



YOUNG LIVES SCHOOL SURVEY

Ethiopia School Survey Retest 2013 Fieldworker Manual

**NOTE: ADDENDUM ADDED DURING TRAINING INCLUDED AT BACK OF MANUAL
(FIELDWORKERS RECEIVED THIS AS AN ADDITIONAL INSTRUCTION)**

1. Introduction: The School Survey & Retest

Young Lives is a longitudinal survey of children which began in 2002. It has followed 2,000 children in Ethiopia since their first year of life. The schools included in the school survey are all the schools (and their satellites) located within the Young Lives sites plus all schools in new sites selected in the Somali and Afar regions.

The school survey is focussed on pupils studying in **Grades 4 and 5**, their teachers and their schools. It collects data on every child studying in Grades 4 and 5 in every school located in the Young Lives sites, which are normally made up of one or two *kebeles*. All children are included, not only (but including) the Young Lives index children.

The school survey retest returns to the schools surveyed at the start of the school year and tests children again in maths and literacy. It also collects information about students' attendance and progress over the course of the year. It only surveys pupils present and surveyed during Wave 1 of the survey and does not include any new pupils.

This manual explains how to conduct the Retest fieldwork. Please read it carefully before you begin work. Ask your supervisor if you are unsure and seek advice from EDRI as soon as possible if your team encounters any difficulty not explained here.

2. List of Instruments

The instruments to be completed are below, with indications of their contents and administration:

1	School Roster	One per school Collects information on teacher attendance Fieldworker completed
2	Class Roster	One per class Collects information on pupil attendance and progress Fieldworker completed
3	Pupil Maths Test	One per pupil (self-completed, fieldworker-led and supervised)
4	Pupil Literacy Test	One per pupil (self-completed, fieldworker-led and supervised)

3. Preparing to Visit the Schools

- The Retest survey simply *re-visits all of the schools and classes which were surveyed at the start of the school year.*
- There is a school roster pre-printed for every school that must be visited.
- There is a class roster pre-printed for every class that must be surveyed within each school.

The supervisor should contact the school prior to the visit with as much notice as possible. He/she should reconfirm a few days before visiting each school. It is useful to gather information about the school in advance to help plan the fieldwork. For example - are classes only in the morning or both morning and afternoon and has this changed since the start of the school year?

Fieldworkers should be flexible about visiting two schools in one day, if appropriate. It is up to the supervisor to organise the fieldwork schedule taking account of the expected workload in each school.

Arranging the Fieldwork Schedule

On arrival at the school, re-introduce yourself to the principal or the deputy if the principal is absent and present your introduction letter from EDRI. You then need to make arrangements with the principal or deputy for a schedule to administer all the instruments.

Explaining the survey to the principal or deputy:

- Explain that the first instrument to be completed will be the roster. You will need the principal's and class teacher's help for this.
- Explain that you will need to conduct a maths test (45 minutes) and a literacy test (45 minutes) with every pupil in every Grade 4 and Grade 5 class as you did in the first survey round. There should be a break between the two tests of 5-10 minutes, so that pupils can rest, but the two tests can be administered on the same day.

Gathering the initial information you need:

- Find out if anything has changed since the start of the school year, for example:
 - Have any classes been split or restructured?
 - Are classes taught in the same shifts?
- Fix a time to administer the child tests. The child maths and literacy tests should be administered with a break in between of 5-10 minutes, but can be administered on the same day. You need two 45 minute slots for each class but if the classes are large the administration may take longer, especially if reading levels are low. If classes are very large, it is advisable to split the class in half if possible (if an alternative room is available).
- Fieldworkers must carefully supervise each test with each class. Fieldworker(s) should read the instructions and explain the format of the test and then circulate in the class to supervise the children. See further instructions on child testing below. If you are going to a school where you do not speak the local

language you will need to ensure that you have appropriate assistance for translation. Teachers will usually be able to provide this. But, in Afar, for example, the teachers may not speak Afaringa. In this case it is important to be accompanied for the administration of the pupil instruments by an Afaringa speaker - either the local guide or associate or an Afaringa speaking teacher.

