Young Lives

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EDRI
Ethiopian Development
Research Inistitute (EDRI)

Third Ethiopia School Survey | Fieldworker Manual (W2)

This manual explains how to conduct the fieldwork in Wave 2 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.

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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 1995 E.C. 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 School Survey (2009 E.C.) will follow a similar structure, but in Grades 7 and 8. School Survey data are being collected at the beginning (Wave 1) and the end (Wave 2) of the school year. This manual provides guidance to fieldwork supervisors and fieldworkers for activities at the end of the school year (Wave 2). Data collection will begin on ሚያዝያ 30 2009 E.C.

The School Survey sample

1.4.   The third School Survey sample includes all schools in all 30 of the identified School Survey sites (see Figure 1). Included in data collection at these schools are: all Grade 7 and Grade 8 students 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. Annex 3 sets out the sample obtained at Wave 1.

Figure 1: Young Lives School Survey sites.
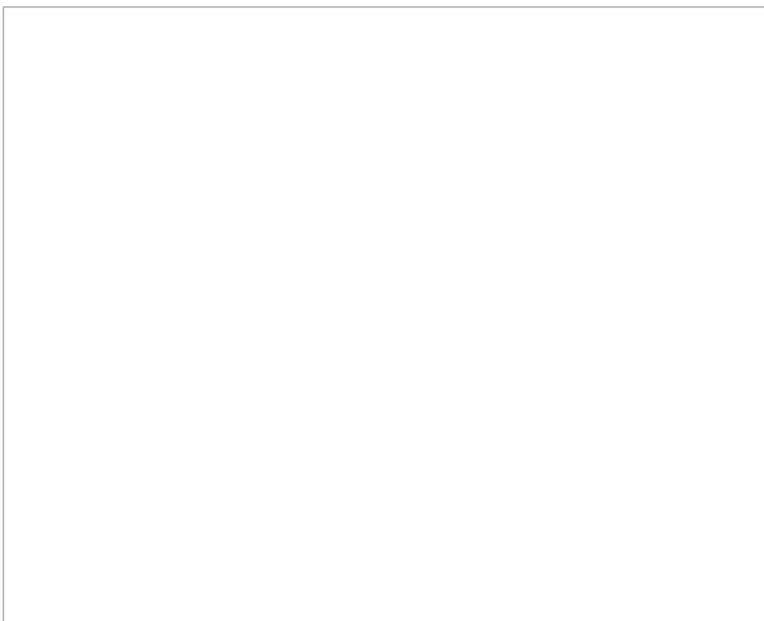
Instruments to be used at each school

1.5. At each school, the following 8 instruments will be used to collect data.

1. Roster Booklet 1: School Roster, Teacher Roster and Section Roster
2. Roster Booklet 2: Student Roster
3. Teacher Questionnaire
4. Teacher TPK Questionnaire
5. Student Questionnaire
6. Student Maths Test – (with linked Maths Answer Sheet)
7. Student English Test – (with linked English Answer Sheet)
8. Student Amharic Test – (with linked Amharic Answer Sheet)

1.6. Fieldwork teams will be provided copies of instruments based on students sampled in Wave 1. Instruments will be provided in the languages shown in Figure 2. 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 and Student Questionnaires, however, languages have been selected to maximise the number of respondents that will complete in their home language.

Figure 2: instrument language by region

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

2. Delivering the survey

Preparing to visit assigned schools

2.1.   Annex 3 provides basic information about each school, including contact details, number of sections, teachers and enrolment from Wave 1. Each 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 3 (repeated on the back page of this manual) can be used as a reference on this call.

