanation ask students if they have any questions and answer these before proceeding.

Rough work

4.17. Inform students that they are free to do any working out on the Test Booklet, it is for their use, but that they must <u>only mark their answers</u> on the Answer Sheet.

Beginning the test

4.18. Fieldworkers should tell students that the test has 40 questions and they will have 60 minutes. Emphasise that there is no rush. Inform students that the questions are sometimes easy and sometimes harder but that they should take their time to think through as much as they can and answer with their best knowledge. Students should be told that they will have to remain in their seat until the end of the test and so they should take their time and answer carefully. If students are not sure about a question they can skip it and come back. If they are really not sure about a question they should be told to make their best guess.

4.19. Explain that the test will take place in test conditions. This includes: no talking, no looking at textbooks, no looking at each other's work, no using a calculator, a mobile or any other mathematical equipment (e.g. rulers).

4.20. Test booklets should then be distributed but no test paper should be opened before the fieldworker tells students to begin. Fieldworkers should write the start and end times on the board and remind students that they have 60 minutes for the test. Restate that this is not a test that any of their teachers will use the marks from; that they should relax and try seriously to answer all questions with care. Students should be reminded to raise their hands to ask questions if they need. Students are then told to begin.

Monitoring the test

4.21. There must be 1 fieldworker in each classroom when a test is taking place. **Do not leave the classroom while students are completing the test**. Fieldworkers should be available to answer student questions throughout the test. If a student is unsure how long they have, or unsure how to complete the Answer Sheet, for example, fieldworkers should provide help.

4.22. While students are completing tests, circulate around the classroom and check visually that students are entering their answers correctly. Do this often within the first 10 minutes of each session, so that any student that is confused can be helped quickly – pay particular attention to check that students are marking Answer Sheets correctly and provide guidance where you see mistakes. Continue to circulate and monitor regularly throughout the test period. Fieldworkers should also observe for collaboration and where necessary, remind students that they have to complete the test alone.

4.23. Where help is provided it is important that fieldworkers do not give any advice that helps students to answer the questions. This would include any clarification about what a word might mean. Also, if students can't understand a test question because they can't understand the language used, fieldworkers should <u>not</u> help them to translate into a different language. This is slightly different from Student Questionnaires. In Student Questionnaires we need information so any language helps. In the test, however, the language of test completion is part of what we are measuring and so translations should not be provided.

4.24. If a student tells a fieldworker that he/she has finished the test, they should be reminded that they need to stay seated until the end and should be encouraged to check **all** answers (for example, ask students to check that they correctly matched all question numbers with answer numbers).

4.25. 10 minutes before the end of the test, announce to students that they have 10 minutes remaining and that they should begin to check their answers. 1 announcement, at 10 minutes, is enough. Do not make multiple announcements as this can make students anxious.

Completing the test

4.26. Once the test time is complete, request that students remain in their seats. Move around the classroom and collect all Test Booklets and Answer Sheets. Keep all Answer Sheets for the section together and add any prepared but incomplete Answer Sheets of students that were not present.

4.27. It is important that fieldworkers walk around and make sure that they collect both Test Booklet and Answer Sheet from every student, rather than allowing students to leave and hand in as they go. This will make sure that all papers are collected. Before students leave, count your set to make sure that you have the same number of Test Booklets and Answer Sheets as you handed out. All test papers and all

pages must be collected – nothing can be left behind. If teachers or directors want copies, take their contact information and we will arrange for example copies to be shared with them.

Conducting English Tests

4.28. English tests will follow the same process as Maths tests with the adjustments shown in Figure 26.

Figure 26: English test process: similarities and differences with Maths

Step	Process
Preparing for the English test	Same process, but use Answer Sheets for English test and prepare Answer Sheets for only students that completed Maths test, as recorded on Student Roster
Arranging the classroom	Same process
Informed consent	Not necessary, explanation already given
Distributing test Answer Sheets	Same process
Completing the Answer Sheets, including example "Question 0"	Same process, but can have a quicker 'recap' explanation on the board as students generally familiar from Maths test
Rough work	Same process
Beginning the test	Same process
Monitoring the test	Same process
Completing the test	Same process

5. Completing background questionnaires

5.1.   This section includes guidance required to complete all background questionnaires.

Self-completion with support

5.2.   All background questionnaires are self-completed but fieldworkers are required to provide support while respondents are answering questions. Fieldworkers should be present at all times while teachers and directors complete questionnaires, to answer questions that they may have.