4. Informed Consent

Teachers and Principals completed consent forms at the start of the school year. Nonetheless, pupils, teachers and principals should have the survey explained to them again in language they can understand. They are free not to participate if they wish. Please explain that their participation is very valuable to the long-running Young Lives project and encourage them to take part. If a pupil or a teacher or principal does not wish to take part, record this by inserting the correct code in the fieldworker completed sections on the instrument cover sheets.

5. Checking for Completeness

The test instruments in the survey are self-completed. It is essential to make several kinds of checks so that we avoid missing data where possible:

- For pupil tests encourage all respondents to select an answer to every question - using a 'best guess' if they don't know the answer.
- Ensure cover sheets are correctly and fully completed.

Before leaving the school and the site, the supervisor must check all instruments are appropriately completed.

6. Survey Instruments: Rosters

(i) School Roster

There is one school roster booklet for each school. This is the first instrument to be completed in each school. It contains information about the school and the teachers who were surveyed at the start of the school year.

First of all, take the GPS coordinates of the school and record them. See the separate instruction sheet to learn how to take GPS coordinates.

You must then record the number of days each teacher has been absent since the date of the first survey. The date of the first survey is pre-printed on the roster. You simply need to use the teacher register to record the number of days absent since the day of the first survey.

Class Roster Booklet

School ID:	ETSC053M1	Class ID:	C01
Class Name:	4A		
Grade:	4	Shift:	3
Ethiopia Date of first visit:	04/03/2005	UK Date of first visit:	13/11/2012
Date this instrument was completed:	_ _ / _ _ / _ _		
<i>Number of Children expected to be surveyed (present on first day of Wave 1)</i>			49
Individual Class Roster			
-There is a separate class roster for each grade 4 and 5 class listed in the School Roster.			
-The names of all children on the class register at the start of the school year are detailed below. Columns 1-4 are preprinted.			
-You only need to complete columns 5-11 for children included in the first wave of the survey			
-You should not collect information on children who have joined the class since the time of the first survey but record this below in Question 2.			
-If a class has been split, find the children listed in the class roster and put them back into a group. Make a note that the class has not been continuously taught together over this academic year in Question 3.			
Please answer these questions about THIS CLASS. Use the codes provided. You will need to ask different people to help you complete this questionnaire, This will include the class teacher(s) and the principal.			
<i>1. Class Size at start of school year:</i>			51

Stage 2:

On the second page you need to answer some questions about the class. These help us to understand how a class has changed over the course of a school year. Some notes on specific questions are included below:

Q2 - asks about the number of children who have joined the class since the first survey. These might be children who enrolled late. We need to know that they have joined but THESE CHILDREN WILL NOT BE INCLUDED IN THE SURVEY.

Q3 - asks whether the class has been split up or merged over the course of the school year. This may be because a teacher left the school and the class had to be split up and separated around other classes. For the purposes of the retest, you need to make a note here that the class has been split up, and then gather all the children in the class at the start of the school year together again for the purposes of the testing.

Q 6- Q8 - here you need to record the total possible score in the first semester tests. This will vary by region and school, but is important because you will later record children's individual scores, which are only useful if we know what the total possible score was.

Class Roster Booklet

School ID: ET9C053M1

Class ID: C01

2. number of new children who have joined since the first wave of the survey? (These children will not be include in the survey or recorded below)	[_ _ _]
3. Has the group of children listed below been continuously taught together over this academic year? (i.e. has the class been split up into separate classes?) 00=No; 01=Yes	[_ _ _]
4. Which of the following statements best describes the pupil attendance at the time of this survey visit? (01=Normal; 02=Higher than normal; 03=Lower than normal)	[_ _ _]
5. If pupil attendance is higher or lower than normal at the time of this survey visit, why? (if you answer 01=Normal to Q3 write -88) Otherwise (01=Patterns of farm work; 02=Seasonal Migration; 03=recent or forthcoming holiday/celebration; 04=Other)	[_ _ _]
6. In the roster below you must record the score of each child in maths on the first semester test. What is the total possible score on this test? (e.g. if a child scored 20/30 then the total possible score for the test that this class took is "30".)	[_ _ _]
7. In the roster below you must record the score of each child in literacy on the first semester test. What is the total possible score on this test? (e.g. if a child scored 20/30 then the total possible score for the test that this class took is "30")	[_ _ _]
8. In the roster below you must record the score of each child in terms of average performance on the first semester tests. What is the total possible score on this test? (e.g. if a child scored 20/30 then the total possible score for the test that this class took is "30")	[_ _ _]

Stage 3:

You now need to collect information on all children who were included in the first wave of the survey. The roster table contains the details of every child enrolled at the time of the first survey. Those who were included in the first survey round are marked with a "1" in column 4.