Figure 3: 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 visited your school at the beginning of this school year. We are returning to re-survey all students in Grades 7 and 8 who were present at the start of the year.
>
> Each student will be 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. In addition, 1 Grade 7 section and 1 Grade 8 section will complete an Amharic test. These sections have been pre-selected at random for all schools with more than 1 section per grade.
>
> We will also collect background information from Maths and English teachers of Grade 7 and 8 sections.
>
> Everything that we collect in this study will be anonymous. It will not be possible to identify students from questionnaires or tests and marks will not be shared with teachers or anyone else at the school. It will not be possible to identify 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 which shifts Grade 7 and 8 sections will be using when you plan to visit (morning/afternoon) and whether there are any uncommon events that might conflict with your plan (such as local holidays). 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 indicate your arrival date 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 3 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. It is likely that this individual remembers our visit to their school at the beginning of the academic year. Begin by handing the introduction letter from EDRI to this individual. Using the wording in Figure 3, verbally introduce the School Survey and gather the Director's/Vice Director's informed 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 a roster of basic school information and update this if teachers have changed or their assignment to sections has changed
- Fieldworkers will complete a roster of all students in Grade 7 and 8. For this, fieldworkers will need Attendance Sheets for each section. Attendance Sheets are sometimes held by individual teachers, away from the school site. Fieldworkers should request Attendance Sheets as soon as possible and plan their fieldwork schedule around anticipated delays.
- All Maths and English teachers to Grade 7 and 8 will complete a Teacher Questionnaire (20 minutes).
- All Maths teachers to Grade 7 and 8 will complete a Teacher TPK Questionnaire (45 minutes).
- All Grade 7 and 8 students included in Wave 1 will complete a Maths Test (2 periods).
- All Grade 7 and 8 students included in Wave 1 will complete an English Test (2 periods).
- All Grade 7 and 8 students included in Wave 1 will complete a Student Questionnaire (1 period).
- 1 Grade 7 section and 1 Grade 8 section (both pre-selected) will complete an Amharic Test (1 period).

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

- The identified language(s) of instruction for Maths and mother tongues for Student Questionnaires (be sure you have the correct translations).
- The shifts that Grade 7 and 8 sections will be using during your visit.
- When periods start and end and when breaks take place.
- Whether there are any uncommon events that might impact your visit (such as local holidays).
- Any other information you think necessary before beginning to prepare 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 4 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 4: 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 Booklet 2 will be completed next.
Student tests	
7	Test Answer Sheets will always be prepared before arriving at a classroom.
8	All students sampled in Wave 1 will first complete a Maths Test (2 periods).
9	All students sampled in Wave 1 will also complete an English Test (2 periods).
10	1 Grade 7 section and 1 Grade 8 section (pre-selected) will complete an Amharic Test (1 period).
11	Students may not complete the Maths and English tests on the same day .
12	Students need a minimum 15 minute break between completing instruments.
Questionnaires	
13	Questionnaire cover pages will always be prepared before arriving at a classroom or handing to a teacher.
14	All students sampled in Wave 1 will complete a Student Questionnaire (1 period).
15	All Maths and English teachers of Grade 7 and 8 sections will complete a Teacher Questionnaire (20 mins).
16	All Maths teachers of Grade 7 and 8 sections will complete a Teacher TPK Questionnaire (45 mins)
Support	
17	There will always be 1 fieldworker present to support students while they complete instruments.
18	There will always be 1 fieldworker present to support school staff while they complete instruments.
19	Plenty of time will be allowed to check, at the school, that all instruments are correctly completed.
20	Plenty of time will be taken to follow-up with respondents if an instrument is incorrect/incomplete.

2.11. In Wave 1, Roster Booklets needed to be competed as the first activities. This was so that we had all student and teacher names and could prepare for tests and questionnaires. This is not the case in Wave 2, as we already have that information. In Wave 2 it is possible to begin with the Maths test and come back to the rosters after (e.g. if students are attending the morning shift).

2.12. Also in Wave 1, it was not permitted for Maths and English tests to take place on the same day. **This is still the case for Wave 2.** It is possible, however, for the Student Questionnaire and Amharic test to be administered on the same days as a Maths or an English test. So, for example, Day 1 could be the Maths test and Student Questionnaire and then Day 2 the English test and Amharic test. A minimum 15 minute break must always be provided between instruments.

3. Completing rosters

3.1. This section includes guidance required to complete rosters.

3.2. All Rosters are formatted with grey and white fields. Responses will be entered in white fields. All Rosters are to be completed using the Roman Alphabet. Characters from other languages (e.g. Tigrigna, Guraghigna, Amharic) should be converted to Roman characters based on standard conventions.

Roster Booklet 1

3.3. Roster Booklet 1 contains 3 documents, which should be completed in the order presented in the Booklet: School Roster, Teacher Roster, Section Roster.

School Roster

3.4. You will complete 1 School Roster per school. The YL School ID is included on the front cover and at the top of each page. See Figure 5. The School Roster contains 10 fields, most of which are pre-filled from Wave 1. Check with the school Director that details are correct. Make adjustments where necessary and complete blank fields where there is no information so far.

