

Southern Africa Consortium
for
Monitoring Educational Quality
(SACMEQ)

Manual
for
National Research Co-ordinators

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FRANCE

Manual for National Research Co-ordinators

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1. Introduction

Eight Southern African countries have agreed to undertake a collaborative SACMEQ Grade 6 research project. This project will benefit each country individually and the sub-region as a whole by developing an information base that can be used for decision-making purposes aimed at improving each education system. A detailed description of the project can be found in the "SACMEQ Project Plan".

The National Research Co-ordinator (NRC) heads the SACMEQ project in each country and represents his or her country at sub-regional SACMEQ meetings. NRCs are therefore responsible for the successful conduct of the SACMEQ project in their country. This task will require NRCs to maintain contact with the Sub-regional Co-ordinating Centre (SCC), plan the survey in their country, ensure the availability of all resources required, oversee the data collection and data processing, participate in the sub-regional analysis of data, and conduct the national analysis of their own data and write a national report.

This manual provides NRCs with important guidelines for their work.

Security of the instruments

The whole SACMEQ project can be ruined if the SACMEQ Tests and Questionnaires are distributed in any way apart from their intended purpose. Strict security measures must thus be enforced at all times, including during printing, packing, distribution, data collection, and return of the Questionnaires.

2. Overview of main activities

The overall sequence of activities is given below. A checklist of them has been provided for you in Appendix A. Please complete Appendix A. Retain the original for your own use and send a copy to Mioko Saito at IIEP. Section 3 of this manual contains the details for each activity listed.

- 2.1 **Sampling plan:** Have your sampling plan passed by Kenneth Ross (see Section 3.1).
- 2.2 **Country Questionnaire:** Complete the Questionnaire for the Country Case Study (see Section 3.2).
- 2.3 **Advance planning:** Plan the overall schedule and distribution of responsibilities for the different activities using Appendix A.
- 2.4 **School letter and School Form:** Send the letter and Form to all schools selected in the sample. Inform the relevant authorities, persons in the hierarchy and unions (see Section 3.3).
- 2.5 **Receipt of instruments:** Receive all instruments and DEM diskettes from IIEP (see Section 3.4).
- 2.6 **Translation of instruments:** Translate where applicable (see Section 3.5).
- 2.7 **Printing of instruments and other materials:** Prepare all instruments and materials for printing and take the necessary actions to have them printed (see Section 3.6).
- 2.8 **Purchase of materials:** Purchase measuring tape, pencils, "Sticky Stuff", etc. (see Section 3.7).
- 2.9 **Organization of logistics of survey:** Make all necessary preparations for the actual survey, including (see Section 3.8):
 - the appointment or assignment of trainers, Regional Co-ordinators, Data Collectors, data entry staff and any other personnel required;
 - organization of transport for the survey;
 - booking of venues for training and all other activities;
 - booking of accommodation if required; and
 - allocation of computers for data entry.
- 2.10 **Establishing minimum and desirable levels of achievement:** Convene panels to work through the pupil Test to determine the minimum and desired levels of achievement for the Test and send the results to Mioko Saito and Kenneth Ross (see Section 3.9).
- 2.11 **Packaging and dispatch of materials to venues for training of Data Collectors:** Check the instruments received from the printers, pack materials for each school, for each Data Collector and for each training session and dispatch these materials (see Section 3.10).

- 2.12 **Training of Data Collectors:** Train all Data Collectors and backup staff (see Section 3.11).
- 2.13 **Data collection:** Conduct the actual survey. This involves fulfilling all the steps planned (see Appendix A), organized (see Section 3.8) and taught to the Data Collectors (see Section 3.11). NRCs must be available at all times during the data collection period to resolve any problems that may come up.
- 2.14 **Return of instruments and materials:** Ensure that all instruments and materials are returned to the National Centre completely and in time. Follow-up on any outstanding instruments (see Section 3.12).
- 2.15 **Data entry:** Manually check, enter into computer using DEM and verify all data (see Section 3.13).
- 2.16 **Return of data and documentation to IIEP:** Send all required data and a report to Kenneth Ross and Mioko Saito at IIEP (see Section 3.14).
- 2.17 **Data analysis and reporting:** Participate in the workshop for analysis of SACMEQ data, analyze your country's data and prepare a national report (see Section 3.15).

3. Guidelines

This section contains detailed guidelines for the different activities listed in Section 2 above.

3.1 Sampling Plan

(a) Sampling Frame

Adequate sample designs will be discussed during the February 1995 SACMEQ meeting in Harare.

All participating countries should have submitted a *tabular description of the desired, defined and excluded populations* for the survey and a *sampling frame* on diskette in November 1994. It is essential that any outstanding items are submitted without delay to allow the sample of schools to be drawn.

The tabular description of the desired, defined and excluded populations must be in the form of Table 1 of Appendix C of the SACMEQ Project Document:

Education Region	Desired Schools	Pupils	Defined Schools	Pupils	Excluded Schools	Pupils
Regions						
National totals.						

The *desired population* is "all pupils at the Grade 6 level in 1995 (in the eighth month of the school year) who are attending registered government or non-government schools of the country". (Note that the word "school" in this definition refers to schools within the mainstream national education system that offer the officially recognized curriculum. That is, special schools, correspondence schools, and non-formal schools all fall outside this definition of a "school".)

The *excluded population* consists of those schools and pupils that have been excluded from the desired population to give the *defined target population*. Please give and explain the reasons for removing those schools.

The quality of the study is negatively affected by the exclusion of schools from the desired population and as few schools as possible should thus be removed. It must, though, be kept in mind that once a school has been selected into the sample, it must participate in the survey.

The *sampling frame* must contain a list of **all** schools included in the **defined population** together with the information listed below on a computer diskette. The list has to be in ASCII format.

The items marked with an asterisk (*) in the list below are compulsory, the other information may be omitted if it is not readily available.

- * School number
- * School name
- * Region number
 - Region name
 - District number
 - District name
- * Number of pupils in Grade 6 (latest available figure)
- * Total number of pupils in the school (latest available figure)
 - School location: Urban (U)/Rural (R)
 - Responsible authority
 - Any other relevant information, e.g. indicator of average teacher qualification, pupil-teacher ratio, schools offering primary and secondary grades

Please describe the contents of the computer file in detail.

For example:

Columns 1 - 4: School number
 Column 5: Blank
 Columns 6 - 35: School name
 Column 36: Blank
 Columns 37 - 39: Region number
 Column 40: Blank
 Column 41 - 46: Number of pupils in Grade 6
 Column 47: Blank
 Columns 48 - 53: Total number of pupils in the school
 Column 54: Blank
 Column 55: Urban/rural code (U = Urban, R = Rural)
 Column 56: Blank
 Column 57: Government/private code (G = Government, P = Private)
 etc.

Sample record:

4332 Imaginary Primary School 101 288 1085 R G

Please look at your file on computer before you submit your disk to ensure that it has been compiled correctly. The file must contain all schools in the defined population. The coding of urban/rural, government/private, etc. must be consistent throughout the file. If possible, compute the number of schools and Grade 6 pupils by region from the file you intend to submit and compare them to the numbers listed as the defined population in the table described above.

