Young Lives

An International Study of Childhood Poverty

India

Secondary School Survey

2016-17

Fieldworker Manual

Version 1.0

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This manual explains how to conduct fieldwork for the Young Lives School Survey. Please read it carefully before beginning the fieldwork. Please refer to the manual each time you visit a school and administer the instruments.

1. Introduction to Young Lives and the School Survey

1.1 Young Lives

Young Lives is a longitudinal survey of children which began in 2002. It is being conducted in India, Ethiopia, Peru and Vietnam.

The Young Lives survey collects data from children and their families at household level. Young Lives has followed 2000 children in India (Andhra Pradesh and Telangana) since their first year of life (the 'Younger Cohort'), and an additional 1000 children since they were 8 years old (the 'Older Cohort'). The Young Lives children are all located within 20 sites spread across 7 districts in Andhra Pradesh and Telangana and some of these children will be attending the schools we will visit in the survey we are about to conduct.

To date, there have been four rounds of Young Lives data collection at the household level. The fifth round of data collection will be taking place this year.

1.2 Young Lives School Survey

In 2010, Young Lives conducted a primary school survey in India, with further primary school surveys taking place in Vietnam, Peru and Ethiopia in 2011-2012. These school surveys provided more data on Young Lives children and their peers, and about the effectiveness of the primary schools they attended.

In 2016-17, Young Lives is undertaking a secondary school survey in India, Ethiopia and Vietnam.

In India, the Young Lives Secondary School Survey will visit a random sample of schools located in the twenty Young Lives sites in Andhra Pradesh and Telangana. The School Survey will collect data about students in Class 9, their schools and their teachers. The aim of the School Survey is to look at the effectiveness of different schools.

The School Survey will collect data at the beginning of the school year (July-August 2016) and at the end of the school year (January-March 2017). These two phases of data collection are called 'Wave 1' and 'Wave 2'. Collecting data in two waves allows us to find out about student progress throughout the school year.

Some of the instruments will be used in Wave 1 <u>and</u> Wave 2. Some of the instruments will only be used in <u>one</u> of the waves. <u>This manual will only cover the instruments which will be used in Wave 1.</u>

There are four types of instrument which will be completed during Wave 1. In this manual, instructions are given about how to administer each instrument, including question by question notes where this is useful. This manual also explains how to organise administration with the school and gives guidelines on how to conduct the fieldwork appropriately.

Each of the fieldworker teams have 4 members – 1 Supervisor and 3 Fieldworkers. Usually, each school visit will last 1 day, with some exceptions for larger schools.

Wave 1 fieldwork will begin from 4th July 2016.

2. List of Instruments

The instruments which will be used in Wave 1 are listed below:

	Instrument	Description
1	School Booklet 1: - School Roster - Teacher Roster - Section Roster - Young Lives Child Roster - Student Roster	- *Fieldworker completed* - *The rosters will list each teacher, section and student from whom data will be collected* - *The rosters allocate ID numbers to each teacher, section and student from whom data will be collected*
2	School Booklet 2: - Head Teacher Background Questionnaire	- *Fieldworker checked and supervised* - *Self-completed by Head Teacher/Principal*
3	Student Booklet 1: - Student Background Questionnaire	- *Fieldworker led and supervised* - *Self-completed by Class 9 students*
4	Student Tests: - Maths Test - English Test	- *Fieldworker led and supervised* - *Self-completed by Class 9 students*

3. Preparing to Visit the Schools

Before you begin fieldwork, CESS will have sent a letter to each school explaining the survey.

Your Team Supervisor will have a list of the schools for your team to visit during the fieldwork period. They will have information about the number of sections in each school, the number of students expected to be enrolled in Class 9, and the medium(s) of instruction in which the school teaches.

In each school, there will be one or more Class 9 section. These are often given numbers such as 9A, 9B. Sometimes each section has a different mediums of instruction, for example 9EM, 9TM. This survey includes **all Class 9 sections** in the school.

Since we will not know the exact number of children to be included in the survey until arrival at the school, the Team Supervisor will need to estimate the number of instruments to take to the school. Please over-estimate to ensure you have enough.

The Student Questionnaire and Test Answer Sheets are available in two bilingual formats: Telugu/English and Urdu/English. Most teams will only need the Telugu/English versions. Teams in sites where there are Urdu medium schools will also need Urdu/English versions for those schools only. Team Supervisors will need to find out the medium of instruction for each Class 9 section before visiting the school to ensure they have the relevant forms with them for each school visit.

We expect that some of the schools we visit will be attended by Young Lives children. Your Team Supervisor will have a pre-printed roster for each school that identify any Young Lives children we expect to find in that school, and some basic information about those children to help you to identify them correctly. **If there are not expected to be any Young Lives children at a school, you will not have a Young Lives Child Roster for that school.**

The Team Supervisor should contact the school prior to the visit with as much notice as possible. S/he should reconfirm a few days before visiting each school. It is useful to gather information about the school in advance to plan the fieldwork, if possible. For example what time does school start and finish? What time is the lunchtime break?

The Team Supervisor will need to estimate the number of days for each school visit based on the prior information we have about the number of sections in each school. Usually fieldwork will require 1 day in a school. In larger schools, it may require 2 days in a school. It will be up to the Team Supervisor to organise the Fieldwork Schedule for each school, taking into account the number of Class 9 sections and the timings of the school day.

4. The Survey Sample

There are 212 schools included in the Secondary School Survey sample. These have been randomly selected according to site and school type.