3.5. If a school Director has changed since Wave 1, we will ask the new school Director to complete a Director Questionnaire. Although this will be uncommon, fieldwork teams will carry a few copies just in case.

3.6. In this situation, please update the school contact name and telephone number on the School Roster. On the Director Questionnaire record the date that the new Director started at the school and the date that the old Director left the school, on the front page.

Figure 5: School Roster

Specific guidance on 'School EMIS Code'

3.7. Each school's Educational Management Information System (EMIS) code must be obtained. We managed this for about half of the schools in Wave 1 and should try again for the remaining schools in Wave 2. This code will allow us to link data from the school survey to national school census data.

3.8. 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 should be contacted, who will have a record of the codes for schools in their woreda.

3.9. EMIS 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.

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

Region (Somali)	Zone (Liiban)	Woreda (Moyale)	School (6 on woreda list)
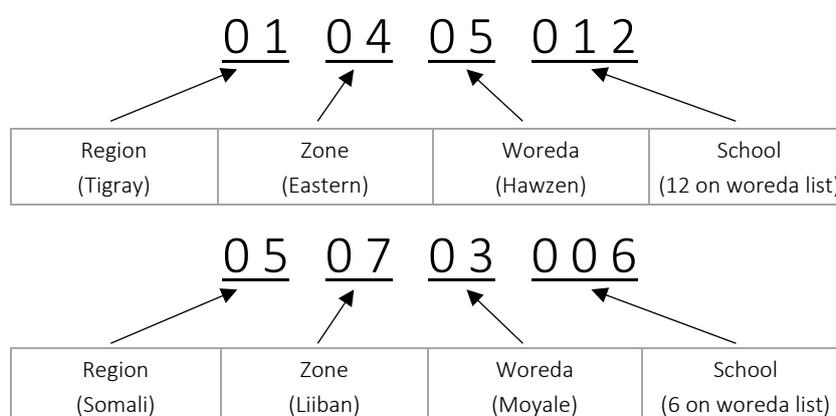
3.10. For our regions of interest, EMIS codes begin with the 2 characters shown in Figure 6. Some schools may drop the "0" at the beginning of their code and so it will become 8 characters long (e.g. 50202006 rather than 050202006). In this case fieldworkers should add the "0" at the beginning. Be sure to double check that it is the school EMIS code that is being collected, not some other official school code that might be similar.

Figure 6: 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

3.11. You will complete 1 Teacher Roster per school. The YL School ID is at the top. See Figure 7. The Teacher Roster has a Teacher ID for each teacher of Maths or English to Grade 7 or 8 sections. Only teachers of Maths and English are included in the Teacher Roster.

3.12. The Teacher Roster has 2 columns, both of which are pre-filled using Wave 1 data. All that fieldworkers need to do is verify that the Maths and English teachers named remain the correct teachers for Maths and English to Grade 7 and Grade 8 at Wave 2. Teachers may have left the school this year, or new teachers may have arrived.

3.13. If there is a new teacher, add this person's name to the first available space for the relevant subject in the Teacher Roster. For example, a new Maths teacher at **School 521** would be entered in row **TM3**. If a teacher listed is no longer teaching Grade 7 or Grade 8 at that school, you do not need to do anything on the teacher roster, but you will need to make an adjustment to the Section Roster.

Figure 7: Teacher Roster

Section Roster

3.14. You will complete 1 Section Roster per school. The YL School ID is at the top of the page. See Figure 8. The Section Roster includes Our Section ID for each Grade 7 and 8 section in the school, based on data collected at Wave 1. The Section Roster also links to the relevant Maths and English teachers.

3.15. In Wave 1, most of the hard work was done for the Section Roster. In Wave 2, we must run through the information again to verify that it remains correct, or edit where necessary.

3.16. *Note: whenever a Section ID is referred to <u>for data collection</u> this is **OUR SECTION ID** in the Section Roster (e.g. S01, S02 etc. in Column 1). It is not, in any circumstances, the SCHOOL NAME (e.g. 8A). We will only use the SCHOOL NAME for reference at the school site, so we can identify the classrooms, teachers etc.*

Figure 8: Section Roster with all Grade 7 and 8 sections entered, including grade and teacher assignments

3.17. Use the following steps to verify the information in the Section Roster, in consultation with the school Director and any relevant teachers.