(b) Approval of the Sample Design

The sample design should be discussed with Kenneth Ross during the February 1995 SACMEQ meeting in Harare. It is proposed that a computer-based system be used to draw the sample of schools for each country.

Once the sample of schools has been determined, it may not be changed. In particular, a school may not be replaced by another school. In the unlikely event that the survey cannot be conducted in a school in the sample, this must be reported WITHOUT surveying a replacement school.

The reason for this rule is that replacement introduces an unknown bias into the survey. Schools that cannot be surveyed for unforeseen circumstances may have certain characteristics in common. As these characteristics are not known, replacing the schools would alter the sample by pretending that the replacement schools have the same characteristics.

(c) Drawing the sample

In some cases, NRCs will obtain approval for their sampling plan from Kenneth Ross at the Harare NRC meeting (13 to 17 February 1995). In other cases, further correspondence with him will be required before the sample plan can be finalized. When he has agreed **in writing** to the sampling plan, the NRC should begin to draw the sample and have the School Forms completed by each selected school (see Section 3.3 (b) below.)

No school should be approached by an NRC before he or she has received written agreement from Kenneth Ross.

(d) Equivalence of the Target Population

The desired target population has been defined as "all pupils at the Grade 6 level in 1995 (in the eighth month of the school year) who are attending registered government or non-government schools of the country".

However, age equivalence is also of prime importance. It is therefore desirable that each NRC provides an age/grade table for primary schools. This table contains the number of pupils in each grade by their age. The following table should be completed by each NRC for his/her country and sent to arrive at the IIEP not later than 15 April 1995.

Number of pupils by grade and age: _____ (country) _____ (month/year)

Age	Number of pupils per Grade								Total
	Gd 1	Gd 2	Gd 3	Gd 4	Gd 5	Gd 6	Gd 7	Gd 8	
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
Total									

3.2 Country Questionnaire

The *Questionnaire for the Country Case Study on Primary Education* will be sent to all NRCs in March 1995. The Questionnaire has been reproduced as Appendix B of this document.

The Questionnaire should be completed immediately and returned not later than 30 June, 1995. Please follow the instructions in the Questionnaire. When completed, photo-copy it twice. Make sure that the photocopies are fully readable. Send the original to Mary Kariuki and a copy to Mioko Saito. You should retain one copy for your files.

The addresses of Mary Kariuki and Mioko Saito are:

Mary R.W. Kariuki
Ministry of Education
P.O. Box 30040
NAIROBI
KENYA

and

Mioko Saito
International Institute for Educational Planning
7-9, rue Eugène-Delacroix
75116 Paris
FRANCE

3.3 School letter and School Form

(a) Obtaining the required approvals and requesting that the School Form be completed

The printing of survey instruments must proceed well in advance of their distribution. As the number of Teacher Questionnaires to be printed depends on the number of Grade 6 English (reading) teachers, it is vital that the majority of School Forms have been returned before the number of Forms to be printed is determined. For this reason the letters and Forms to schools need to be sent at an early stage.

In many countries it is necessary to obtain the permission of certain authorities to conduct a survey such as the SACMEQ study, in other countries it might only be required to inform the authorities. It might also be good, or even required, to involve teacher unions and similar organizations in this process. It is recommended that NRCs ensure that the correct protocol and order is followed in sending these letters. NRCs should also try to have important letters signed by the Minister, Permanent Secretary or another high ranking official to ensure the co-operation of all persons involved. Personal contact should be made with the key persons in the hierarchy and union leaders.

The following aspects may be covered in these letters:

- explanation of the purpose of the testing programme and the necessary details (in the case of schools, explain how and when the sub-sampling of 20 pupils will be carried out in the school);
- request for any approvals necessary and actions you wish the recipient of the letter to take; and
- request to fill in the School Form and to return it to your office at their earliest convenience (remember to provide your address!).

The following related documents are provided:

- a model letter to school heads (Appendix C-i);
- a description of the SACMEQ survey that may be attached to all letters in order to provide a sufficient description of the study (Appendix C-ii); and
- a copy of the School Form (Appendix D-iv).

It is essential that the letters are followed up and that you send repeated requests in all cases where you have not received a positive reply within a reasonable time. Every effort must be made to ensure that all selected schools participate in the survey.

Add up the number of individual teachers in the column "Name of Teacher" on all School Forms to determine the number of Teacher Questionnaires required as explained in Section 3.6. If not all School Forms have been returned by the time that the Teacher Questionnaires have to be printed, make a generous estimate of the number of English teachers expected in the outstanding schools and proceed with the printing.

It is recommended that you draw up a checklist of schools in the sample. Tick off the schools that have returned their School Forms. Record the dates for testing in each school on the checklist and whether these dates have been confirmed by school heads. Where necessary, alternative arrangements should be made.

A letter reminding school heads of the survey should be sent later in the year to reach schools about two to four weeks before the survey.

(b) School Form

A copy of the School Form is included in Appendix D-iv. A master copy will be sent to NRCs by the IIEP together with the other instruments in March 1995.

Please ascertain that all information has been provided on the Form: The total number of pupils in the school, the number of pupils in Grade 6 as well as the information requested in the lower part of the School Form.

Your office should allocate three-figure identity numbers to the different English teachers in the school. The identification numbers must be entered in the column between "No. of students" and "Name of teacher". These numbers then have to be used on the Teacher Questionnaires during the survey.

The completed School Forms must be copied. The originals will be sent to the Data Collectors, while you should retain the copies in your files.

Any changes of numbers and teachers teaching the different classes at the time of the survey must be entered on the Form during the survey. It is crucial for the analysis of the data to have the correct numbers and to link teachers correctly to their classes.

3.4 Receipt of instruments

The final instruments for the survey will be ready by mid-March 1995.

By the end of March 1995, you should receive: a) bound copies of the following manuals; b) master copies of each of the following instruments; and c) diskettes containing these instruments from IIEP.

(a) Bound copies of the following manuals:

- 2 copies of Manual for National Research Co-ordinators; and
- 1 copy of "The Data Entry Manager Program" - a manual for the use of DEM.

(b) Master copies of the following instruments:

- Pupil Booklet;
- Teacher Questionnaire;
- School Head Questionnaire;
- School Form;
- Pupil Name Form; and
- Manual for Data Collectors.

(c) Computer diskettes containing the following:

- 1 diskette containing the instruments listed above in MS Word 6.0 format;
- 2 diskettes containing a new version of the Data Entry Manager (DEM); and
- electronic codebooks for:
 - * Pupil Booklet (PUPIL.DBF and PUPIL.SDB);
 - * Teacher Questionnaire (TEACHER.DBF and TEACHER.SDB);
 - * School Head Questionnaire (SCHOOL.DBF and SCHOOL.SDB);
 - * School Form (SFORM.DBF and SFORM.SDB); and
 - * Pupil Name Form (NAME.DBF and NAME.SDB).