5.3.   Fieldworkers should support students by helping them to read questions and understand response options. In some cases, where literacy is low, this might require a fieldworker to read questions out loud. In this case, fieldworkers should support each other so that there are 2 in the classroom. Read questions as they appear on the instrument without leading students to a particular answer. Do not proceed too quickly. Make sure that a majority of students have completed their answers before moving to the next question. A second fieldworker can move around the classroom to support the weaker readers. If needed, consult a teacher to translate/clarify questions in a language that students know.

5.4.   Every single question requires a response. Questionnaires are designed to remove skipping. Fieldworkers are encouraged to be proactive in offering guidance when they notice uncertainty, but should never encourage respondents towards particular answers.

Begin by preparing cover pages

5.5.   Fieldworkers will prepare cover pages of all questionnaires so that data can be linked to the correct individual. Each cover page has 2 tables. Begin by entering the YL School ID and the date the instrument was completed. Each cover page then has specific fields.

1.   Information on the respondent – this is to be completed before handing questionnaires out

Director	0.1	YL SCHOOL ID	[ET __ __ __ __]	• *0.1, 0.3 and 0.4 common to all questionnaire cover pages* • 0.2: requires the fieldworker to identify who completed the questionnaire. Other than in exceptional cases this will be the director.
	0.2	Who completed this protocol? 01 = Director. 02 = Deputy Director. 03 = Other.	[__ __]	
	0.3	If this protocol is not completed, what is the reason? 88 = Completed. 01 = Not present. 02 = Refused.	[__ __]	
	0.4	Date protocol completed (dd/mm/yy). Use E.C.	__ __ / __ __ / __ __	
Teacher	0.1	YL SCHOOL ID	[ET __ __ __ __]	• *0.1, 0.3 and 0.4 common to all questionnaire cover pages.* • 0.2: fieldworker matches the Teacher ID from the Teacher Roster. • Once 0.2 is completed, each teacher is uniquely identified.
	0.2	TEACHER ID (from TEACHER ROSTER)	[T __ __]	
	0.3	If this protocol is not completed, what is the reason? 88 = Completed. 01 = Not present. 02 = Refused.	[__ __]	
	0.4	Date protocol completed by teacher (dd/mm/yy). Use E.C.	__ __ / __ __ / __ __	
Student	0.1	YL SCHOOL ID	[ET __ __ __ __]	• *0.1, 0.4 and 0.5 common to all questionnaire cover pages.* • 0.2: fieldworker matches the section from the Section Roster. • 0.3: fieldworker matches the student from the Student Roster. • Once 0.2 and 0.3 are completed, each student is uniquely identified.
	0.2	SECTION ID (from SECTION ROSTER)	[S __ __]	
	0.3	STUDENT ID (from relevant STUDENT ROSTER)	[CH __ __]	
	0.4	If this protocol is not completed, what is the reason? 88 = Completed. 01 = Not present. 02 = Refused.	[__ __]	
	0.5	Date protocol completed by student (dd/mm/yy). Use E.C.	__ __ / __ __ / __ __	

2.   Confirmation of check/entry from fieldworker and data entry clerk – this is to be completed only after receiving and checking questionnaires

		Fieldworker	Data entry clerk
Director, Teacher and Student	Name		
	Code	[__ __ __]	[__ __ __]
	Signature		
	Date of check or entry (dd/mm/yy). Use E.C.	__ __ / __ __ / __ __	__ __ / __ __ / __ __

- Fieldworker will complete Name, Code, Signature and Date of check <u>only</u> once questionnaire has been checked for completeness and all errors followed up.
- Data Entry Clerk will complete similar information once he/she has completed data entry.

Participants that are absent

5.6. Always complete cover sheets for the school director and all Maths and English teachers identified on the Teacher Roster. Also always complete questionnaire cover pages for all students that were present for the Maths test (after the Maths test, these students will have a "01" recorded in the final column of the relevant Student Roster, see Paragraph 4.8).