1. Check that the sections listed match the Grade 7 and 8 sections in the school.
   a. *[Discussion on sections that may split or merge, Annex 2]*
2. Referring to the 'School Name' column, check that the Maths and English teachers listed for that section at Wave 1 are still correct at Wave 2.
3. For example, Our Section **S01** is the school's **7A.** Confirm that section **7A** is taught Maths by *** and English by ***. If this is correct, repeat **TM1** and **TE2** in the final 2 columns for Section **S01**.

4. Repeat for all other sections
5. If teacher names are incorrectly spelled, but you can still identify the correct individual, do not change the record, we only need the names for identification purposes.
6. If a teacher name is completely incorrect, or assignment has changed, however, we must update the Roster.

3.18. For example, if you are told that sections **S03** and **S04** (the school's 8A and 8B) are now taught English by a new teacher, *******, we need to do 3 things.

3.19. <u>First</u>, we must add this new teacher to the Teacher Roster. This should already have been done when we verified the Teacher Roster, but sometimes it is easier for a Director to identify a change when talking about the section. ******* will take position **TE3** in the Teacher Roster.

3.20. <u>Second</u>, we need to update our Section Roster for the new assignment. Sections **S01** and **S02** have the same teachers as at Wave 1. We can use the same Wave 1 codes. Sections **S03** and **S04** have the same Maths teacher, so we can also use the Wave 1 codes. Sections **S03** and **S04** do need a new English Teacher ID **TE3**. Figure 9 shows how the updated Teacher Roster and Section Roster will look.

3.21. <u>Third</u>, fieldwork teams will have a few copies of Teacher Questionnaires from Wave 1. Any new teacher should be asked to complete this along with their Wave 2 instruments. It will only add 5 minutes to the total time required by that new teacher.

Figure 9: Updated Teacher Roster and Section Roster, to reflect change of teacher.

Roster Booklet 2

3.22. Roster Booklet 2 contains only the Student Roster. Student Rosters allocate a Student ID to every student sampled at Wave 1. This Student ID allows us to match individuals between Wave 1 and Wave 2.

Student Roster

3.23. A Student Roster is prepared for each section in every sampled school. A school with 5 sections will have 5 copies of Roster Booklet 2, 1 for each section.

3.24. At Wave 2, Student Rosters serve 2 purposes: (1) they allow us to match questionnaires and test answer sheets to named individuals, (2) they allow us to record enrolment and attendance information for students, since the start of the academic year.

3.25. Each Student Roster includes 8 columns. An example Student Roster is shown in Figure 10. Student Rosters cover: School ID, Section ID, Student ID, Full Student Name, whether the student was present in Wave 1, whether the student is still enrolled in the section and 2 columns in which we will record attendance.

Figure 10: pre-filled Student Roster example

3.26. Depending on your fieldwork schedule you may want to complete attendance information first. Alternatively, you may want to get going with tests and complete attendance information later. Either approach is okay.

3.27. To complete attendance information, you will need the section's Attendance Sheet for the correct section (e.g. our Section S01 might be the school's '7A'). Often a specific teacher holds this record. Request it via the Director and he/she will guide you to the appropriate teacher. In some cases, a 'Student Monitor' may keep an Attendance Sheet. We will not use this record, only teacher-filled Attendance Sheets are acceptable.

3.28. Column 5 ('IN W1') is our indicator for whether the student was present on the first day of Wave 1 and so entered our sample. This is an important column as it determines whether we will collect information for that individual in Wave 2.

1. Where this is recorded as **'YES'**, the student was present at Wave 1 and we will gather all information from them at Wave 2.
2. Where this is recorded as **'… NO'**, the student was not present at Wave 1. We will gather no information from them at Wave 2.

3.29. Begin by checking that the names on the Attendance Sheet match the names on our pre-filled Student Roster. Go through names one by one, with the teacher present. If the teacher suggests a name is incorrect, make a note as it might be useful later in the classroom to identify students. We do not, however, need perfectly spelled names, so long as we can identify the individuals. Don't spend hours updating spellings.

3.30. Where the student is recorded as being present at Wave 1, ask the teacher whether the student is still enrolled in the section. Record **01** or **02** in Column 6 ('STILL ENROLLED IN SECTION'). If a student was not present in Wave 1, we will not record any information.