Please check the contents of the package, upon receipt, against the lists under (a), (b), and (c) above. Ensure that the master copies of the instruments are complete and all pages are in perfect condition. The Pupil Booklet includes two sections, Part 1: Questionnaire and Part 2: Reading Test. Check the diskettes at least by inserting them into a computer and getting a directory listing (DIR).

Confirm the receipt of the package, stating whether everything was complete and in good order or stating any missing or damaged parts to Mioko Saito at IIEP immediately.

3.5 Translation of instruments

(a) Translation tips

Tanzania (Mainland and Zanzibar) has decided to do the study in Kiswahili. Other countries will not have to translate the Test.

The main issue in translation is to achieve equivalence of difficulty in the language into which you are translating and the English version of the Test. This is vital but, unfortunately, there is no simple or fool-proof way of ensuring equivalence. The tips listed below may be of help.

- If a question is a paraphrase item, the translator must ensure that the translated item is indeed paraphrase and not verbatim.
- It is useful to examine differences in word frequency (or vocabulary load) in the part of the passage to which the item refers. Useful lists of frequency counts are available for many languages. If such lists are not available, Curriculum Centres often have such lists (typical words used at different grade/standard levels) that they have compiled for help in writing their curriculum materials for different grade levels.
- Independent translations should be made by at least two different expert translators familiar with age appropriate linguistic demands. In cases of disagreement, consensus should be achieved either by direct negotiation between the two translators or by a third expert making the final choice.
- Particular attention should be paid to how the wording of questions matches the wording of the text in the relevant sections of text.

It is recommended that at least one passage should be subjected to back translation. The translation back into English should be done as accurately as possible, and the result should be compared with the English original to check for omissions, additions, unsuspected changes in meaning, or other problems. The back translations should be carried out by a translator who is not familiar with the original text. It should be done literally rather than in a polished idiom. There is no simple algorithm for evaluating the degree of discrepancy between the back translation and the original English version. In general, serious problems will be easily detected.

(b) Typesetting and printing of the translated Booklet

The translated Pupil Booklet must resemble the English version as closely as possible. This is important in order not to disadvantage pupils and to ensure that the data processing system is compatible with the Questionnaire and Test. The typist or typesetter must thus have the English version of the Booklet available when typing the translated version to ensure the maximum correspondence of the two Booklets.

3.6 Printing of instruments and other materials

All printing of instruments will be done in the participating countries and all costs of printing will be borne by the respective National Centres.

The steps required to get all instruments ready for printing are reviewed in this section. The receipt of the instruments was discussed in Section 3.4 and the translation in Section 3.5.

Security of the instruments

The whole of the SACMEQ project can be ruined if the Tests and Questionnaires are distributed in any way apart from their intended purpose. Strict security measures must thus be enforced at all times, including during printing, packing, distribution, data collection, and return of the Questionnaires.

(a) National option questions

Several NRCs have indicated that they wish to ask some specific national reading questions and/or background questions. The following points must be observed to include such questions in the survey:

- in the case of national questions for **pupils**, these must be prepared in a separate Booklet and administered *after* the first two testing sessions; and
- in the case of the **Teacher Questionnaire** or **School Head Questionnaire**, the national questions must start on a new page *following* the SACMEQ questions in the Questionnaire.

Please send a copy of all national option questions to Kenneth Ross and Mioko Saito.

Please note that no national data should be returned to the IIEP.

(b) Preparations for printing

Remember to select the month you wish to use for your system and enter it in Question 19 of Pupil Booklet. Please ensure the security of the materials at all times. Printers must undertake to enact adequate security measures and to return all materials and stencils to the NRC. The Test should not be distributed to printers when requesting quotations for the printing. You may, though, have to provide them with one or two typical pages (one of which should include an illustration, such as the first page of "Grandpa".)

Number of Booklets to be printed: You have agreed to a sampling plan with Kenneth Ross. The numbers of schools and pupils involved in the survey must be established from this sampling plan. The number of teachers involved is obtained by counting the number of individual teachers on the School Forms, making a generous estimate for schools that may not have returned their Forms (see Section 3.3).

Note that Data Collectors will take additional copies of all instruments with them just in case a problem with the printing of a Questionnaire has arisen (e.g. smudging or a missing page.) There should be additional spare copies at all centres from which Data Collectors operate. When spare copies are not used, these must be returned to the NRC at the end of the data collection.

You may decide to print or photo-copy some documents, e.g. the Manual for Data Collectors, School Form and Pupil Name Form within your Ministry and the rest at a print shop.

It is suggested that the number of instruments to be printed is calculated as follows:

Manual for Data Collectors: 1.3 x the number of Data Collectors

Pupil Booklet: 23 x the number of schools

Teacher Questionnaires: (The total number of teachers) **plus** (3 x the number of schools)

School Head Questionnaire: 2.2 x the number of schools

School Forms: 2.5 x the number of schools

Pupil Name Forms: 2.2 x the number of schools

Print masters: Camera ready master copies of all instruments will be provided by the IIEP (see Section 3.4). It should thus only be necessary for the NRC to print masters of any national option questions.

(c) **Printing**

Procedures: All costs for the printing will be the responsibility of your Ministry. Please follow the applicable procedures for obtaining tenders and placing an order for the printing.

Printing: Printing should start in good time to ensure that all instruments are ready when the packaging has to start. Ensure that you allow for a delay of delivery of, say, four weeks.

Any external print shop should give a **written** undertaking banning it and its employees from disclosing any of the content of the instruments, and compelling it to enforce adequate security measures. Ensure that the print shop returns all master copies and stencils of the instruments. Demand a written statement that any misprints or other copies of the instruments have been returned or destroyed to make it impossible for any outside person to uncover their content.

3.7 Purchase of materials

Apart from the instruments that have to be printed, NRCs have to obtain (purchase if required) all materials required by Data Collectors. These include:

- measuring tapes or meter sticks;
- "Sticky Stuff";
- pencils;
- erasers;
- pencil sharpeners;
- paper for the packing of Questionnaires;
- string for the packing of Questionnaires; and
- boxes for the transport of materials.

You may also require other items depending on local circumstances and the particular way you conduct the survey. Materials may be required for the training of Data Collectors.

3.8 Organization of logistics of survey

Hints for the organization of the survey are given in this section. As the situation is different in each country regarding aspects such as the size of the education system, administrative structures and procedures, and resources, each NRC should compile his or her own plan for organizing the logistics for the survey.

(a) Timing of the survey

The first step in organizing the logistics of the survey is to fix the dates for the data collection. It has been agreed among the participants of the SACMEQ project that the survey shall be held during the eighth month of the school year in each participating country. The dates given by NRCs are reproduced in the table below.