5.7. If the director or teachers are absent on the first day of data collection, hold onto the blank questionnaires. On each subsequent day of the survey fieldwork, check whether the teacher or director is present. If he/ she is present, ask him/her to complete the questionnaire instruments. If at the end of the fieldwork, this teacher or director has not attended, fieldworkers should record this individual as absent with the appropriate code on the cover page. These incomplete questionnaires should be returned along with the completed instruments.

5.8. Students will complete questionnaires as a group and so are harder to follow-up individually. If a student completes the maths test but is then absent for the questionnaire and can't be found on other fieldwork days, then the student should be recorded as absent with the appropriate code on the cover page. These incomplete questionnaires should be returned along with the completed instruments.

Different question types (3)

5.9. Questionnaires are structured so that questions of the same type are grouped together. This is for 2 reasons (a) so that respondents can understand more easily what is expected of them; and (b) so that fieldworkers can more easily check for completeness and identify errors. This structure should be explained to respondents clearly, so that they can more easily provide answers to each question. Each questionnaire has 3 types of question:

Questions that require a written response (these appear first)

1. What age are you? (Write number in box)		Years

Questions that require 1 option to be selected (these appear second)

5. What is your gender? (Tick one box)	Male 01	
	Female 02	

Questions that require 1 response per option/line (these appear last)

11. In your education, have you specialised in any of the following? (Tick 'Yes' or 'No' for each option)		Yes 01	No 02
	Maths A		
	English B		
	Any Ethiopian Language C		

Completion only at school site

5.10. Questionnaires must be completed at the school site. Students will do this in a classroom, for organisation/support reasons, but teachers and directors may prefer to do this in a staff lounge or office. If a teacher or director asks to take the questionnaire away from the school site to complete in the evening, inform them that this is not possible and that they should complete at the school site when you are available to provide support and answer questions. If questionnaires leave the school site, they may not return (for whatever reason) and we then lose data that they contain.

Checking for completeness

5.11. As questionnaires are self-completed, it is essential to make several kinds of check so that we avoid missing data where possible:

- While students are completing questionnaires, circulate around the classroom and check visually that they are entering their answers correctly. Pay attention to the type of question.
- Do this continuously within the first 10 minutes, so that any student that is confused can be helped quickly. Continue to circulate and monitor regularly while students complete questionnaires.
- Before accepting completed instruments from students, ask them to go through and check carefully that they have answered every question. No question should be left blank. It will be difficult to return incomplete questionnaires because of the large number of students in the survey.
- While teachers/directors are completing questionnaires, a fieldworker should always be present to answer any questions and to provide guidance when they see uncertainty.
- If you identify a question that is incomplete or is completed incorrectly, you should follow-up with the relevant individual. Only when you are happy that a questionnaire is complete should you add fieldworker details, your signature and the date to the cover page. Before leaving the school and the site, the supervisor must check all instruments are appropriately completed.

Director Questionnaire – specific guidance

5.12. 1 Director Questionnaire will be completed per school. Begin by completing the cover page. The Director Questionnaire will be completed by the school director and will take 30-45 minutes. The director can consult other school staff to gather information to complete the Director Questionnaire. The cover page should be prepared in advance, see Paragraph 5.5.

5.13. Only in exceptional circumstances, when the school director is not present on any fieldwork day, may the Director Questionnaire be completed by the vice director. In this case, the vice director should answer all questions with reference to the director and so should know the director well. For many questions about the school and its structure this is straightforward. For questions that relate to the director's background (e.g. years of experience), this will require judgment on the part of the vice director. If the director is not present at the school, it is likely that he/she can still be contacted by mobile. The vice director should take this opportunity to gather information. Notes for specific questions are provided in Annex 2.

5.14. As directors will have given their informed consent for any fieldwork to take place, it is unlikely that they will not complete a Director Questionnaire. If a director does not wish to complete a questionnaire, however, the relevant code should be recorded against (0.3) on the cover page.

Teacher Questionnaire – specific guidance

5.15. 1 Teacher Questionnaire will be completed by each teacher listed on the Teacher Roster. Begin by completing the cover page. The Teacher Questionnaire will take 10 minutes to complete. Cover pages should be prepared in advance, see Paragraph 5.5. Notes for specific questions are shown in Annex 2.