In Wave 1, the people in each school who will be included in the survey are:

- All Class 9 students attending on the day of the survey visit
- The Head Teacher / Principal (or the In-Charge if the Head Teacher is absent on the day of the visit)

It is important to remember that in each school, all Class 9 students in all Class 9 sections are to be included in the survey.

5. Arriving at the School

On arrival at the school, introduce yourself to the Head Teacher/Principal (or the In-Charge if the Head Teacher is absent). You then need to make arrangements with the Head Teacher for a schedule to administer all of the instruments.

Check that the Head Teacher has received the information sent by CESS and that they are happy to participate in the survey. You should explain that none of the information collected will be linked to any individual – only anonymous data will be available and no personal information will be retained. Questionnaires and tests gather information about the education system as a whole and Young Lives values the cooperation of participants and the time they give to the survey. We hope everyone will be able to spare time to complete the survey.

5.1 Explaining the survey to the Head Teacher/Principal:

- Explain that the first instrument to be completed is School Booklet 1 (the Rosters). You will need access to the school's records to complete this. You will also need help from the Head Teacher and from Class 9 Teachers.

- Explain that you will need to conduct a Maths Test (75 minutes) and an English Test (75 minutes) with all Class 9 students in all sections. Students must have at least a 30 minute break between these tests so they are not tired – for example the Maths Test could take place in the morning and the English Test could take place in the afternoon.

- Explain that all Class 9 students in all sections will need to complete a Background Questionnaire (45 minutes)

- Explain that the Head Teacher will need to complete a Questionnaire (30-45 minutes)

5.2 Gathering the initial information you need:

- Find out how many Class 9 sections there are in the school (when you complete the rosters).

- Find out the hours that the children are in school, and the timings of break time and lunch time so you can arrange the schedule around this. If children are trying to complete a test while other children are on a break, this can be very distracting.

- Agree a time to administer the Maths Test, the English Test and the Student Background Questionnaires with all Class 9 children. Remember that it is important to have a break between the Maths Test and the English Test to avoid students becoming tired. One Fieldworker must supervise each Test with each Section. You need two 75 minute slots and one 45 minute slot with each Class 9 Section. *See instructions on Child Testing below*.

- Agree a time to administer the Head Teacher/Principal Questionnaire. This will take around 30-45 minutes.

6. Arranging the Fieldwork Schedule

The schedule you arrange will depend on how many Class 9 sections there are in the school, and on when the children attend school. Don't arrange the Maths and English Tests to take place one after the other – you need to leave **at least 30 minutes break** in between to avoid students becoming tired. If possible, arrange the Maths Test in the morning and the English Test in the afternoon.

Complete the Cover Sheet for all instruments in advance. This is especially important for the Student Instruments (Test Answer Sheets and Background Questionnaire) which must correctly identify each child. You will need to complete one Cover Sheet / Test Answer Sheet for each Class 9 child. Do this in plenty of time before administering the instruments.

Below is an example of a Fieldwork Schedule for a school with 3 Class 9 sections to be surveyed.

Example Fieldwork Schedule for a 3 Section School:

		Fieldworker 1	Fieldworker 2	Fieldworker 3	Team Supervisor
Day 1	Morning	Complete Rosters (School Booklet 1)	Complete Rosters (School Booklet 1)	Complete Rosters (School Booklet 1)	Administer Head Teacher Questionnaire
		Section 9A: Student Maths Test	Section 9B: Student Maths Test	Section 9C: Student Maths Test	Checking instruments
	Afternoon	Section 9A: Student English Test	Section 9B: Student English Test	Section 9C: Student English Test	Checking instruments
		Section 9A: Student Questionnaire	Section 9B: Student Questionnaire	Section 9C: Student Questionnaire	Checking instruments
		Checking instruments	Checking instruments	Checking instruments	

6.1 Informed Consent

Students, teachers and principals should have the survey explained to them in language they can understand. They are free not to participate if they wish. Please explain to them that their participation is very valuable to the long-running Young Lives project and encourage them to take part, but be clear that their participation is voluntary. See *Appendix 2* for more information which you can provide to participants to ensure they understand about the survey.

If a student, teacher or principal does not wish to take part, record this by inserting the correct code in the Cover Sheet.

7. Detailed Instructions for Completing Each Instrument

7.1 School Booklet 1: Completing the Rosters

School Booklet 1 contains the school, teacher, section, student and Young Lives child rosters. The student roster also contains a section-level questionnaire.

Complete the rosters first, following the instructions below. You should do this with the help of the school records, head teacher, and class teachers as soon as possible after arriving at the school.

You will complete the rosters in the following order:

1. School Roster (x 1 per school)
2. Teacher Roster (x 1 per school)
3. Section Roster (x 1 per school)
4. Young Lives Child Roster (x 1 per school *only if there are Young Lives children expected to be at this school*)
5. Student Rosters (1 per each section in the school)

The rosters will generate an ID for the teachers, sections and students in each school. This is why they <u>must</u> be completed in the correct order.

It is essential that all rosters are completed correctly as they will be used to link together all of the data. If there is anything you are unclear about in the rosters, discuss it with your Team Supervisor.

7.1.1 The School Roster

You will complete one School Roster per school.

CESS will provide each team with a list of schools in each district which they are to visit. This will let you know the name and Young Lives School ID for each school. Check that the name is correct and complete. Complete all other parts of the roster.