Dates of testing and return of data

Country	Date for main testing	Date for return of data to IIEP
Kenya	3rd week September 1995	15 November 1995
Malawi	4th week May 1995	15 August 1995
Mauritius	2nd week September 1995	15 November 1995
Namibia	4th week September 1995	15 January 1996
South Africa	-	-
Tanzania (Mainland)	1st week October 1995	07 December 1995
Tanzania (Zanzibar)	1st week October 1995	15 November 1995
Zambia	3rd week September 1995	30 November 1995
Zimbabwe	4th week September 1995	30 November 1995

(b) Appointment of staff

At least the following staff will probably be required:

- National Centre personnel;
- Regional Co-ordinators (if the survey is conducted from regional centres);
- trainers for Data Collectors;
- Data Collectors;
- data entry staff, and in some countries or regions within countries; and
- guides and interpreters.

The NRC will probably require one or two colleagues to assist him or her with the running of the National Centre. Additional temporary staff will be required for the packaging and dispatch of materials and for receiving the materials back after the data collection.

For each of the staff categories required, backup staff must be available and trained to take over the functions concerned whenever necessary.

The number of **Regional Co-ordinators** is supposedly implied by the administrative structure of your Ministry of Education. Regional Co-ordinators may also perform the task of training Data Collectors. Otherwise **trainers** have to be appointed or assigned. If any trainers or Regional Co-ordinators have not participated in the Pilot Study, intensive training needs to be arranged for them. Another "Pilot Study" at schools NOT included in the sample should be considered as part of this training.

To calculate the number of **Data Collectors** required, it is necessary to plan a schedule for the data collection process that will ensure that each school in the sample will be surveyed. The time to travel to each school is important to consider. Data Collectors should know how to get to the schools and should speak the local language. If it is impossible to recruit suitable Data Collectors satisfying this requirement, **Guides and/or Interpreters** have to be assigned.

It is recommended that a comprehensive list of Data Collectors (and Guides/Interpreters) be compiled with the assistance of Regional Co-ordinators. Approval for the involvement of any government officials, teacher education college or university staff must be sought from the responsible authorities. If Data Collectors are to be hired, funding has to be secured in advance and all rates have to be agreed on **in writing** by the funding authority and the person to be hired. It is recommended that teachers are **not** used as Data Collectors as they are supposed to have commitments at their schools and because they may try to obtain copies of the Test for their own use. All Data Collectors and their superiors, if applicable, should be notified well in advance of their assignment or appointment. "Well in advance" will differ in different countries, but it is recommended that **at least** one month notice be given. Data Collectors should also be informed about the dates and venues for training and the exact dates of data collection. If they have to travel overnight, they have to be informed accordingly and arrangements for their accommodation and payment of perdiems have to be made.

After the Questionnaires and Tests have been returned to your office, staff members will be required to manage the flow of Questionnaires, checking that all Questionnaires have been returned, that no pages are missing and that the coding is correct. **Data enterers** will have to be assigned or appointed.

Ensure that all temporary personnel hired for the survey will be paid for their services!

(c) **Transport**

Transport will be required for:

- sending survey materials to the training venues for Data Collectors;

- trainers and/or Data Collectors to travel to the training venues;
- Data Collectors going to the selected schools;
- Regional Co-ordinators supporting the Data Collectors; and
- return of Questionnaires to the National Centre.

It is recommended that you obtain firm commitments that the transport will be available when required. It may also be necessary to arrange the funding of transport.

(d) Venues

Office space is required for you and your colleagues' offices, Regional Co-ordinators' offices, storage space and space where data entry will take place. You also need to book venues for the training of Data Collectors.

(e) Accommodation

If trainers or Data Collectors have to travel overnight, accommodation needs to be booked for them. Also, per diem should be approved and paid.

(f) Computers

The data entry phase requires the availability of computers. If required, obtain a commitment from an appropriate source to provide these computers when required.

As pointed out earlier, this is not an exhaustive list of logistics to be arranged. Please use this section as an example to stimulate your planning of the logistics required in your country.

3.9 Establishing minimum and desirable levels of achievement

As in the original Zimbabwe study, it is important that information is obtained on:

- those items in the Reading Test that are thought to be mastered if the pupils are to be able to undertake a successful programme of study at the Grade 7 level; and,
- how many of the selected items should be answered correctly for a pupil to be said to have reached i) a desirable standard of reading, and ii) a minimum standard of reading.

With this information it will be possible to calculate the percentage of pupils in each country reaching the minimum and, separately, the desirable level of reading as specified in each country.

In order to arrive at which items to consider in a country and which levels of mastery to establish, the following procedures should be followed.

Step 1: Establish either one or two committees.

The persons to be members of the committee(s) are the reading specialists from the Ministry of Education and Grade 6 reading teachers. The minimum number of persons on a committee should be three and the maximum number should be six. If you decide to have only one committee, then you should have six members and they should be a mixture of Ministry reading specialists and Grade 6 reading teachers with a preponderance of teachers. If you have two committees the first should be the Ministry specialists; this will probably be only three persons. The second committee should include four teachers. If you opt for two committees, make sure that they do not discuss with each other while they are doing their work! Arrange the date and time and location of the committee meeting(s) and invite the participants.

Step 2: Prepare for the meeting(s)

Each member of the committee will require a copy of the Reading Test, a few sheets of paper and a pencil or ball point pen. Make sure that these are available for the meeting.

Step 3: Work at the meeting

Explain to the members of the group what the SACMEQ study is about. Stress that it is not only measuring reading achievement but also attempting to identify those variables in each country that influence achievement differences among pupils, among schools, and among regions. Explain that the Test has been developed to be equally fair to all of the participating countries and that for any one country it may appear to be a little hard or a little easy.

Have the group appoint a chairperson or assume that role for yourself as NRC.

First activity: Read the whole Test from beginning to end. Then, read one passage and its accompanying test items at a time. The first passage is Tembo. Read the Tembo passage and the accompanying test items. Then discuss and come to a consensus on which of the accompanying items are 'reading items that a pupil should be able to master if he or she is to be able to undertake a successful programme of study at the Grade 7 level'.

The chairperson should then write down the number of each item that are agreed to come onto the list. Thus, if items 1, 3 and 4 are selected, the title and the numbers should be written down, proceeding through the complete Test in this manner:

Tembo:

1

3

4

The Bird and the Elephant:

8

9

etc.

Go through each passage and its accompanying items in turn and add the selected items to the list.

When the list has been compiled, a copy should be made for each member of the committee. There should then be a quiet period of about 20 to 30 minutes when each member reconsiders the list. At the end of the quiet period, the chairperson should ask for comments. If there are disagreements they should be discussed but in the end there should be a final list of items on which the committee agrees.

Second activity: Given this list of items, the committee should now agree on two levels of performance in percentage that should be answered correctly for the pupil to be designated as having (a) reached a minimum level and (b) a desirable level of achievement. When agreement is reached on these two levels, the chairperson should enter at the bottom of the list of items:

Minimum percentage: _____

Desirable percentage: _____

Step 4: Send the list to IIEP

Type up the list, check it to make sure that there are no errors, and make two photocopies. Send the original to Mioko Saito at IIEP. Send one to Kenneth Ross. Keep one copy in your files. If you have two committees, then send in both sheets indicating the type of persons (Ministry or teachers) on each committee.