5.16. Teachers will only complete this short Teacher Questionnaire. Before doing so they should have the survey explained to them, using the information in Figure 5. Should a teacher then decide not to complete a teacher questionnaire, the relevant code should be recorded against (0.3) on the cover page.

Student Questionnaire – specific guidance

5.17. 1 Student Questionnaire will be completed by each Grade 7 or 8 student that completed the Maths test. The Student Questionnaire collects information about a student's background and their experiences of schooling. It is not a test. Students should be encouraged to answer honestly. It will take 1 period to complete. Students should be given extra time, if needed. Begin by preparing the cover page.

5.18. The Maths test is the first student instrument to be completed, after which the Student Roster will contain a record of who was present for that test (see Paragraph 4.8). Only students that completed the Maths test will be included for further data collection with the Student Questionnaire and the English test.

Preparing the cover page

5.19. Prepare the Student Questionnaire cover pages well before arriving at the classroom. 5 pieces of information are required on each cover page (see Figure 27). For each section, work from the Student Roster for that section and copy the Section ID and Student ID for each student that completed the Maths test. If a student did not complete the Maths test, then no Student Questionnaire is prepared for them.

5.20. Figure 27 is as an example of cover page preparation, for students in Section **04** of School **ET0251**.

1. (0.1) the YL School ID is entered from the top of the Student Roster
2. (0.2) the YL Section ID for the relevant section is entered from the top of the Student Roster
3. (0.3) the Student ID is entered from the Student Roster to match the appropriate student.
   a. For Rediet this is CH01 and for Sasha this is CH03
   b. Because Samrawit (CH02) did not complete the Maths test (indicated as '02' in the final column of the Student Roster) a Student Questionnaire has not been prepared for her.
4. (0.4) do not fill this until Student Questionnaires have been completed and collected.
5. (0.5) enter the date that the Student Questionnaire is completed. Use E.C.

Figure 27: transferring information from the Student Roster to 2 Student Questionnaire cover pages

1. STUDENT ROSTER	YL SCHOOL ID: [ET _0 2 5 1_]	YL SECTION ID: [s _0 4_]			
STUDENT ID	FULL STUDENT NAME		TOTAL NUMBER OF MARKS (ምልክቶች) ON ATTENDANCE SHEET	NUMBER OF 'ABSENT' MARKS (ምልክቶች) ON ATTENDANCE SHEET	IS STUDENT PRESENT ON DAY OF MATHS TEST?
Pre-filled	First name + Father name + Grandfather name. Seek Grandfather name from Attendance Sheet or Mark Roster		Count total marks (ምልክቶች) in Attendance Sheet	Count total marks (ምልክቶች) in Attendance Sheet that mean student was absent	Complete on day that this section is tested 01=Yes. 02=No.
CH01	Rediet Dawit Zelalem		[_1 9_]	[_0 2_]	[_0 1_]
CH02	Samrawit Habtamu Samson		[_1 9_]	[_0 1_]	[_0 2_]
CH03	Sasha Endris Feyissa		[_1 8_]	[_0 7_]	[_0 1_]

0.1	YL SCHOOL ID	[ET _0 2 5 1_]
0.2	SECTION ID (from SECTION ROSTER)	[s _0 4_]
0.3	STUDENT ID (from relevant STUDENT ROSTER)	[CH _0 1_]
0.4	If this protocol is not completed, what is the reason? 88 = Completed. 01 = Not present. 02 = Refused.	[___ ___]
0.5	Date protocol completed by student (dd/mm/yy). Use E.C.	_1 1_ / _0 3_ / _0 9_

0.1	YL SCHOOL ID	[ET _0 2 5 1_]
0.2	SECTION ID (from SECTION ROSTER)	[s _0 4_]
0.3	STUDENT ID (from relevant STUDENT ROSTER)	[CH _0 3_]
0.4	If this protocol is not completed, what is the reason? 88 = Completed. 01 = Not present. 02 = Refused.	[___ ___]
0.5	Date protocol completed by student (dd/mm/yy). Use E.C.	_1 1_ / _0 3_ / _0 9_

5.21. Make sure that the correct Student Questionnaire is given to each student. Student names are not written on Student Questionnaires. Check Student IDs against student names on the Student Roster when handing out the Student Questionnaires.