Important: Please note that a Young Lives School ID can have <u>up to 4 digits</u>. The Rosters and Questionnaires only have spaces for 3 digits – this is incorrect. <u>Please write all 4 digits in the space provided.</u>
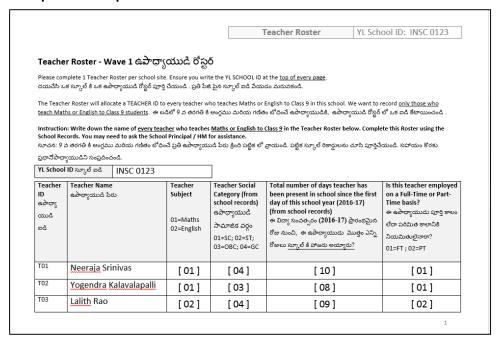
7.1.2 The Teacher Roster

You will complete one Teacher Roster per school.

The Teacher Roster will give a Teacher ID to each teacher who teaches Mathematics or English to Class 9 in each school. The Teacher Roster will be completed with the help of the head teacher and using the school records.

We know that in each school there will be lots of teachers who teach different subjects or different grades. For the Teacher Roster <u>we are only interested in those who teach Mathematics or English to Class 9.</u>

Example of a completed Teacher Roster:

Record the name of EVERY teacher who teaches Mathematics or English to Class 9 in the 'Teacher Name' column. This will allocate each teacher a Teacher ID. This should be used to identify them in all other parts of the survey.

Record the code for the subject which each teacher teaches (01=Maths, 02=English). Record the Teacher Social Category for each teacher, using information from the school records.

Use the school records to write down the number of days which the teacher has been <u>present in school</u> since the first day of the 2016-17 school year. ***Please make sure that you complete this column using information from the school records, not by asking a teacher or head teacher.***

Record whether each teacher is a Full-Time or Part-Time member of staff. You may need to ask the head teacher or another teacher for this information.

Do not record any details for any teachers who do not teach Mathematics or English to Class 9.

7.1.3 The Section Roster

You will complete one Section Roster per school.

The Section Roster will allocate a Section ID to each Class 9 section in the school. You will need the help of the head teacher or other teachers to complete the Section Roster. Make sure you include ***all Class 9 sections in the Section Roster –including those which learn in different mediums of instruction.***

Example of a completed Section Roster:

	Section Roster		YL School ID: INSC 0123		
Section ID సెక్షను ఐడి	**Section name in school (e.g. 9A or 9EM)** స్కూల్ లో సెక్షన్ పేరు (ఉదా: 9A ; 9EM)	**Section Language of Instruction** సెక్షన్ బోధనా భాష 01=Telugu తెలుగు ; 02=Urdu ఉర్దూ 03=Hindi హిందీ ; 04=English ఇంగ్లిష్ 05=Oriya ఒరియా ; 06=Kannada కన్నడ 07=Other ఇతరములు	**Maths Teacher ID 1 (from Teacher Roster)** మాథ్స్ టీచర్ 1 ఐడి (టీచర్ రోస్టర్ నుండి)	**Maths Teacher ID 2 (from Teacher Roster)** మాథ్స్ టీచర్ 2 ఐడి (టీచర్ రోస్టర్ నుండి) (only use this column if there are 2 Maths Teachers who regularly teach this section. Otherwise leave blank)	**English Teacher ID 1 (from Teacher Roster)** ఇంగ్లిష్ టీచర్ 1 ఐడి (టీచర్ రోస్టర్ నుండి)	**English Teacher ID 2 (from Teacher Roster)** ఇంగ్లిష్ టీచర్ 1 ఐడి (టీచర్ రోస్టర్ నుండి) (only use this column if there are 2 English Teachers who regularly teach this section. Otherwise leave blank)
C01	9EM	[04]	T 01	T __ __	T 03	T __ __
C02	9TM	[01]	T 02	T __ __	T 03	T __ __

Record the name of each Class 9 section according to how they are labelled in the school. This might be 9A, 9B, 9C, or it might relate to the medium of instruction, e.g. 9EM, 9TM. This will allocate each section a Section ID. Use this whenever you refer to the section elsewhere in the survey. Then record the language in which the class is taught using the codes shown on the roster.

Ask the head teacher for the name of the teacher who teaches Mathematics and English to each Class 9 section. Using the Teacher Roster, find the Teacher ID of that teacher, and record it in the

Maths Teacher ID and English Teacher ID columns on the Section Roster. For example, if the head teacher tells you that Section 9EM (with Section ID C01) is taught Maths by Neeraja Srinivas, refer back to the Teacher Roster and find the Teacher ID of Neeraja Srinivas. Write this in the Maths Teacher ID 1 column.

Most sections will only be regularly taught by one Maths teacher and one English teacher. Where this is the case you will leave blank the columns for Maths Teacher ID 2 and English Teacher ID 2. In some large schools, a section might be regularly taught by two Maths teachers or two English teachers. *Only where this is the case*, record the ID of the second Maths teacher or second English teacher in the column Maths Teacher ID 2 or English Teacher ID 2.

7.1.4 The Young Lives Child Roster

You will complete one Young Lives Child Roster per school *if there are any Young Lives children expected to be present in that school.* If there are not expected to be any Young Lives children in the school, you will not be given a Young Lives Child Roster for that school.

The Young Lives Child Roster will give pre-populated information about any Young Lives children we expect to find in this school. This information on the child's name, age and sex will be pre-populated.