The analyses will be carried out for your country when you send in your final data sets. It is clear that the items selected in each country may be somewhat different from one country to another. At the same time there will be a common core of the same items in all countries. It will be possible to compare countries on the common items as well as having each country having the percentage of pupils mastering the items that it selected.

3.10 Packaging and dispatch of materials to venues for training of Data Collectors

All materials required for the survey must be packed at the National Centre and be dispatched to the venues for training of Data Collectors.

NRCs must ensure that:

- the print shop delivers on time;
- all other materials required have been obtained;
- sufficient packing materials are available;
- sufficient helpers for checking the printed materials and packaging are at hand; and
- the checking and packaging is completed well before the transport of packages to the training venues.

(a) Receipt and checking of printed materials

The printed instruments must be delivered on time in the quantities as determined under (b) in Section 3.6. NRCs must ensure that at least:

- **all** the different **instruments** have been delivered, i.e.:
 - * Manual for Data Collectors;
 - * Pupil Booklet;
 - * Teacher Questionnaire;
 - * School Head Questionnaire;
 - * School Form; and
 - * Pupil Name Form;
- the **correct numbers** of instruments have been delivered; and
- **all pages** have been printed in the correct order in each instrument.

At least a good sample of each instrument, say one out of every 50, has to be checked page by page. If sufficient helpers can be recruited, all pages of all Booklets should be checked to ensure that nothing has gone wrong with the printing. If the number of faulty instruments is reasonably small, destroy them, or else claim replacements from the print shop, in which case you will have to return the faulty Booklets.

One printed copy of each instrument must be sent to Mioko Saito at the IIEP.

(b) Other materials

Ensure that all other materials (see Section 3.7) are obtained before starting to prepare the packages for Data Collectors and trainers.

(c) Packages for schools

All completed School Forms must be copied. The originals must be included in the schools' packages that will be sent or given to the Data Collectors. The copies must be retained in the NRCs files.

The number of Teacher Questionnaires required must be determined separately for each school from the School Form. One Teacher Questionnaire is required for each English (Reading) teacher at the school, i.e. the number of different teacher names on the Form. Schools with three or fewer English teachers should receive one spare Form in addition, while schools with four or more English teachers should receive two spare Forms.

A separate package must be prepared for **each** school in the sample, containing:

- 1 original completed School Form;
- 1 spare School Form;
- 2 Pupil Name Forms;
- 22 Pupil Booklets;
- — Teacher Questionnaires (Refer to the paragraph above to determine the number required for individual schools); and
- 2 School Head Questionnaires.

The name of the school, its identification number and the name of the training venue where the Data Collector will receive the bundle must be clearly written on each package. Ensure that school ID and name correspond to the School Form in the bundle! If the names of Data Collectors are available according to the schools they will visit, the Data Collectors' names should also be written on the package.

Assemble the bundles for the different training venues.

(d) Packages for Data Collectors

A separate package has to be prepared for each Data Collector, containing:

- one copy of each instrument (School Form, Pupil Name Form, Pupil Booklet, Teacher Questionnaire and School Head Questionnaire); and
- all materials required by the Data Collector when visiting his schools, including:
 - * one Manual for Data Collectors;
 - * a measuring tape or meter stick;
 - * "Sticky Stuff";
 - * pencils;
 - * erasers; and
 - * other materials that might be required, such as a pencil sharpener and writing pad.

Bundles for Data Collectors should be clearly marked for the receiving training venue.

(e) Materials for trainers and/or Regional Co-ordinators

Trainers and/or Regional Co-ordinators should receive bundles similar to those for Data Collectors. In addition they might require materials for the presentation of their training sessions.

Spare copies of all instruments and additional materials (measuring tape, "Sticky Stuff", pencils, etc.) should also be sent to trainers and/or Regional Co-ordinators in case any Data Collectors require additional materials.

(f) Dispatch of materials

The bundles described above must be dispatched to the training venues allowing sufficient time to ensure that they arrive on time for the training of Data Collectors. Inform the recipients about the dates of dispatch and means of transport. Receipt of the packages must be acknowledged. NRCs must ensure that all packages reach their destination and trace any missing parcels immediately.

Please enforce adequate security measures for the transport, storage and distribution to Data Collectors of the instruments.

Security of the instruments

The whole of the SACMEQ project can be ruined if the Tests and Questionnaires are distributed in any way apart from their intended purpose. Strict security measures must thus be enforced at all times, including during printing, packing, distribution, data collection, and return of the Questionnaires.

3.11 Training of Data Collectors

A sufficient number of trainers of Data Collectors must be trained prior to the training of Data Collectors. If the trainers did not participate in the Pilot Study in 1994, it is recommended to arrange a "pilot survey" in schools that are NOT in the sample to be conducted by the trainers under the supervision of the NRC. Trainers should also be made familiar with the tasks of NRCs. The contents of this Section of the Manual must be discussed in detail with the trainers.

It is suggested that the training sessions for Data Collectors should take place shortly before the testing starts. Arrangements must be made well in advance so that training venues are available.

The training of Data Collectors includes:

- explanation of the nature and purpose of the SACMEQ study;
- detailed treatment of the Manual for Data Collectors, answering all questions and obtaining information on any unclear issues from the NRC;
- supplementary explanations of the procedures;
- distribution of instruments and materials to Data Collectors;
- checking the completeness of all copies of all instruments page by page;
- completion of the ID blocks on all instruments; and
- making arrangements for the trips to schools, accommodation if required, and for the **return of the instruments** after the data collection.

Supplementary information:

Trainers should draw the attention of Data Collectors to the following issues:

(a) Security of the instruments

Security of the instruments

The whole of the SACMEQ project can be ruined if the Tests and Questionnaires are distributed in any way apart from their intended purpose. Strict security measures must thus be enforced at all times, including during printing, packing, distribution, data collection, and return of the Questionnaires.

It must be absolutely clear that **ALL** copies of all instruments, whether used or not, have to be returned after data collection. It is most important not to leave any Tests with teachers as they are likely to use the Test for their own purposes. This would ruin the possibility to use the Test again in the future to determine the changes that may have occurred.

(b) Use of Forms

The School Form and Pupil Name Form are important Forms used for data processing. These Forms must be used and filled in completely and correctly and they must be in agreement with the information in the Pupil and Teacher Questionnaires. These Forms must be returned together with the other instruments.

Information about pupils and teachers who did not complete their Questionnaires, and/or Test in the case of pupils, must be entered into the "Remarks" column of the Pupil Name Form. There must be a clear distinction between pupils who did not complete the Questionnaire due to absence, and those who were present but could not write due to a physical or mental disability, or because they really could not read. Such cases should be recorded on the Pupil Name Form.