YOU MUST ONLY COMPLETE COLUMNS 5-11 FOR CHILDREN INCLUDED IN THE FIRST WAVE OF THE SURVEY (FOR WHOM THERE IS A "1" IN COLUMN 4).

In Column 5 record whether the child is still enrolled. If a child has dropped out and is no longer enrolled, you do not need to complete columns 6-11 for them.

In Column 6, for those children who are still enrolled, use the class register to record the number of days absent since the date of the first survey. This date can be found on the front of the class roster. It is important that you only count days absent since the first survey wave so that we know the number of days of absence between the first and second survey waves.

In columns 7-9 record the score of each child on the first semester test. You will have recorded the total possible score in the previous section. If a child scored 20 marks out of a possible 30 on the maths test, then you would write "20" in column 7. In column 9 you should provide the average score the child got across the first semester tests. The teacher should be able to provide this. If you are unsure about which test scores to record, ask the supervisor or contact EDRI.

Columns 10-11 then need to be completed with the help of the class teacher. For each child, ask the teacher to provide a score for participation in class (column 10) and motivation to succeed in school (column 11). In each case, 10 would be the highest possible participation in class, and the highest possible motivation to succeed in school.

Class Roster Booklet

School ID: ETSC053M1

Class ID: C01

1. Child ID	2. Child name	3. If child is YL Younger Cohort child, what is their ID	4. Was child included in first wave of the survey? (N.B. only children surveyed at Wave 1 will be surveyed at Wave 2) (01=Yes; 00=No)	ANSWER THESE QUESTIONS ONLY FOR THOSE CHILDREN INCLUDED IN WAVE 1 OF THE SURVEY (I.E. A "1" IN COLUMN 4)						
				5. Is this child still attending? 01=Yes; 00=No	6. If child still attending, how many days absence since first survey round (detailed on first page of instrument)	7. Maths performance (N.B. please record the 1st semester test result e.g. "20". (This should be in the register)	8. Literacy performance (N.B. please record the 1st semester test result e.g. "20". (This should be in the register)	9. Average performance (N.B. please use the average score across all subjects in the 1st semester tests. (This should be in the register)	10. Participation in Class (Ask the teacher to give each child a score out of 10 where 10 is the highest participation and 1 the lowest participation)	11. Motivation to succeed in school (Ask the teacher to give each child a score out of 10 where 10 is the highest motivation and 1 the lowest motivation)
(PUPILID)	(PUPNAME)	(CHILDID)	(PRSTPUPL)	(STLATDRT)	(DYSABSRT)	(MTHPRFRT)	(LITPRFRT)	(AVGPRFRT)	(PRCLSRT)	(MIVSU CRT)
CH01	HIWOT G/MARIAM G/TSIDK		1	[__]	[__]	[__]	[__]	[__]	[__]	[__]
CH02	MESELECH BORDA BADSHO		1	[__]	[__]	[__]	[__]	[__]	[__]	[__]
CH03	MESERET JEMBER GEBEYEHU		1	[__]	[__]	[__]	[__]	[__]	[__]	[__]

7. Survey Instruments: Pupil tests in Maths and Literacy

General Points

These tests should be administered in a whole class environment to all children who were included in the first round of the survey (as detailed in column 4 of the class roster). The total number of tests returned for data entry should therefore match the total number of children surveyed in wave 1, as detailed on the first page of the class roster. The tests must be administered under the close supervision of fieldworker(s) and including one person who speaks the local language.

The aim is that every child should be able to perform to the best of their ability, so it is essential that they understand what to do fully, although you should never help them by giving an answer or guiding them towards an answer or by translating the question into another language.

The length of each period varies between schools. In some schools, 1 period will not be sufficient time for pupils to complete the test. In these cases, it is best to schedule the test to start before a break period or over a double period, so that pupils can overrun if necessary.

Sometimes the desks are not arranged in a way that is appropriate for testing. If able, rearrange the desks into the exam format. This will help minimise opportunities for cheating and copying.