Arranging the classroom

5.22. Fieldworkers should set out the desks and chairs in the classroom to give as much space as possible for students and to minimise cooperation among students. Fieldworkers should also open windows, where appropriate, to maximise light into the classroom. Make sure that you are able to move easily around the room to supervise. It might be useful if fieldworkers move a few students around the classroom so that they are not sitting next to their friends.

Distributing Student Questionnaires

5.23. Once students are in the classroom, begin to hand out Student Questionnaires by carefully matching student names on the Student Roster to Section IDs and Student IDs on the cover page of each instrument. Once completed, you may still have prepared Student Questionnaires left over and/or there may still be students in the classroom without an instrument.

5.24. If you have left over Student Questionnaires with completed cover page but no children to receive them, use your judgement to find the relevant children. They may be temporarily absent in which case follow-up with teachers and see if they can complete later in the fieldwork period. If they cannot be found, then complete (0.4) on the cover page with '01' indicating that the student was not present.

5.25. If you have additional students in the classroom, without questionnaires, use your judgment to work out if there has been a mistake when handing out (compare a few names with Student IDs) and/or whether these students should be in the section. Remember that we will only collect data from questionnaires of students that completed the Maths test and so some of these extra students may be enrolled but did not complete the Maths test and so no Student Questionnaire is prepared for them. To avoid unnecessary disruption to classrooms, if students are present but did not complete the Maths test they may still be handed a blank Student Questionnaire for completion. Do not, however, record IDs on these instruments, they should be destroyed after they are collected.

Explaining Student Questionnaires

5.26. To begin, unless it is absolutely necessary for language/translation reasons, ask all teachers to leave the classroom so that only fieldworkers are present while students complete questionnaires. This should help students to relax and answer openly. To make sure that students are aware what is expected of them when completing the Student Questionnaire, explain the following:

- This is a questionnaire about student backgrounds, it is not a test.
- It should be completed individually, without discussion.
- Students should ask fieldworkers for help with any questions – this improves quality of information.
- Student responses are anonymous: they will not be linked to names and no information will be shared with teachers or anyone at the school. Students should answer honestly.
- There is no rush. The whole period is available and extra time can be given if students aren't finished.
- The questionnaire has 3 types of question and each question includes instructions on how it should be answered. Show the 3 question types on the blackboard and explain how they should be completed (Figure 28).

Figure 28: question types (3) to be demonstrated on blackboard for all students

Type 1 (Q1-Q6)	Type 2 (Q7-Q26)	Type 3 (Q27-Q36)
Requires students to <u>write a response</u>	Requires students to <u>put a tick next to only 1 option</u>	Requires students to <u>Make 1 choice for every option</u>

Age	14

Girl	✓
Boy	

	Yes	No
Mother	✓	
Father		✓

Filling Student Questionnaires

5.27. Once instructions have been shared, students can begin to complete questionnaires. Fieldworkers will supervise by walking around the classroom to check that the questions are being understood correctly. Help students to make sure that they understand the questions and select the appropriate responses (see 'Checking for Completeness' in Paragraph 5.11). Fieldworkers avoid guiding students to certain responses and encourage students to respond on their own, not following any of their classmates. Notes for specific questions are provided in Annex 2.

5.28. If a situation arises where fieldworkers do not feel that students are able to read or understand the questionnaires, the fieldworker should use judgment about reading questions aloud to the section. Where literacy is low fieldworkers can work in pairs in classrooms, one reading out loud, the other moving around supporting weaker readers. In this situation fieldworkers should not read too quickly and must not guide students to a particular answer – read the question as it appears on the instrument. Make sure that a majority of students have answered a question before moving to the next one.

5.29. If language is a particular issue, fieldworkers can request that a teacher enters to support translation/understanding. If teachers do support parts of questionnaire completion, fieldworkers should make sure that teachers leave classrooms as soon as possible after providing this support, so that students feel free to respond openly.