Example of a completed Young Lives Child Roster:

	YL Child Roster		YL School ID: INSC 0123		
Prepopulated information					
YL Child ID పిల్ల/పిల్లవాడు ఐడి	**Name of Child** పిల్ల/పిల్లవాడు పేరు	**Age** పిల్ల/పిల్ల వాడు వయసు	**Sex** పిల్ల/పిల్లవా డు లింగము 01=Male 02=Female	**Is this child enrolled in this school in Class 9?** ఈ పిల్ల / పిల్లవాడు 9 వ తరగతిలో ఉన్నాడా? 00=No లేదు 01=Yes అవును	**If no longer enrolled in Class 9 in this school, where is the child? (if known)** ఈ స్కూల్లో, 9 వ తరగతి లో లలేకపోతె, పిల్ల/పిల్లవాడు ఎక్కడున్నారు? (తెలిస్తేనే) 00=Not known తెలియదు ; 01=Dropped out మానిపేశారు ; 02=Moved schools స్కూల్ మారారు; 03=Other ఇతరములు ; 04=Child is enrolled this school but not in Class 9 పిల్ల / పిల్లవాడు ఈ స్కూల్ లో చేరినారు కాని 9 వ తరగతి కాదు ; 88=NA వర్తించదు
[IN 123456]	Raju Appani	[15]	[01]	[01]	[88]
[IN 123457]	Naima Prasad	[14]	[02]	[00]	[04]

You will need to check the names of the Young Lives children against the school records to find out if this child is still attending this school and whether they are in Class 9. Record code 01 if they are still attending Class 9 in this school and 00 if they are not.

If the child is not attending Class 9 in this school, speak to the head teacher or other teachers to try to identify the reason for this. Record the relevant code in the last column as shown on the roster – for example if the child has dropped out of school, write 01.

Some of the Young Lives children who are listed on the roster might still be attending this school but in a different grade – for example they may be in Class 8 or Class 10. Record this on the roster by recording '00' in the column "Is this child enrolled in this school in Class 9?" and 04 in the column "If no longer enrolled in Class 9 in this school, where is the child?" (see the example above for YL Child IN123457).

If the last column is not applicable because the child is still attending Class 9 in this school, write 88.

Young Lives children who are <u>not in Class 9</u> will <u>not</u> be included in this survey - the survey will only include those children who are studying in Class 9 in the schools we visit.

For any Young Lives children who are attending Class 9, you will need to record their YL Child ID (from the Young Lives Child Roster) later when you complete the Student Roster.

7.1.5 The Student Roster

You will complete one Student Roster <u>per Class 9 section</u> in the school. So for example if there are three Class 9 sections in a school, you will complete three Student Rosters.

The Student Roster consists of a list of the students in each section, followed by a questionnaire about that section.

The Student Roster allocates a unique ID to each student. Each student has a unique ID within their section – this will begin with CH and then a number, for example CH01. Make sure that you complete the correct Section ID on each Student Roster. This will link the Section Roster and Student Rosters so we know things like which students are taught by which teachers (see the example below).

			Section Roster		YL School ID: INSC 0123	
Section ID సెక్షను ఐడి	**Section name in school (e.g. 9A or 9EM)** స్కూల్ లో సెక్షన్ పేరు (ఉదా: 9A ; 9EM)	**Section Language of Instruction** సెక్షన్ బోధనా బాష 01=Telugu తెలుగు ; 02=Urdu ఉర్దూ 03=Hindi హింది ; 04=English ఇంగ్లిష్ 05=Oriya ఒరియా ; 06=Kannada కన్నడ 07=Other ఇతరములు	**Maths Teacher ID 1 (from Teacher Roster)** మాథ్స్ టీచర్ 1 ఐడి (టీచర్ రోస్టర్ నుండి)	**Maths Teacher ID 2 (from Teacher Roster)** మాథ్స్ టీచర్ 2 ఐడి (టీచర్ రోస్టర్ నుండి) (<u>only</u> use this column if there are 2 Maths Teachers who regularly teach this section. Otherwise leave blank)	**English Teacher ID 1 (from Teacher Roster)** ఇంగ్లిష్ టీచర్ 1 ఐడి (టీచర్ రోస్టర్ నుండి)	**English Teacher ID 2 (from Teacher Roster)** ఇంగ్లిష్ టీచర్ 1 ఐడి (టీచర్ రోస్టర్ నుండి) (<u>only</u> use this column if there are 2 English Teachers who regularly teach this section. Otherwise leave blank)
C01	9EM	[04]	T 01	T __ __	T 03	T __ __
C02	9TM	[01]	T 02	T __ __	T 03	T __ __

	Student Roster	YL School ID: INSC 0123	Section ID: C 01

Student Roster

Please complete one Student Roster <u>per Class 9 Section</u>. Ensure you write the YL SCHOOL ID and SECTION ID at the <u>top of every page</u>.
దయచేసి 9 వ తరగతి కి ఒక విద్యార్థి రోస్టర్ పూర్తి చేయండి. ప్రి పేజి పైన స్కూల్ మరియు సెక్షన్ ఐడి వేయడం మరువకండి

There is a separate roster for <u>each Class 9 section</u> in this school. This roster will allocate a unique STUDENT ID to every child enrolled in Class 9 in this school. The STUDENT ID is made up of the letters CH and a number.

ఈ స్కూల్ లో ప్రతి 9 వ తరగతి సెక్షన్ కి ఇది ప్రత్యేక రోస్టర్. సెక్షను లో ని ప్రతి విద్యార్థికి ఒక ప్రత్యేక ఐడి ఇవ్వబడుతుంది. "CH" మరియు సంఖ్య కలిపితే ఆ ఐడి వస్తుంది.

Not all children will be present on the day the survey is administered (see Column 7). Only those children present on the day of the first pupil instrument administration will be included in data collection.