Who do you administer the tests with

Only children who were tested in wave 1 of the school survey should be included in the retest. These children are detailed on the class roster, as those with a “1” in column 4. The total number of these children is pre-printed on the front of the class roster.

Before you enter the class you can fill-in the cover sheets of the tests with the childid of all children who were included in the first survey round. You can then read these names off the class register and give out the tests to those children present on the day of the retest. If a child is absent then you should fill in the box on the cover sheet to indicate this, and put that test script to one side. The test scripts of absent pupils must also be returned for data entry.

The total number of tests returned for data entry should always match the number of children surveyed at wave 1, printed on the front of the class roster.

FIELDWORKERS COMPLETE THE FOLLOWING:

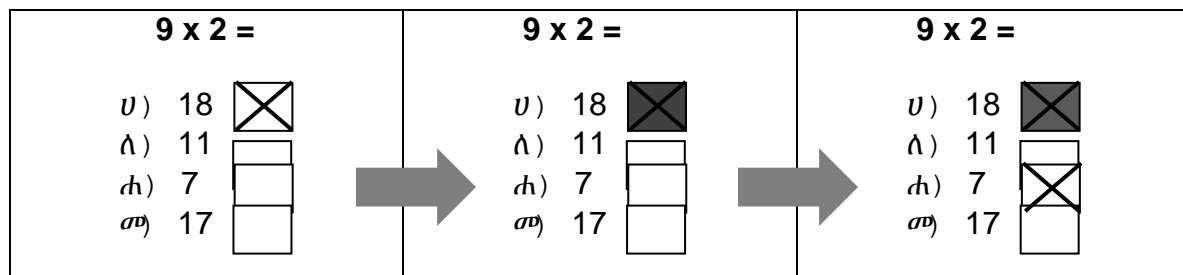
0.1	School ID	_____
0.2	Class ID	_____
0.3	Pupil ID	_____
0.4	Language of test 01=Afarigna; 02=Amharic; 07=Hadiya; 11=Oromiffa; 12=Sidama, 14=somaligna; 15=Tigrigna; 16=Wolayta	_ 02 _
0.5	If this instrument is not completed, why? (if completed, leave blank) 01= respondent absent; 02=respondent refused to participate	___
0.6	Date completed	____ / ____ / ____ dd /mm /yyyy

Administration

Before the test

- Complete the IDs on the front of the test for each of the children. Use the school/class roster to get the information you need. Complete this before the class begins as pupils will need the full 45 minutes to answer the tests.
- Only pupils who were included in the first survey wave should be tested at this survey round. If a child is absent when the retest is conducted please complete the box on the cover sheet of the test which records that they are absent and return this for data entry.
- Explain that this is not a school test. The results of the test are confidential and will not be linked to the pupil’s name.

- Distribute the question booklets face down.
- Give the correct test script to each pupil detailed on the class roster. Note that pupil names are NOT written on the test script, so you must be sure that the correct sheet is given to the correct pupil according to the roster.
- The tests use multiple-choice responses. One fieldworker should read out the instructions so that children understand the format and how to respond. Show the pupils how to select the correct answer by writing on the board the example below. Pupils may wish to change the response they have selected, if they feel it is incorrect. Explain how to do this, also by writing on the board as in the example below.
 - Mark a cross in the box next to what you believe to be the correct answer.
 - If a pupil wants to change an answer they should shade the original answer box completely and select a new answer (see below).



- Explain that the pupils may make calculations on the blank parts of the maths test. Only the letters selected for the answers will be looked at.
- Pupils should be instructed to attempt all the questions. If they cannot answer a question, they should select what appears to be the best answer and move to the next question.
- No calculators may be used in the math test.
- Begin the test, write the start and end time on the blackboard (45 minutes).

During the test

- Fieldworker(s) should circulate the room continuously, supervising students and offering assistance to those who may be struggling to read. Do not read out the texts or questions in the literacy or maths tests. It can be useful to ask the

class teacher to help you give instructions to the pupils. But do not allow the teacher to help the children with the answers. Instead, encourage pupils to do their best.

- Do not allow the pupils to talk to each other or to see each other's answers. Plan strategies to avoid this. For example, bring in extra chairs/desks or separate children to ensure they cannot see each other's papers.
- If pupils complete the test early they should remain seated and wait quietly.
- 10 minutes before the test ends, ask finished pupils to check their answers.
- At the end of the test ask all pupils to check that they have provided an answer to every question. Circulate around the room to verify they have not missed pages or sections. You may allow a few minutes extra to allow pupils to complete any sections missed.