5.30. When a student indicates that they have completed the questionnaire, ask them to go back through the questions and check that they have answered every one, paying attention to the question type. Students should remain in the classroom until a majority of the section has completed the Student Questionnaire. There will probably be some slower completers and towards the end of the time fieldworkers can focus their attention on these students.

6. Practical considerations

Fieldworker conduct

6.2. There are a number of basic principles that the fieldworker must follow throughout the survey.

1. Be polite and treat all respondents with respect.
2. Be properly dressed, so that respondents are inclined to think of you as reliable and responsible.
3. Arrive at the stated time and never keep respondents waiting.
4. Avoid disturbing or upsetting anyone by your behaviour.
5. Avoid harm to any respondent.
6. Keep a neutral attitude with respondents.
7. Make sure respondents understand why you are conducting a survey in their school.
8. Make sure respondents have a chance to offer their informed consent or to decline participation.
9. Never make promises to respondents that you cannot keep.
10. Never attempt to sell anything to respondents or a school or its representatives.
11. Never lend or borrow money or goods from respondents, from a school or its representatives.
12. Never bribe a respondent in order to get them to cooperate.
13. Treat everything respondent tells you as confidential.
14. Never make answers or information up.

7. Annexes

Annex 1: checklist for fieldwork schedule preparation

Checklist for fieldwork schedule	School					
General	1	2	3	4	5	6
1 G7 and G8 shifts have been identified and the schedule planned based on these						
2 All student tests and questionnaires are planned for timetabled periods and do not overlap breaks						
Rosters	1	2	3	4	5	6
3 Roster Booklet 1 will be completed first						
4 Roster Booklets 2 and 3 will be completed next						
5 Sufficient time and fieldworkers have been allocated to work as a group to complete Roster Booklets 4 and 5						
Student tests	1	2	3	4	5	6
6 The maths test is planned as the **first student activity**						
7 Time has been allocated to prepare test Answer Sheets in advance						
8 Periods have been allocated for all students in G7 and G8 sections to complete tests (2 periods per test)						
9 Tests are planned so that students will complete only 1 test per day						
10 A break has been included if the schedule expects students to complete a test and questionnaire in the same day						
Questionnaires	1	2	3	4	5	6
11 Time has been allocated to complete questionnaire cover pages in advance						
12 Periods have been allocated for all students in G7/G8 sections to complete a questionnaire (1 period)						
13 Suitable times have been arranged for all G7 and G8 Maths and English teachers to complete questionnaires						
14 A suitable time has been arranged for the Director to complete a questionnaire						
Support	1	2	3	4	5	6
15 1 fieldworker has been assigned to support the completion of each student instrument, for instructions and support						
16 1 fieldworker has been assigned to support each teacher when completing their questionnaire						
17 1 fieldworker has been assigned to support the director when completing their questionnaire						
18 Plenty of time has been allocated to check, at the school, that all instruments are correctly completed						
19 Plenty of time has been allocated to follow-up with respondents if an instrument is incorrect/incomplete						

Annex 2: guidance for specific questions in rosters/instruments

School/Satellite Facilities Observation

- **Q4**: this does not include computers that only teachers use for school administrative tasks.
- **Q7**: applies only to drinking water for students; not water for only staff or for other purposes.
- **Q11** and **Q12**: male fieldworkers ask a female staff member for assistance.
- **Q14**: a library could include a book cupboard or store if students regularly borrow books from it.
- **Q17**: ask the school director, students and teachers to help in answering this question.