Instruction: Complete one Student Roster below for <u>every Class 9 Section</u>. You will need the help of the School Records and the School Principal / HM. Use the Section Roster to complete the SECTION ID.

సూచన : క్రింది స్టూడెంట్ రోస్టర్ ప్రతి 9 వ తరగతి సెక్షన్ కి పూర్తిచేయండి. స్కూల్ ప్రధానోపాధ్యాయుడు మరియు రికార్డ్స్ సహాయం పొందండి. సెక్షన్ ఐడి కొరకు సెక్షన్ రోస్టర్ చూడండి.

YL School ID స్కూల్ ఐడి	INSC 0123
Section ID సెక్షను ఐడి	C 01

In each Student Roster, record the names of all the students *enrolled in that section* in the Child Name column. Use the school records to get this information and record the child's name exactly as it is recorded in the school register. This process allocates a Student ID to each child which should be used to refer to that child everywhere else in the survey.

It is very important to record the child's name exactly as it appears in the records. When we return to the schools at the end of the school year, we will need to be able to identify the children again so we can link the data from the beginning and end of the school year.

From the school records, record the social category of each child. If this is not recorded in the school records (for example in some private schools), leave this column blank. For each child, use the register to record the number of days each child has been present in school since the first day of the school year 2016-17.

Refer to the Young Lives Child Roster to record whether or not each child is a Young Lives Child. If they are a Young Lives Child, record their YL Child ID (taken from the Young Lives Child Roster). If they are not a Young Lives Child, leave this column blank.

The last column should be completed on the day when you are completing the Student Maths and English Tests with this section. In a small school, this will be on Day 1 for all sections but in a larger school some sections may take the tests on Day 2. Complete the last column using today's register (if completed) or by visiting the classroom to record which children are present in school TODAY i.e. on the day the tests are taking place.

Only those children who are present in school on the day when the Maths and English Tests take place for their section will be included in the rest of the survey.

The Student Roster has space for 50 students in each section. If there are more than 50 students in a section then you will need to use the Extra Lines sheet which you will have been provided with. This allows you to add additional students to this section. If you use an Extra Lines sheet, make sure that you correctly label it with the Section ID and School ID and affix it to the relevant section. This will help make sure that we are able to include those students in the correct section when the data is entered.

Dealing with students with identical names

Sometimes there will be more than one student in a school with the same name. It is very important that every Class 9 student is uniquely identifiable so that we can locate them when we come back to the school at the end of the school year.

We will provide supplementary information about the YL children at each school to help to identify them. If necessary, you will need to confirm by asking the child individually to identify if they are a YL child. Check whether the child's household was visited by a fieldworker 3 years ago (in 2013 in Round 4 of the survey).

For non-YL children, you will need to record any necessary identifying information if you find that there is more than one child with the same name in one school. This should be noted on the

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roster and also reported to the Team Supervisor. The Team Supervisor should inform CESS of this and share with them the relevant Student IDs and any necessary identifying information to help us to identify the children correctly in Wave 2.

We will need to be able to identify each student when we return to the school at the end of the school year. It is essential to ensure that no student is incorrectly identified because of there being more than one child with the same name.

Once you have completed the basic roster information about the students in that section, you will then need to complete questions 1-12 about this section. *These questions must be answered separately for every section in Class 9.* You will need to speak to the Section teacher, head teacher, or other teachers, and you may also need to visit the class.

Remember that you need to complete one Student Roster for each Class 9 section.

7.2 Student Tests: Maths and English and Test Answer Sheets

The Student Maths Test and Student English Test will be administered with *all Class 9 children*.

It will require the close attention of all fieldworkers to ensure that all children understand fully what to do and are able to perform to the best of their ability.

One fieldworker is required to administer a test to each Class 9 section. *Do not leave the classroom while the children are taking the test -* remain with the students for the entire duration of the test to ensure that they maintain test conditions, including not talking, not looking at textbooks or each other's work, and not using a calculator.

All children who are attending on the day that the tests take place for their section are included in the test. You will need to make sure that you have enough test papers and answer sheets. If in doubt, please overestimate.

Each fieldwork team will be provided with one set of spiral-bound Maths and English test papers. One set is 150 test papers. You will need to reuse these in each school so please take care of them. You will need to advise children *not to write on the test papers*. To help with this you should provide them with rough paper which they can write calculations or notes on.

Each student will complete two tests: a Maths test and an English test. The Maths test will *always* take place first. The students must then have a break (*at least 30 minutes*) and then complete the English test. Ideally, students will complete the Maths test in the morning and the English test after lunch. Don't administer both tests with no break in between as students will become tired and will not be able to perform to the best of their ability.

Test Papers and Test Answer Sheets are available two bilingual formats: Telugu/English and Urdu/English. You should make sure you have the correct format for the section and school you are visiting before arriving at the school. If children are learning in Telugu or English medium, provide them with the Telugu/English bilingual forms. If they are learning in Urdu medium, provide them with the Urdu/English bilingual forms.

Follow these instructions:

Preparing the Test Answer Sheets <u>before the test</u>:

- Complete the School name, School ID, Section ID and Student ID at the top of the Test Answer Sheets for all Class 9 students (*see the example below*). Use the Student Roster to get the information you need. Complete this before the class begins as the children will need the full allocated time to answer the test.

- All children present on the day the tests first take place will be included in the test. If a child is absent or does not wish to take part in the test, record this on the Answer Sheet using the relevant code and return the empty Answer Sheet along with the other completed Answer Sheets for this section.

- Remember that the English and Maths Test Answer Sheets are different as they have a different number of questions – make sure you are using the correct Answer Sheet for the test you are about to administer. The Maths Test is 40 items and the English Test is 50 items.