3.31. If a student name is included on the Student Roster but is not on the Attendance List, discuss with the teacher. It is likely that this student is no longer enrolled in the section and so will be recorded **02**, but there might be some other explanation. There may also be new students enrolled in the section who were not enrolled at Wave 1. **You do not need to record any information on these students, as they will not be included in the survey.**

3.32. In most cases, we have 3 names for each student (First, Father, Grandfather). In some cases, we have only 2 names and some of these are similar. Records from Wave 1, include relevant identifying information in these cases. The order of the names on the Student Roster will often match the order of names on an Attendance Sheet and links can be made that way.

3.33. Next, for all students that were present in Wave 1, we will add their attendance data. See Figure 11.

Figure 11: 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 first count the total number of marks (any type of mark) next to a student's name. Second we will 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. These 2 counts are enough to indicate attendance.

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: (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 %

3.34.   Using this approach, for each student that was present in Wave 1, their Total Number of Marks on Attendance Sheet and the Number of 'Absent' Marks on Attendance Sheet should be completed on the Student Roster. See Figure 12.

3.35.   The Total Number of Marks does not have to be the same for all students and will probably be a lower number if a student is no longer enrolled in the section.

Figure 12: Student Roster with names and attendance information completed

3.36. Note that in this example there are 3 cases:

1. Student was not present at Wave 1 (CH02, CH05)
    a. We <u>do not</u> record their attendance data
    b. They <u>will not</u> complete tests or questionnaire at Wave 2
2. Student was present at Wave 1 and is still enrolled in the section (CH01, CH04, CH06, CH07)
    a. We <u>do</u> record their attendance data
    b. They <u>will</u> complete tests and questionnaire at Wave 2
3. Student was present at Wave 1 but is no longer enrolled in the section (CH03, CH08)
    a. We <u>do</u> record their attendance data (the total number of marks is expected to be lower)
    b. They <u>will not</u> complete tests or questionnaire at Wave 2

4. Completing student tests

4.1.   This section includes guidance required to complete all student tests.

4.2.   **Tests will be completed by student that were included in Wave 1 and who are still enrolled at the school. The Maths Test will always be the first instrument completed by students.**

4.3.   For student **Maths** you will need **25 minutes** to provide students with full test instructions and to distribute Answer Sheets. Students will then have **60 minutes** to complete the test. You should allocate <u>2 periods</u> for this test. Teachers should not be present during the test; they should be asked politely to leave the classroom.

4.4.   For student **English** tests you will need **10 minutes** to provide students with brief instructions and to distribute Answer Sheets. Students will then have **60 minutes** to complete the test. You should allocate <u>2 periods</u> for this test. Teachers should not be present during the test; they should be asked politely to leave the classroom.

4.5.   Student **Amharic** tests will be completed by only 1 Grade 7 and 1 Grade 8 section in each school (pre-selected sections are identified for each school in Annex 3). You will need **10 minutes** to provide students with brief instructions and to distribute Answer Sheets. Students will then have **30 minutes** to complete the test. You should allocate <u>1 period</u> for this test. Teachers should not be present during the test; they should be asked politely to leave the classroom.

Test delivery

4.6.   It is important that students receive full instructions before beginning each test. The following paragraphs explain steps to take for Maths, which can then be repeated for English and Amharic (see Paragraph 4.33 for small differences in approach depending on test).

Preparing for the Maths test

4.7.   The Maths test instrument is broken into 2 parts: a Test Booklet and an Answer Sheet. Collect 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 13).

4.8.   Maths Answer Sheets will always be prepared before the fieldworker arrives at the classroom. They will be prepared for all students that were included in Wave 1. They will not be prepared for students that were not in Wave 1 but who may be attending during Wave 2.

4.9.   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 13).

Arranging the classroom

4.10. Fieldworkers should set out the desks and chairs in the classroom to give as much space as possible for students and to minimise cooperation. 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

4.11. Before anything is handed out, students should have the survey explained to them in language they can understand. The information in Figure 3 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

4.12. Student names are not written on Answer Sheets, so you must make sure that each student receives the correct Answer Sheet by checking against the Student Roster. The example in Figure 13 is prepared for **CHO1**, so you would call out ******* and hand over this Answer Sheet. Remind students to hold onto their Answer Sheet, not to mix it up with friends.

4.13. If a student is not present or does not want to participate, put their Answer Sheet to one side. Work through all other names on the Student Roster.

4.14. When you have worked through the full set of Answer Sheets check that each student in the classroom has an Answer Sheet. There may be students without an Answer Sheet. In this case, take their name and double check against the Student Roster that they weren't missed by mistake.