After the test

When the test is finished, you should have the same number of each of the tests to return for data entry. This should match the total number of pupils who were surveyed in Wave 1, which is printed on the class roster in the pre-populated field 'Number of children expected to be surveyed (present on first day of Wave 1).'

For example, there may have been 40 children present on the first day of wave 1 of the survey. 39 of these original 40 children are present on the day of the retest, as well as 2 additional children who were absent during the wave 1 of the survey. The 2 additional children do not participate. You should return 40 tests for data entry, with 1 test detailing the child as absent on the cover sheet.

8. Compensation for Participants and Schools

EDRI will provide instructions to the team leader on how to compensate the schools and the participants in the school survey. Please follow these instructions carefully.

9. Fieldworker conduct

There are a number of basic principles that all fieldworkers must follow throughout the survey.

1. Ensure participants have seen information sheets and understood why you are conducting a survey in their school.
2. Make sure that you thoroughly check test items and follow-up on any incomplete sections.
3. Never make answers or information up.
4. Keep a neutral attitude with the respondents.
5. Avoid any harm to the respondent.
6. Treat everything the respondent tells you as confidential.
7. Never make promises to participants that you cannot keep.
8. Avoid 'leading' the respondent to any particular answer. You should, however, clarify the meaning of the question if required using the information from this manual.

1. 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.
2. Avoid disturbing or upsetting anyone by your behaviour.
3. Be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. Arrive at the stated time, and never keep the respondents waiting.
5. Never attempt to sell anything to the child or school and its representatives.
6. Never lend or borrow money or goods from the school and/or its representatives.

7. Never bribe the child or school in order to get them to cooperate.

ADDENDUM TO THE MANUAL

The below are changes to the survey rosters and manual which we discussed in the training session.

Class Rosters

In addition to the instructions included in the manual, ensure that column 5 is completed with reference to ENROLMENT not ATTENDANCE. As such, a child would only **not** be enrolled if they had dropped out completely. If a child is simply absent at the time of the survey, you should list them as “01” – enrolled in column five, and then detail their absenteeism on the cover sheet of the test.

In Young Lives sites, you will have a list of YL children who you need to try to find. If you find a YL child who has not been previously recorded, please ensure that you write their ID in the YL child ID column of the class roster, in addition to completing the school and class IDs in the list of YL children to be found.

School Rosters

The School Roster has changed format to take account of cases where the class teacher has changed during the school year. The below instructions replace the instructions for the school roster included in the training manual.

There is one school roster booklet for each school.

You must first record the date on which you are conducting the survey.

Then you must take the GPS coordinates of the school. This involves standing in the middle of the school compound and taking a GPS reading. You will have to stay still until your position is accurately located.

- Ensure the GPS reading has an accuracy of **10m or below**
- Ensure the format of the reading is set to **“hddd°nm’ss. s”**
 - o To do this go to “Setup” → “Units” → “Position format” → select the above
- Record the N and E coordinates and the altitude/ elevation.

School Roster Booklet

School ID ET12345 School Address Addis Ababa Road

School Name: The Most Amazing School Telephone 091234567

Sentinel site number: 01

Date of first visit in Wave 1: 31 Maskaram 2005

Date of retest visit: _____

GPS coordinates of school:

N: _____

E: 45 _____

Altitude/ Elevation: _____ m

You now need to collect absenteeism data for the teachers of the classes included in the survey. In most cases, these will be the same teachers as were included in Wave 1.

The details of the teachers surveyed in Wave 1 are printed in Table 1. Some teachers may be listed more than once, because there is a row for every class and subject taught by that teacher.

First find out if each teacher still teaches the classes and subjects as listed below.

If the teacher has not changed and is still teaching the class and subject, write “01=Yes” in column 4 and use the teacher register to complete the number of days absent since the date of the first visit in Wave 1 (printed on the front page of the manual). Enter this number in column 5. Include ALL days of absence, including authorised absences for example for sickness. Where there are multiple rows for a teacher, you must fill in every row, even if this means writing the same information more than once.