Example of using the Student Roster to complete the boxes at the top of the Test Answer Sheet:

Administering the Test to Students:

- Explain to students that this is not a school test. The results of the test are confidential and will not be linked to the student's name. Give the students an explanation of Young Lives and why we are conducting the test (see *Appendix 2* for details) and answer any questions they may have.

- You will need to rearrange students or the classroom seating to make sure that students are not able to copy each other's answers. Some classrooms are very full and so this will be difficult. You may need to ask the head teacher or another teacher if you can move extra benches and desks into the classroom, or if there is a larger room which you can use. You could also ask some children to sit on the floor. Make sure that you are able to move around the room easily to supervise. Make sure that you can observe all children so you know if they are talking to each other or copying.

- Give the correct Test Answer Sheet to each child on the Student Roster. ***Note that the student names are not written on the Answer Sheet so you must be sure that the correct sheet is given to the correct student according to the Student ID against their name on the Student Roster. See the example above – this would be the Test Answer Sheet for student CH01 – Kapila Dutta.***

- Only if a child is not present or does not want to participate, write the relevant code in the box labelled 'If this instrument is not completed, what is the reason why?'. Otherwise, leave this box empty.

- Explain to the class how to complete the Answer Sheet. The correct answer should be crossed as in the example on the sheet. Draw the following example on the blackboard to make sure that all students understand.
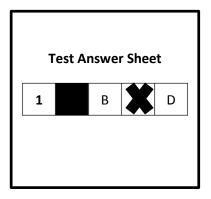

- Explain to the class that if they want to change their answer they should blacken out the old box and then cross a new answer. Draw the following example on the blackboard to make sure that all students understand.

- Explain to students that they need to carefully keep track of the question number they are answering to make sure that they are looking at the correct question on the Answer Sheet.

- Explain to students that they should not write on the Test Booklet. Provide each student with a sheet of rough paper for notes or calculations.

- Check that all students understand how to complete the Test Answer Sheet before you continue any further. This is very important as if students do not understand then they will not be able to answer questions to the best of their ability.

- Distribute the Test Papers to children face down. Don't let children turn over their papers until you have distributed all of the papers and are ready to start the test.

- Instruct children that they should try to answer all questions. If they cannot answer a question, they should select what they think appears to be the best answer and then move to the next question.

- Begin the test. Write the start and end time on the blackboard (75 minutes).

- Walk around the classroom to supervise. Make special care to check that all children are comfortable using the Test Answer Sheet, especially in the first few minutes of the test.

- Tests must take place in *test conditions* – that means no speaking, no looking in textbooks, and no use of calculators. Students will need their own pen or pencil.

- Whilst students complete the test, you should monitor the classroom quietly and be ready to help students if they have any *administrative queries* (e.g. how to complete the Test Answer Sheet).

- *You must not help students to answer Test questions, guide them about how they should approach a question, read a Test question aloud to them, or provide any language help or translation. This would interfere with the test data and would make the tests unfair.*

- The class teacher should not be present in the classroom while the test is taking place as this may interfere with the test data.

- If students complete the test early, they should remain in their seat and wait quietly until the end of the test.

- 10 minutes before the end of the test, ask students to check their answers to see if they have finished.

- Once the time is completed, collect in all student Test Answer Sheets and Test Papers. Keep all the answer sheets for that section together and label the package carefully with the school ID and other details.

- *Make sure you have collected all Test Papers back in and do not leave any at the school.*

Dealing with Student and Head Teacher absence:

Always complete the cover sheet for all instruments for absent students and return these along with the completed instruments. Be sure to identify the student as absent on the cover sheet using the correct code.

The rosters will be completed as normal for all students, regardless of whether they are present in school on the first day of fieldwork or not.

If a student is enrolled in school, but is not present on the day when the Maths test takes place for their section, they will be recorded in the last column on the Student Roster as **not attending**. No further data will be collected from them. They will not be asked to complete the Student Booklet, even if this takes place on a subsequent day when they are present. Record them as absent on the cover sheet of all of these instruments and return the uncompleted instruments for data entry.

If the Head Teacher is absent at the beginning of fieldwork, ask the In-Charge to help with the completion of the School Booklet 1. The In-Charge should also be asked to complete School Booklet 2: Head Teacher Background Questionnaire. There is space within this booklet for the In-Charge to record that their role within the school so we will know that they are not the Head Teacher.

7.3 Student Booklet: Student Background Questionnaires

The Student Booklet must be completed by all Class 9 children.

The booklet is self-completed, supervised by the fieldworker. The booklet is a background questionnaire which will tell us more about the children. It will take around 30-45 minutes to complete.

Complete the Student Booklet cover page before administering. Complete the details of the cover page, taking the information from the Student Rosters. See the example below – this student is from Section C01 and their Student ID is CH02. They are not a Young Lives child.