4.15. It is likely that there are some students in the section at Wave 2 who were not present at Wave 1. In this case, these students should be given a blank Answer Sheet. To avoid disruption they can complete the test but their data won't be entered. It may also be that the student is sitting in the wrong section, 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 and those that should not be in the classroom are politely asked to leave. Always try to minimise disruption to classes. If blank answer sheets are used, these should be destroyed after the test.

Completing Answer Sheets (example)

4.16. 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.

4.17. Once all students are at desks with their correct Answer Sheet guide them to "Question 0". 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.

4.18. 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 a single answer which they will record 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".

Figure 14: example question to be presented on blackboard and completed with students on Answer Sheet

4.19. Fieldworkers should write the question and answer options shown in Figure 14 on the blackboard. Fieldworkers should then explain that during the test students will select 1 answer from the 4 options A, B, C, D for each question and mark this with a circle (O) for the corresponding question number <u>on the Answer Sheet</u>. Students should not mark their Answer on the Test Booklet. Fieldworkers should then demonstrate by selecting answer D on the blackboard. 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	D O

4.20. Fieldworkers should then explain what to do 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 as the response.

Question number	Your answer			
0	A	B	Ⓒ	■

4.21. 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

4.22. 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

4.23. 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.

4.24. 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).

4.25. 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

4.26. There must be 1 fieldworker in each classroom when a test is taking place. **<u>Do not leave the classroom while students are completing the test</u>**. 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.

4.27. While students are completing tests, circulate around the classroom and check that students are marking their Answer Sheets correctly. Do this often within the first 10 minutes of each session, so that any student that is confused can be helped quickly. 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.

4.28. 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.

4.29. 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 have correctly matched all question numbers with answer numbers).

4.30. 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, 10 minutes before the end, is enough. Do not make multiple announcements as this can make students anxious.

Completing the test

4.31. Once the test time is complete, students should 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 (students that were not present).

4.32. 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 and Amharic Tests

4.33. English and Amharic tests will follow the same process as Maths tests with the adjustments shown in Figure 15.

Figure 15: English and Amharic test processes compared to Maths process

Step	English process	Amharic process
Preparing for the test	Same process, but use Answer Sheets for <u>English</u> test and prepare Answer Sheets for all students that were present at Wave 1.	Same process, but use Answer Sheets for <u>Amharic</u> test and prepare Answer Sheets for all students that were present at Wave 1 in the 2 pre-selected grade.
Arranging the classroom	Same process	Same process
Informed consent	Not necessary, explanation already given	Not necessary, explanation already given
Distributing test Answer Sheets	Same process	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	Same process, but can have a quicker 'recap' explanation on the board as students generally familiar from Maths test
Rough work	Same process	Same process
Beginning the test	Same process	Same process, but the test is only 18 questions and students will have 30 minutes not 60.
Monitoring the test	Same process	Same process
Completing the test	Same process	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 students and teachers complete questionnaires, to answer questions that they may have.

5.3. Every single question requires a response. Questionnaires are designed to avoid skip sequences. Fieldworkers are encouraged to be proactive in offering guidance when they notice uncertainty, but should never guide respondents towards particular answers.

5.4. 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.

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

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.	__ __ / __ __ / __ __	
Teacher TPK	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

Teacher, Teacher TPK and Student		Fieldworker	Data entry clerk
	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. Prepare Teacher Questionnaire cover sheets for all Maths and English teachers identified on the Teacher Roster. Prepare Teacher TPK Questionnaire cover sheets for all Maths teachers identified on the Teacher Roster. Prepare Student Questionnaire cover pages for all students that were present at Wave 1.

5.7. If a teacher is absent on the first day of data collection, hold onto the blank questionnaire(s). On each subsequent day of the survey fieldwork, check whether the teacher is present to complete the questionnaire(s). At the end of the fieldwork, if this teacher 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 a 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.

5.9. **All incomplete questionnaires should be returned along with the completed instruments.**

Different question types (4)

5.10. **Every single question requires a response – this is the basic principle of the questionnaires and fieldworkers should keep this in mind when they are checking for completeness.**

5.11. 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. There are 4 types of question, but not all questionnaire has each type:

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 line (these appear third)

		Yes $_{01}$	No $_{02}$
11. In your education, have you specialised in any of the following? (Tick 'Yes' or 'No' for each option)	Maths $_A$		
	English $_B$		
	Any Ethiopian Language $_C$		

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

E	Statement	Strongly disagree	Disagree	Agree	Strongly agree
11	I am very limited in what I can achieve because a student's home environment is a large influence on his/her achievement	01	02	03	04

Completion <u>only</u> at school site

5.12. Questionnaires must be completed at the school site. Students will do this in a classroom, for organisation/support reasons, but teachers may prefer to do this in a staff lounge or office. If a teacher 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).