Teacher Roster

Instruction: Use the teacher register to complete the number of days each teacher has been absent since the date of the first fieldwork visit (detailed above)

Instruction: Complete this roster using the school records.

Table 1: PLEASE FILL THIS IN FOR ALL SCHOOLS.

1. Teacher ID	2. Teacher Name	3. Classes & Subjects		4. Does teacher still teach this class this subject? 00=No; 01=Yes If "00=No" please skip to table 2 & 3. If "01=Yes" please go to column 5.	5. If YES, enter total number of days of absence since date of Wave 1 survey (If teacher has not changed, skip to next teacher)
		3.1 Class	3.2 Subject		
T01	Zoe	C01	Maths	<input type="text"/>	<input type="text"/>
		C01	Literacy	<input type="text"/>	<input type="text"/>
T02	Tassew	C02	Maths	<input type="text"/>	<input type="text"/>
		C03	Maths	<input type="text"/>	<input type="text"/>
T03	Chania	C02	Literacy	<input type="text"/>	<input type="text"/>
		C03	Literacy	<input type="text"/>	<input type="text"/>

If a teacher has stopped teaching a class and subject, write "00=No" in column 4 and proceed to Table 2 & 3.

You need to find out which teacher has replaced the teacher for each affected class and subject. If the teacher is a teacher who is already listed in Table 1 and therefore already has an ID, proceed to Table 3. If the new teacher is entirely new, and was not allocated an ID in Wave 1, write their name in Table 2 and allocate them a Teacher ID. You will need to write a new ID in the ID column. Please begin with "T20" so that the IDs do not replicate the IDs allocated in Wave 1.

TABLE 2: NEW CLASS TEACHER ROSTER – ONLY TO BE COMPLETED WHERE A CLASS TEACHER HAS CHANGED DURING THE SCHOOL YEAR & THE NEW TEACHER WAS NOT ALLOCATED AN ID IN WAVE 1

INSTRUCTION: PLEASE WRITE THE NAMES OF ANY NEW TEACHERS WHO NOW TEACH THE SURVEY CLASSES MATHS OR LITERACY WHO WERE NOT ALLOCATED AN ID IN WAVE 1

New Teacher ID	Teacher name
T__	
T__	
T__	
T__	
T__	
T__	
T__	

Now that you know the ID of the new teacher for the affected class and subject, you can complete Table 3.

In columns 1, 2 and 3 of Table 3, copy the information from Table 1 for the class and subject where a teacher has changed. Column 1 should be the ID of the teacher at Wave 1, and column 2 and 3 should be the class ID and subject for which this teacher no longer teaches.

In column 4 you need to write the date (E.C.) on which the Wave 1 teacher stopped teaching this class this subject.

In column 5 you then need to count the number of days of absence for this teacher from the date of the first wave of the survey (on the front page of the roster), to the date on which they stopped teaching this class this subject (column 4).

In column 6 you then need to write the ID of the new teacher for this class and subject.

In column 7, then write the date on which this new teacher started teaching this class and subject, and in column 8 write the number of days of absence since they started teaching this class and subject until today.

TABLE 3: ONLY TO BE COMPLETED WHERE A CLASS TEACHER HAS CHANGED DURING THE SCHOOL YEAR (A "00=No" in Column 4 of Table 1.)

INSTRUCTION: FILL IN COLUMNS 1-3 FROM TABLE 1 AND THEN ANSWER THE QUESTIONS IN 4-8

1. ID OF TEACHER AT START OF SCHOOL YEAR	2. ID OF CLASS AT START OF SCHOOL YEAR	3. SUBJECT AT START OF SCHOOL YEAR TAUGHT BY THIS TEACHER. i.e. maths or literacy	4. Date when this teacher stopped teaching this class this subject? (E.C.) Dd/mm/yyyy	5. Number of days absence of this teacher until the date they stopped teaching this class?	6. New teacher ID for this class and this subject (from table 2 if teacher is new OR from table 1 if teacher was included in wave 1)	7. Date on which new teacher started teaching this class? (E.C.) Dd/mm/yyyy	8. Number of days absence of new teacher from date started teaching class to today
_____	_____	_____	___/___/____	[____]	_____	___/___/____	[____]
_____	_____	_____	___/___/____	[____]	_____	___/___/____	[____]
_____	_____	_____	___/___/____	[____]	_____	___/___/____	[____]