Example of a completed cover page for a Student Booklet:

Young Lives Secondary School Survey
Student Questionnaire (Wave 1)

This page is to be completed by fieldworkers. ఈ పేజి ఫీల్డ్ వర్కర్స్ నింపాలి

0.1	YL School ID YL స్కూల్ ఐడి	INSC 0123
0.2	Section ID *(from Section Roster)* సెక్షన్ ఐడి (సెక్షన్ రోస్టర్ నుండి)	C 01
0.3	Student ID *(from Student Roster)* విద్యార్థి ఐడి (విద్యార్థి రోస్టర్ నుండి)	CH 02
0.4	Is this a YL child? *(from YL Child Roster)* ఈమె / ఇతడు YL పిల్ల / పిల్లవాడా? (YL పిల్లల రోస్టర్ నుండి) 00=No అవును 01=Yes కాదు	[00]
0.5	If yes, what is the YL Child ID? *(from YL Child Roster. Leave blank if not YL child)* అవును అయినట్లయితే, YL పిల్లవాడి ఐడి (YL పిల్లల రోస్టర్ నుండి. కాకపోతే ఖాళీ వదలండి)	[_ _ _ _ _ _]
0.6	If the instrument is not completed, what is the reason why? ఈ ప్రశ్నావళి పూర్తిగా నింప లేక పోయినట్లయితే, కారణం ఏమిటి ? 00=Respondent absent జవాబు ఇచ్చే వ్యక్తి లేరు 01=Respondent refused to participate *(if completed, leave blank)* జవాబు ఇచ్చే వ్యక్తి నిరాకరించారు (పూర్తిగా నిమ్పినట్లయితే ఖాళీ వదలండి)	[_ _]
0.7	Date of interview ఇంటర్వ్యూ చేసిన తేది.	11 / 07 / 2016 (dd/mm/yyyy)

Make sure that the correct student booklet is given to each student. ***Remember that the student names are not written on the Student Booklet so you must be sure that the correct booklet is given to the correct student according to the Student ID against their name on the Student Roster.***

The Student Booklet is available in two bilingual formats: Telugu/English and Urdu/English. You should make sure you have the correct format for the section and school you are visiting before arriving at the school. If children are learning in Telugu or English medium, provide them with the Telugu/English bilingual booklet. If they are learning in Urdu medium, provide them with the Urdu/English bilingual booklet.

Follow these instructions:

- Explain to children that none of their responses will be linked to their name and that no information about them will be given to their school or their teacher
- Explain that this is not a test. Students can ask for help on any question – the aim is to get the best information we can from students. It is important to help students tick the appropriate boxes to represent their situation –especially if they have difficulty reading. However you should be careful not guide children towards a particular answer.
- Encourage children to answer all questions as honestly as possible. Ask the teacher to leave the room while children complete the questionnaire so students feel free to respond honestly.
- Fieldworkers should allow students time to complete the questionnaire on their own. The fieldworker should supervise by walking around the classroom to check that the questions are being understood correctly.
- Fieldworkers are encouraged to help students as a group and individually to make sure they understand the questions and select the appropriate response category. However children should not discuss their answers with each other and should not let other students see their responses.
- When a student has completed the questionnaire, ask them to check that they have answered ***every question***.

Specific Question Guidance:
Below is additional information about some of the questions which children may ask for help with.

4. Where do you live during the school semester / school week?
This question is designed to identify those students who lodge away from their home to attend school. The first option is for children who <u>do not</u> live away from home. The other options are for children who <u>do</u> live away from home in order to attend school. If they live with relatives or friends in order to be near to the school (for example if they stay with their aunt because she lives close to the school), they should select the second option. If they stay in a school hostel (for residential schools) they should select the third option. If they stay in a private hostel (one which is not owned by the school) they should select the fourth option.

18. How many hours do you spend on the following tasks on a usual school day?

A *usual school day* is defined as any regular day during the school year. If the amount of work varies according to the season, students should select an average figure. When supervising the classroom, remind students to select <u>one answer per row</u> for this question.

19. How often do the following things happen at home?
Students should select the regularity which is most similar to what happens to them. So if they report one of these things happens to them four times a week, they should tick 'every day / almost every day'.

22. Approximately how many books are there in your home? (do not include newspapers, magazines or your school books)
This question is designed to understand more about a child's home environment. Children should not include any of their school books, or their siblings' school books when estimating this number.

24. How often do you do the following things outside of school?
As with question 19, students should select the regularity which is most similar to what they do. So if they do one of these things four times a week, they should tick 'every day / almost every day'.

25. How often do you use a computer in each of these places?
As with question 19 and 24, students should select the regularity which is most similar to what they do. So if they do one of these things four times a week, they should tick 'every day / almost every day'.

29. What is the 1 most important reason you or your family choose for you to attend this school?
Some students may want to select more than one answer to this question as there is a long list of possibilities. When supervising the classroom, check that students are only giving one answer to the question.

31. What type of school did you attend from Class 1 to Class 8?
If students are unsure, they should be encouraged to try to remember what type of school they attended for each previous grade. If they really are not able to remember, they should select 'I don't know' for that grade.

33. Have you ever dropped out of school? ('dropped out' means you were absent from school for more than 20 days in a row)
Students are classified as having dropped out of school if they have not attended school for more than 20 consecutive days

35. What Class were you in when you started learning English at school?
This refers to when children began to learn <u>English as a subject</u>, not learning in English medium.

36. Do you speak to any of these people in English?
Students should tick one box per row for this question. If they do not speak to one of these people in English, they should tick 'No'. If one of the rows is not applicable (for example if their mother is dead), they should tick 'Not applicable'.

7.4 School Booklet 2: Head Teacher Background Questionnaire

You will complete one Head Teacher Background Questionnaire per school. This will be completed by the Head Teacher or Principal.

This questionnaire is self-administered, but fieldworkers will need to review the questionnaire and ask about any questions which have not been completed. The questionnaire should take between 30-45 minutes to complete.

You should ensure that the Cover Sheet is fully completed using details from the School Roster.

If the Head Teacher or Principal is not present in the school on the day of fieldwork, ask the In-Charge to complete the questionnaire for themselves. There is a question in the questionnaire which will allow them to record that they are the In-Charge rather than the Head Teacher or Principal (question 7).