Checking for completeness

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

- **Every single question requires a response – this is the basic principle of the questionnaires and fieldworkers should keep this in mind when they are checking for completeness**
- 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 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.

Teacher Questionnaire – specific guidance

5.14. 1 Teacher Questionnaire will be completed by each teacher listed on the Teacher Roster. Any new teachers will also complete the Wave 1 Teacher Questionnaire, which fieldworkers will have a few copies of. Begin by completing the cover page. The Teacher Questionnaire will take 20 minutes to complete. Cover pages should be prepared in advance, see Paragraph 5.5. Notes for specific questions are shown in Annex 2.

5.15. Before teachers complete the questionnaire they should have the survey explained to them, using the information in Figure 3. Should a teacher then decide not to complete a teacher questionnaire, the relevant code should be recorded against (0.3) on the cover page.

Teacher TPK Questionnaire – specific guidance

5.16. 1 Teacher TPK Questionnaire will be completed by each Maths teacher listed on the Teacher Roster. The cover pages should be prepared in advance, see Paragraph 5.5.

5.17. The Teacher TPK Questionnaire is not a test, although it does require only 1 response for each question. Sometimes there are 4 options to choose from, at other times there are more. It is not a test of the teacher's Maths skill but is an attempt to measure how teachers respond to students' unusual responses, novel approaches or misconceptions.

5.18. The data that we collect using the Teacher TPK Questionnaire will be anonymous. It will not be possible to identify the individual teacher or his or her school. The information could be very useful for teacher development issues, such as improvement of teacher CPD and new opportunities for training.

5.19. The Teacher TPK Questionnaire will take approximately 45 minutes to complete. Some teachers may want more time. We should give teachers as much time as they want to complete but the questionnaire must be completed alone and at the school site, without reference to teaching and learning materials.

5.20. Teachers will have provided informed consent when they completed the Teacher Questionnaire. This need not be obtained again. Should a teacher decide that they don't want to complete the Teacher TPK Questionnaire, however, the relevant code should be recorded against (0.3) on the cover page.

Student Questionnaire – specific guidance

5.21. 1 Student Questionnaire will be completed by each Grade 7 or 8 student that was present at Wave 1. 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.

Preparing the cover page

5.22. Prepare the Student Questionnaire cover pages well before arriving at the classroom. 5 pieces of information are required on each cover page (see Figure 16). For each section, work from the Student Roster for that section and copy the School ID, Section ID and Student ID for each student that was present at Wave 1. If a student was not present at Wave 1, we will not prepare a questionnaire for them.

5.23. Figure 16 is as an example of cover page preparation, for a student in Section **01** of School **ET 301**.

1. (0.1) the YL School ID is entered from the Student Roster.
   a. For *** this is ET 301
2. (0.2) the Section ID is entered from the Student Roster.
   a. For *** this is S 01
3. (0.3) the Student ID is entered from the Student Roster.
   a. For *** this is CH 01
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 16: transferring information from the Student Roster to 2 Student Questionnaire cover pages

0.1	YL SCHOOL ID	[ET *0 3 0 1*]
0.2	SECTION ID (from SECTION ROSTER)	[S *0 1*]
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 8* / *0 9*

Arranging the classroom

5.24. 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

5.25. 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. Student names are not written on Student Questionnaires. Make sure that the correct Student Questionnaire is given to each student.

5.26. Once completed, you may still have prepared Student Questionnaires left over and/or there may still be students in the classroom without an instrument.

5.27. 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. If they cannot be found, then complete (0.4) on the cover page with '01' indicating that the student was not present during fieldwork.

5.28. 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. We will only collect data from students that were present for Wave 1. Some students may be in the classroom for Wave 2 who were not present at Wave 1. No Student Questionnaire is prepared for these children. To avoid disruption, blank Student Questionnaires can be handed to students who were absent for Wave 1. Do not, however, record IDs on these instruments, they should be destroyed after they are collected.