The Pupil Name Form is compiled during the selection of the sub-sample of 20 pupils within schools. Information required to complete the Form should be copied from class registers to the full extent possible. Missing information has to be established later from the teacher or the pupils themselves. The Form is also useful for the following purposes:

- Establishing the ID number for each pupil;
- Checking the date of birth of the pupil - where the date of birth is missing on the class register, enter the date given by the pupil;
- Checking the sex of the pupil;
- Recording which pupils were absent for both sessions or a particular session or part of a session;
- Recording pupils excluded from the testing;
- Recording if an instrument was lost or unusable;
- Checking the matching of pupil ID against information obtained from the class register or directly from the teacher; and
- Fixing errors that may have occurred.

In countries administering the Test in more than one language, the Pupil Name Form can also be used for recording the language form of the Test administered to the pupil.

(c) Identification numbers

The correct use of identification numbers is essential. Identification numbers are used to link pupils to their teachers, teachers to their schools and schools to other school information that is available in the Ministry. Identification numbers are also used to ensure that no Booklet is entered into computer more than once.

There must thus be a unique ID for each pupil and each teacher in a school. Each school must also have a unique ID.

It is imperative that the same ID numbers be used for pupils on the Pupil Name Form and on the Pupil Booklet. Identical ID numbers must be used for teachers on the School Form and the Teacher Questionnaire. In this context it is also important to stress that the class (6A, 6B, etc.) must be indicated correctly and consistently between Forms. Pupils are linked to their teachers with the help of the class number in the analysis.

The pupil and teacher names on the Forms will not be entered into any analysis or printout, only the IDs. This will ensure the anonymity of the persons involved, but it requires that the IDs are correct.

All school, region, district, pupil, and teacher ID numbers should be filled in ahead of time.

(d) Standard conditions of testing

As far as possible, the following standard conditions of testing should be maintained:

The 20 pupils selected from Grade 6 within a school should be brought together into one classroom. It is recommended that each pupil has a comfortable place in which to sit and write. Pupils should sit sufficiently far from each other so that they cannot copy. Each pupil should be issued with a pencil or pen with which to answer the Test and Questionnaire if they did not bring their own.

The time required to fill in the Pupil Questionnaire is around 75 minutes. However, extra time should be allowed if required. A 15 minute break must be allowed between the Pupil Questionnaire and the Test. Then the two practice exercises will be done. The time suggested for the Pupil Reading Test is at least 90 minutes. Thus Data Collectors must ensure that they have at least four hours available for the Pupil Booklet.

This time allocation must not be shortened. Data Collectors must schedule their tasks accordingly. Time must be allowed for delays on the road to the school, getting the pupils seated in the classroom, etc.

After the testing session for pupils has been completed, the Teacher and School Head Questionnaires must be collected and checked.

3.12 Return of instruments and materials

All materials returned from schools must be carefully checked and steps be taken to retrieve mislaid or not returned material. In particular, every Pupil Booklet must be returned. It is recommended that a checklist for the return of materials be kept, for example:

School ID	Name of School	School Form	Pupil Name Form	Pupil Booklet (Number returned)	Teacher Questionnaire	School Head Questionnaire

Contact the responsible Regional Co-ordinator to retrieve any outstanding Pupil Booklets, including those not used. Do everything possible to acquire the Booklets.

The completed School and Pupil Name Forms must be photocopied. One copy is for your records, and the other one must be returned together with the data to the IIEP.

Each Pupil Name Form should be examined against the returned Booklets. Inconsistent information must be corrected, and missing information must be entered. Ensure that the ID blocks of all books have been coded correctly. Pupil ID numbers must run from 01 to 20. Pupil Booklets that have not been used due to the absence of the pupil, or due to some handicap or other reason, must still be entered on computer and must thus be included in books to be processed.

Particular care must be taken to compare the code for "Administered" in the ID block with the remarks on the Pupil Name Form.

These codes have the following meaning:

1. Fully administered;
2. Pupil absent for the whole Questionnaire and Test or unable to write as result of an injury or physical handicap;
3. Pupil present but not able to read at all, either because he/she has no knowledge of English or due to a mental handicap; and
4. Pupil absent for part of the Questionnaire and/or Test.

3.13 Data entry

Before beginning work, please ensure that all computers to be used are free of viruses.

All data must be entered on computer using the DEM program that has been supplied to you together with the codebooks supplied on diskette. No changes may be made to the codebooks as this would hamper the international analysis of the data. In special cases where valid ranges are not applicable, contact Mioko Saito to obtain approval for modifying the valid ranges or for a solution to "work around" the problem.

The **new** version of DEM shall be provided to you in April 1995 and the new codebooks must be installed on computer. The old codebooks will not function due to changes in the Questionnaires! Follow the instructions in Appendix E-i to load DEM on all computers that will be used for the data entry. A copy of the DEM manual has also been sent to you separately. If there are any problems you cannot solve, contact Mioko Saito at the IIEP for assistance.

All instruments must be entered on computer, using the appropriate data files:

- Pupil Booklet (PUPIL.DBF and PUPIL.SDB);
- Teacher Questionnaire (TEACHER.DBF and TEACHER.SDB);
- School Head Questionnaire (SCHOOL.DBF and SCHOOL.SDB);
- School Form (SFORM.DBF and SFORM.SDB); and
- Pupil Name Form (NAME.DBF and NAME.SDB).

You will not see any of the SDB files during data entry. DEM will, though, not run if these files are not in the DEM directory on your computer.

The School Form and the Pupil Name Form are captured on computer because they contain the necessary information to check the consistency of the links between pupils and their teachers and schools and between teachers and schools. These links are of prime importance as pupils could otherwise, for example, be associated with the wrong school or teachers in the analysis.

There is no way to ensure that information has been entered correctly into the computer if the information falls within the valid ranges other than re-entering and comparing the data. Be warned that data enterers do make mistakes! Thus all Booklets, Questionnaires and Forms must be entered into the computer twice by independent data enterers and on separate computers. The resulting files must then be compared with the appropriate DEM routine. Differences must be corrected on both computers until all files are identical. Appendix E-ii describes suggested cleaning procedures, consistency checks, and file comparison.

It is strongly advised not to contract the data entry out to a private firm. You have the DEM program specially prepared for this study. It is also important that you know how to use DEM yourself. If, for any reason you have to contract out the data entry, it may only be done on condition that the outside contractor learns and uses DEM. Only data entered with DEM and the codebooks provided by the IIEP can be included in the international analysis of the data.

3.14 Return of data and documentation to IIEP

(a) Data

After your data have been entered and cleaned, copy them onto a diskette and send this to Mioko Saito at the IIEP. Please send another copy of the diskette to Kenneth Ross. Make sure that you prepare your own backup diskettes.

Copies of all School Forms and Pupil Name Forms should be sent to Mioko Saito together with the data diskettes.