Specific Question Guidance:

0.2 Teacher ID <u>if Head Teacher also teaches Maths / English to Class 9</u> (from Teacher Roster)
This box will only be completed if the Head Teacher also has responsibility for teaching English or Maths to Class 9 and so has been allocated an ID on the Teacher Roster. If they do not teach English or Maths to Class 9, leave this box blank.

12. In what year did you join <u>this school</u>?
This relates to the year that the Head Teacher joined this school in any position. For example, if they joined as a teacher in 1997 and then became Head Teacher in 2003, they would write 1997 in this box.

15. What gross salary do you receive per month for your work as a School Principal / Head Master / In-Charge?
Gross salary means all the money the Head Teacher makes from this job, before any deductions are made.

Some Head Teachers may not be willing to complete this question. If this is the case, the question can be left blank.

20. Does this school have lodging / hostel facilities?
This refers to hostel or lodging facilities owned by the school. It does not include private hostels or boarding houses which are nearby and where some students may stay.

22. What is the total amount of fees a Class 9 student pays per year in this school?
This should include all compulsory fees which *a typical student* would pay for this school, including any administrative fees, and any one-off payments at the beginning of the school year. It should be the amount paid by a regular student, not a student who receives any discounted rate.

23. Are there some students in this school who pay a lower level of fees?
This gives Head Teachers the opportunity to identify any children who receive a discount on fees and so do not pay the total amount. They should tick all boxes which apply. If the school does not have any fees, the Head Teacher should tick the box marked 'There are no school fees'.

27-28. What time does school start? / What time does school end?

For residential schools, note that this refers to the class time only, not the time given for any extra-curricular activities or for homework sessions.

29. In this academic year (2016-17), what are the teaching days of this school in a typical week?
If the school provides half-day teaching on a Saturday, this box should still be ticked.

36. What are the criteria for a child to be admitted into this school?
Head Teachers should select all criteria which are required for a child to be accepted into this school. It is especially important that they tick whether children are required to pass an exam before entering the school.

8. Compensation for Participants and Schools

CESS will provide guidance to the Team Supervisor on how to compensate schools in the school survey. Please follow these instructions carefully.

9. Fieldworker Conduct

Please read this section carefully and follow the guidance given.

9.1 Basic principles

- Ensure that all participants have been informed about the survey and understand why you are in their school
- Questionnaires are to be self-completed by principals and students. However, if you need to read any questions from a questionnaire to a participant, make sure that you ask the questions exactly as they appear in the questionnaires.
- Make sure that you thoroughly check tests and questionnaires and follow-up any incomplete sections.
- Never make up any answers or information.
- Keep a neutral attitude with respondents.
- Avoid any harm to the respondent.
- Treat everything the respondent tells you as confidential.
- Never make promises to the participants that you cannot keep.
- Avoid 'leading' the respondent to any particular answer. For questionnaire questions, you should however clarify the meaning of the question if required, using the information from the manual.
- Do not provide students with help to answer any questions in the Maths or English tests. This includes reading the question to them or helping with translation.

9.2 General Conduct

- Be polite towards everyone and treat all participants with respect. Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
- Avoid disturbing or upsetting anyone by your behaviour.

- Be properly dressed so that the respondent will be inclined to trust you as a reliable and responsible person.
- Arrive at the stated time and never keep respondents waiting.
- Never attempt to sell anything to the child or school and its representatives.
- Never lend or borrow money or goods from the school and its representatives.
- Never bribe a child or school in order to get them to cooperate.

10.What If…?

We will address any questions you have during the training.

Appendix 1: Errata:

1. Please note that a Young Lives School ID can have **up to 4 digits**. All forms only have spaces for 3 digits – **this is incorrect**. Please write all 4 digits in the space provided.

Appendix 2: Information about Young Lives and the School Survey

Please use this information to explain the Young Lives study and the School Survey to all participants (including children taking part in the tests and questionnaires). Use a language which the participants understand, and make sure your explanation is simple and clear. Try to answer any questions which participants have.

- Young Lives is a study looking at how poverty affects children in four countries: Ethiopia, India, Peru and Vietnam. The project is based at the University of Oxford in the UK, and there are project offices in each of the four countries.

- The study is being funded by international donors working in cooperation with the Indian Government and AP/Telangana State Governments. The researchers collecting the information work for the Centre for Economic and Social Studies in Hyderabad.

- As part of the Young Lives study, we are collecting information on some schools, their teachers and students. This information will be used to find out more about what makes schools work well. These findings will be shared with the Government to help them make further improvements to schools.

- We are collecting information about the whole school and about each Class 9 section. For each of these classes we are asking all students to complete a questionnaire. These include questions about the child's background and questions which ask about their opinions and views on various topics. Each questionnaire will take around 30-45 minutes to complete.

- Students will also be asked to complete a Maths test and an English test. Each of these will take around 75 minutes. These tests are for our study only – students' scores on the tests will be anonymous and will not be shared with their teachers or anyone else at the school. We do not want students to write their name on the test paper.

- We will return to your school again at the end of the school year to collect further information from students and teachers.

- The information we collect in this study will be anonymous. We will make sure that we remove all names so that individual children, teachers, head teachers, schools and communities cannot be identified.

- Your participation in this survey is voluntary – you may choose not to participate and you may withdraw at any time if you choose to do so. Your participation is very valuable to the long running Young Lives project so we really appreciate your time if you do choose to participate. If you do not want to participate, please let one of the researchers know.