Student Roster

- **Q4**: from piloting the majority of sections are assigned based on which students register(ed) first; e.g. the first 50 students go to 7A, the next 50 to 7B etc. This is not random assignment; it is "01 = By date/time of registration (e.g. 1st 50 to Section A)". "02 = Randomly/alphabetically" will only occur when a school lists all students and takes the first 50 names in an alphabetical list; or randomly assigns them by, for example, picking names from a hat. If a school puts only higher ability students into a section then they have <u>designed</u> a high ability section and this would be "03 = by ability (low, middle, high ability)" Similarly, if a school puts some <u>known</u> lower ability, some <u>known</u> middle ability and some <u>known</u> higher ability students into a section <u>on purpose</u>, then they have <u>designed</u> a middle ability (on average) section and this would also be "03 = by ability (low, middle, high ability)".
- **Q5**: only if a school has <u>designed</u> a section based on ability, by identifying its low, middle and high ability students <u>and then put them into sections based on their ability</u> will the response be "02", "03" or "04". Otherwise, sections will be "01 = Mixed ability group". If students have not been put into a section by <u>design</u> but a teacher tells you that a section is a low ability group of students, for our purposes this remains a mixed ability section. It is just a section that is doing badly in the opinion of the teacher but we are interested in how the section was <u>designed</u>, not whether the students happen to be capable or not by chance in a certain section.
- **Q8** and **Q9**: always refer to school timetables for this. Teachers and directors will often make mistakes in judging the number of periods and each school should have a timetable.
- **Q10** and **Q11**: if possible ask teachers and ask students about this and make a judgement based on the combined information.
- **Q12** to **Q25**: visit each of the Maths and English classrooms for the section in question and observe what is available. Do not rely on only the word of the teacher who may refer to the wrong classroom.

Director Questionnaire

- **Q2, Q3, Q4**: only <u>completed</u> years should be entered, If the individual has 5½ years of experience, this should be entered as 5 (e.g. 5 completed years and a year that is half complete, which we ignore).
- **Q10**: each school participates in the regional examination at Grade 8. The pass rate is requested – support the director to calculate the pass rate in case it is not known. If (a) the number that sat the examination and (b) the number that passed the examination, are known, the pass rate can be calculated as (b) / (a).
- **Q21**: this will generally be Grade 1, as per the constitution. If a director ticks a higher grade, follow-up to check and confirm that students do not learn English <u>as a subject</u> in any lower grade.
- **Q34**: every single box should have a number in it. In many cases this will be '0' but make sure that the whole table is full so that enrolment is recorded correctly.
- **Q35**: figures should be entered for a typical Grade 8 student. Figures should be entered per student, not per grade.

- **Q36**: this information should usually be available from a school's annual plan or similar. Encourage the director to consult documentation in estimating these figures rather than using memory. Figures should be school totals for the whole academic year. The last figure (Row 09) should be the sum of all others (Rows 01-08).
- **Q37-Q39**: these 3 questions require different response types. They are clustered at the end because they are linked and could not easily be located elsewhere. Check that responses have been completed correctly, as expected for each response type.

Teacher Questionnaire

- **Q9:** the English Language Improvement Program (ELIP) is an in-service teacher development course managed by REBs, aimed at improving English language teachers' skills. Within ELIP, teachers receive 120 hours of face-to-face language improvement training.

Student Questionnaire

- **Q12**: if a student has a running tap at home and so does not 'collect' water they should select 'Less than 5 minutes'.
- **Q27**: the student should write a number for each animal type. If they have no animals of a certain type, they should still write '0' in the box.
- **Q30**: a 'Telephone' can be a mobile phone or a fixed phone.

Annex 3: sampled schools' basic information

Notes

Notes

Notes

Explaining the 2009 E.C. Young Lives School Survey

We are visiting your school as part of a study of Ethiopian schools. The project is called Young Lives and it is investigating how children learn. The project is funded by international organisations, is based at the University of Oxford in the UK and is working with the Ethiopian Development Research Institute. Findings from the research project are intended to help policy makers in government and elsewhere.

We plan to collect information from all students in Grades 7 and 8 at your school. Each student is asked to complete a questionnaire of background information and 2 tests: 1 for Maths and 1 for English. Each will take 1 to 2 periods to complete.

We also plan to collect background information from Maths and English teachers to Grade 7 and 8 students and from the school director, as well as information about the school structure and resources available. At the end of this school year we will return to your school to collect further information that will help us to investigate changes within one academic year.

Everything that we collect in this study will be anonymous. It will not be possible to identify students from tests and marks will not be shared with teachers or anyone else at the school. It will not be possible to identify children, teachers, directors or schools from the data we produce.

Your participation in this survey is voluntary – you may choose not to participate and you may withdraw at any time. If you are happy to participate, your involvement is valuable to the long running Young Lives research project and we thank you for your time. If you do not want to participate, please let a researcher know.

Third Ethiopia School Survey
Fieldworker Manual