(b) NRC Report on the main testing

Each NRC is required to write a report on the main testing. This report should arrive at the IIEP by 1 November 1995. The report should cover the following points:

- Translation problems encountered (Tanzania (Mainland and Zanzibar) only);
- Problems in the printing of instruments;
- A description of the training of Data Collectors and a description of any deficiencies in the training that became evident at a later stage;
- Problems encountered with the co-operation of schools;
- Problems in the use of the School and Pupil Name Forms;
- Testing dates and when the sessions were held;
- Problems encountered in the drawing of the sub-sample, i.e. the 20 pupils;
- Any deviations from the procedures laid down in the manuals;
- Any other difficulties encountered in the data collection;
- Number of schools, number of teachers, and number of pupils per school for whom data have been obtained and returned to the IIEP.
- Number of schools, number of teachers, and number of pupils that were in the sample, but for which no data could be obtained.
- Data entry arrangements and problems encountered;
- General problems encountered during data entry;
- Completed Valid Range Forms (Appendix F); and

- Anything else NRCs wish to communicate to the IIEP.

3.15 Data analyses and reporting

Step 1: When the diskettes arrive at IIEP the data will be examined. Consistency checks will also be run. If there are any discrepancies, Mioko Saito will contact the NRC.

Step 2: Kenneth Ross will calculate the sample weights. A list of weights for each school in the sample in a country will be sent to the NRC.

At this point, each NRC can attach the weights to the files and then begin his or her own national analyses. It is suggested that NRCs produce the pupil scores using ITEMAN and attach them to the file. Then NRCs can begin with producing univariates and breakdowns as they wish for the purposes of their national reports.

Step 3: IIEP will produce pupil scores.

Step 4: IIEP will produce derived variables where specified.

Step 5: IIEP will produce univariates for scores and background questions (singletons and derived) with specified breakdowns such that all specified dummy tables can be completed. If asked to do so, IIEP will send a copy of these analyses on diskette to NRCs.

Step 6: IIEP will develop a home background construct and proceed to an effective schools analysis.

Step 7: IIEP will produce an intercorrelation matrix with school and teacher variables being disaggregated.

Step 8: IIEP will 'scrub' each background variable correlation with the criterion with the 'Home background' construct. Those partial correlations exceeding two standard errors of sampling as well as definite 'favourite sons' will be retained for multivariate analyses.

Step 9: Kenneth Ross will decide on promising multivariate analyses depending on the levels and distributions of variables. These may include AID, MCA, PLS, LISREL among others.

Appendix A: SACMEQ Schedule of Activities

The table below contains a list of activities for the SACMEQ survey. A reference is also given to the applicable section and Appendix in the Manual for National Research Co-ordinators. Space has been provided to enter target dates and people taking responsibility for each activity. Activities may have been added to provide for special circumstances in different countries.

No.	Activity	Section No.	Start Date	Complete By	Responsible
1	Sampling plan: Have your sampling plan approved in writing by Kenneth Ross.	3.1			
2	Country Questionnaire: Complete the Questionnaire for the Country Case Study and send it to Mary Kariuki and Mioko Saito at IIEP.	3.2 Appendix B			
3	Advance planning: Plan the overall schedule and distribution of responsibilities for the different activities using this table.				
4	School letter and School Form: Request approvals from the relevant authorities and organizations and send a letter similar to the model letter together with the school form to all schools selected in the sample. Follow up.	3.3 Appendix C-i Appendix C-ii Appendix D-iv			
5	Receipt of instruments: Receive all instruments and DEM diskettes from IIEP, check the contents and confirm receipt.	3.4			
6	Translation of instruments: Tanzania (Mainland and Zanzibar) only	3.5			
7	Printing of instruments and other materials: Prepare all instruments and materials for printing and take the necessary actions to have them printed.	3.6			
8	Purchase of materials: Purchase measuring tape, pencils, "Sticky Stuff", etc.	3.7			

No.	Activity	Section No.	Start Date	Complete By	Responsible
9	Organization of logistics of survey: Make all necessary preparations for the actual survey, including: <ul style="list-style-type: none"> the appointment or assignment of trainers, regional co-ordinators, Data Collectors, data entry staff and other personnel required; organization of transport for the survey; booking of venues for training and all other activities; booking of accommodation if required; allocation of computers for data entry. 	3.8			
10	Establishing minimum and desirable levels of achievement: Convene panels to work through the pupil test to determine the minimum and desired levels of achievement for the test and send the result to Mioko Saito and Kenneth Ross.	3.9			
11	Packaging and dispatch of materials to venues for training of Data Collectors: Check the instruments received from the printers, pack materials for each school, for each Data Collector and for each training session and dispatch these materials.	3.10			
12	Training of Data Collectors: Train all Data Collectors and backup staff.	3.11			
13	Data collection: Conduct the actual survey. This involves fulfilling all the steps planned, organized and taught to the Data Collectors. NRCs must be available at all times during the data collection period to resolve any problems that may come up.	3.8 3.11 Manual for Data Collectors			
14	Return of instruments and materials: Ensure that all instruments and materials are returned to the National Centre completely and in time. Follow up on any outstanding instruments.	3.12			
15	Data entry: Manually check, enter into computer using DEM and verify all data.	3.13 Appendix E-i Appendix E-ii			

No.	Activity	Section No.	Start Date	Complete By	Responsible
16	Return of data and documentation to IIEP: Send all required data and a report to Kenneth Ross and Mioko Saito.	3.14			
17	Data analysis and reporting: Participate in the workshop for analysis of SACMEQ data, analyze your country's data and prepare a national report.	3.15			

Appendix B (i)

**Southern Africa Consortium for Monitoring Educational Quality
and
International Institute for Educational Planning**

Questionnaire for the Country Case Study on Primary Education

Please fill in the questionnaire, in duplicate, and send the completed questionnaires before the end of June 1995 to:

Mary R.W. Kariuki
Ministry of Education
P.O. Box 30040
NAIROBI
Kenya

AND

Mioko Saïto
IIEP
7-9, rue Eugène-Delacroix
Paris
France

Most of the questions below require figures or percentages. In each case, please give the source of the data you used in the space marked (Source: _____) under each question. If the figures you give are not for 1994, please state the date for which the figures are.

1. NAME OF COUNTRY _____

2. POPULATION INDICATORS

2.1 What was the size of the population in 1994?

Male _____

Female _____

Total _____

(Source: _____ Year of data _____)

2.2 What was the average population growth rate in the following periods?

1971-1980 _____ per cent

1981-1990 _____ per cent

1991-1994 _____ per cent

(Source: _____ Year of data _____)

2.3 What was the average population density in 1994?

_____ people per square kilometre

(Source: _____ Year of data _____)

2.4 What was the percentage of population in rural and urban areas in 1994?

Rural _____ per cent

Urban _____ per cent

(Source: _____ Year of data _____)

2.5 What was the percentage of population in nomadic groups of the total population in 1994?

_____ per cent

(Source: _____ Year of data _____)

2.6 What are the major names of nomadic groups?

2.7 What was the percentage of labour force out of the total population in 1994?

_____ per cent

(Source: _____ Year of data _____)

2.8 What percentage of the total labour force, in the overall economy, was employed in the each of the following sectors in 1994?