Explaining Student Questionnaires

5.29. 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 and educational experiences, it is not a test.
- It should be completed individually, without discussion.
- Students can tick, or circle their preferred response.
- Students should ask fieldworkers for help with any questions – this improves quality of response.
- 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.
- Show the 3 question types included in Student Questionnaires on the blackboard and explain how they should be completed (Figure 17).
- Page 2 has a set of questions that require a single response (Q8 is a special case, to be explained).
- Page 3 onwards have a series of tables. Each table includes statements to which the students must respond from 'Strongly Disagree' to 'Strongly Agree'. 1 response should be provided for each line.
- Pages 3 and 4 repeat one another. Page 3 should be completed about the students' <u>regular Maths teacher and Maths lessons</u>. Page 4 should be completed about the students' <u>regular English teacher and English lessons</u>.

Figure 17: question types (3) to be demonstrated on blackboard for all students

Completing Student Questionnaires

5.30. 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 5.13). 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.

5.31. 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.

5.32. If local 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 to all other questions.

5.33. 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 single 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 Booklet 2 will be completed next						
Student tests	1	2	3	4	5	6
5 The Maths test is planned as the **first student activity**						
6 Time has been allocated to prepare test Answer Sheets for all tests before arriving at the classroom						
7 Periods have been allocated for all students sampled in Wave 1 to complete tests (2 periods for Maths and English tests, 1 for Amharic)						
8 Fieldworkers are aware which Grade 7 and 8 sections will complete the Amharic test and this has been scheduled						
9 Tests are planned so that students will not complete the Maths and English tests on the same day						
10 A break has been included between student instruments						
Questionnaires	1	2	3	4	5	6
11 Time has been allocated to complete questionnaire cover pages before arriving at the classroom or handing to teachers						
12 Periods have been allocated for all students sampled in Wave 1 to complete a questionnaire (1 period)						
13 Suitable times have been arranged for all G7 and G8 Maths and English teachers to complete a Teacher questionnaire						
14 Suitable times have been arranged for all G7 and G8 Maths teachers to complete a Teacher TPK 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 Plenty of time has been allocated to check, at the school, that all instruments are correctly completed						
18 Plenty of time has been allocated to follow-up with respondents if an instrument is incorrect or incomplete						

Annex 2: guidance for specific questions in instruments

Sections that have split or merged (notes from discussion)

Teacher Questionnaire

- Q18: some teachers will say that their main reason is not listed and will want an 'Other' option. Please request that they select the most important out of the options shown, even if it was not the number 1 reason among all options on earth.
- Q20: as with Q18, even if the list does not contain a teacher's number 1 reason on earth, please ask them to select the most 1 important reason from this list.
- Page 5 onwards: teachers might ask you to explain what a certain statement means. It will be better if fieldworkers do not provide their explanation. Instead, please tell teachers to select a response based on what they think the statement means.

Student Questionnaire

- Q8 and Q9: these are the only linked questions in the School Survey. Q8 requires students to respond Yes or No about attending extra classes in the two subjects. Q9 then asks whether the student pays for these extra classes. It will not be common for students to pay. If they are attending private tuition or weekend classes, however, they might pay. If they pay for any of the extra classes that they attend, they should select Yes. If a student does not attend any extra classes, he/she should still complete Q9 with 'I do not attend extra classes' – Q9 should not be skipped.
- Page 3 onwards: students might ask you to explain what a certain statement means. It will be better if fieldworkers do not provide their explanation. Instead, please tell students to select a response based on what they think the statement means.
- Table A and Table B: these are repeats. Table A should be completed by the student about their regular Maths teacher and Maths lessons. Table B should be completed by the student about their regular English teacher and English lessons. Please explain this to all students, they should not simply respond based on their general experiences at school, without reference to a subject.

Annex 3: sampled schools' basic information

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 visited your school at the beginning of this school year. We are returning to re-survey all students in Grades 7 and 8 who were present at the start of the year.

Each student will be 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. In addition, 1 Grade 7 section and 1 Grade 8 section will complete an Amharic test. These sections have been pre-selected at random for all schools with more than 1 section per grade.

We will also collect background information from Maths and English teachers of Grade 7 and 8 sections.

Everything that we collect in this study will be anonymous. It will not be possible to identify students from questionnaires or tests and marks will not be shared with teachers or anyone else at the school. It will not be possible to identify 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 (W2)