The primary sector _____ per cent
(*Agriculture, hunting, forestry,
fishing, mining, and quarrying*)

The secondary sector _____ per cent
(*Manufacturing*)

The tertiary sector _____ per cent
(*Service industry*)

The in-formal sector _____ per cent

(Source: _____ Year of data _____)

2.9 What is the percentage of the population under 15 year-old out of the total population in 1994?

_____ per cent

(Source: _____ Year of data _____)

3. ECONOMIC STATUS

3.1 What was the GNP per capita for your country in 1994?

_____ in Local Currency

_____ in US \$

_____ in US \$ adjusted for Purchasing Power Parity Index

(Source: _____ Year of data _____)

3.2 What was the average economic growth rate in the following periods?

1971-1980 _____ per cent

1981-1990 _____ per cent

1991-1994 _____ per cent

(Source: _____ Year of data _____)

4. LITERACY AND EDUCATION

4.1 What were the average literacy rates for 1960, 1970, 1980, and 1994?

	1960	1970	1980	1994
Males	%	%	%	%
Females	%	%	%	%
Overall	%	%	%	%

(Please indicate the latest year when the census was taken and the method and language used to determine levels of literacy)

Last census year: 19_____

Method and language used to determine literacy:

4.2 What was the average number of years of schooling for the total labour force in 1994?

Males _____

Females _____

Total _____

(Source: _____ Year of data _____)

5. LANGUAGE

5.1 How many languages are spoken in your country?

_____ languages

5.2 What is/are the official language(s)?

5.3 What is/are the language(s) of instruction?

5.4 How many other languages are taught in primary school?

_____ languages

Compulsory

Optional

6. DEVELOPMENT OF PRIMARY EDUCATION

6.1 In which year did your country attain independence?

19 _____

6.2 What was the enrolment in primary school in independence year?

_____ pupils.

6.3 How many primary schools or schools with primary grades were there in your country in independence year?

_____ schools

7. ACCESS AND COVERAGE

7.1 What was the number of children who were supposed to be in primary school in 1994?

_____ children

(Source: _____ Year of data _____)

7.2 What was the enrolment in primary school in 1994?

_____ pupils

(Source: _____ Year of data _____)

7.3 How many primary schools were there in your country in 1994 at the beginning of the school year?

_____ schools

(Source: _____ Year of data _____)

7.4 What was the enrolment in the following years?

1961 _____

1970 _____

1971 _____

1980 _____

1981 _____

1990 _____

1991 _____

1994 _____

- 7.5 Has the number of grades in primary school changed in the period between 1961 to 1994? If so, please indicate the change and when it occurred.

- 7.6 What percentage of the relevant age group was enrolled in primary school in 1994?

_____ per cent

(Source: _____ Year of data _____)

- 7.7 What is the legal age of entry to primary schools?

_____ years old

- 7.8 What is the actual average age of entry to primary schools?

_____ years old

- 7.9 What is the official length of primary schooling in 1994?

_____ years

(Source: _____ Year of data _____)

(Please attach an age distribution table for all the grades and a graph indicating the age distribution for Grade 6. See attached table and graph from Namibia)

8. INTERNAL EFFICIENCY

- 8.1 What was the completion rate at primary school in 1994?

_____ per cent

(Source: _____ Year of data _____)

- 8.2 What was the average percentage transition rate from primary to secondary school during 1990-1994?

_____ per cent

8.3 What was the repetition rate in each grade of primary school in 1994?

	Males	Females	Overall
Grade 1	%	%	%
Grade 2	%	%	%
Grade 3	%	%	%
Grade 4	%	%	%
Grade 5	%	%	%
Grade 6	%	%	%
Grade 7	%	%	%

(Source: _____ Year of data _____)

8.4 What was the average number of years taken by a pupil to reach Grade 6 in 1994?

_____ years

(Source: _____ Year of data _____)

8.5 What was the drop-out rate in each grade of primary school in the school year 1994?

	Males	Females	Overall
Grade 1	%	%	%
Grade 2	%	%	%
Grade 3	%	%	%
Grade 4	%	%	%
Grade 5	%	%	%
Grade 6	%	%	%
Grade 7	%	%	%

(Source: _____ Year of data _____)

9. FINANCING OF PRIMARY EDUCATION

9.1 What per cent of the total government budget is allocated to education in each of the following years?

1985	_____ per cent
1986	_____ per cent
1987	_____ per cent
1988	_____ per cent
1989	_____ per cent
1990	_____ per cent
1991	_____ per cent
1992	_____ per cent
1993	_____ per cent
1994	_____ per cent
Average	_____ per cent

9.2 What per cent of the education budget is allocated to each of the following level of education in 1994?

Primary education	_____ per cent
Secondary education	_____ per cent
Teacher education	_____ per cent
University education	_____ per cent
Vocational/technical/adult education	_____ per cent

(Source: _____ Year of data _____)

9.3 What per cent of the primary education budget goes to teachers salaries?

_____ per cent

(Source: _____ Year of data _____)

- 9.4 What per cent of the primary education budget goes to other inputs (including text books, teaching/learning materials and equipment)?

_____ per cent

(Source: _____ Year of data _____)

10. ADMINISTRATION AND MANAGEMENT OF PRIMARY SCHOOLS

At which levels are the following decisions made in your country? (Where there are multiple answers, please put two ticks for the stronger option)

	Levels			
	Ministry	Region	District	School
Remuneration of teachers				
Teacher remuneration and conditions of service				
Training of teachers (pre-service and in service)				
Discipline of Teachers				
Discipline of Students				
Curriculum implementation				
Curriculum enrichment (extra curriculum and co-curricular activities)				
Maintenance of school buildings				
Provision of teaching/learning materials and equipment				
Establishing links with the local community				

11. CURRICULUM

- 11.1 Please give a short description (one of two paragraphs) of how curriculum is developed in your country.

11.2 Who writes the books for the primary schools?

11.3 Is evaluation of the books carried out before they are approved for use in school?

Yes _____ No _____

11.4 Please describe the evaluation mechanism for book approval.

12. TEACHERS

12.1 Please state the criteria, in order of importance, generally used for the promotion of teachers.

12.2 Is there a mechanism of support for the professional development of teachers?

Yes _____ No _____

If you answered “Yes”, please describe it.

12.3 Is the in-service training of teachers compulsory?

Yes _____ No _____

If yes, please describe how it works.

12.4 How is supervision and inspection carried out?

12.5 What are problems that affect the supervision and inspection of primary schools and pupils in your country?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

13. ISSUES OF QUALITY IN PRIMARY SCHOOL EDUCATION IN YOUR COUNTRY

13.1 What are the major issues that your country has had to face in building up the education systems from Independence until now?

13.2 Please indicate below, the five major issues/challenges that your country needs to address between 1994 and the year 2000, in order to provide quality education at the primary school level.

- i) _____

- ii) _____

- iii) _____

- iv) _____

- v) _____

14. ADDITIONAL INFORMATION

Please include the following additional information.

(a) A photo copy of your country's official goals on primary education including goals on reading.

(b) A short summary (maximum 4 pages/1200 words) of results of empirical research conducted in primary schools in your country on reading and factors affecting reading achievement. Please give bibliographical references.

Thank you for your co-operation.

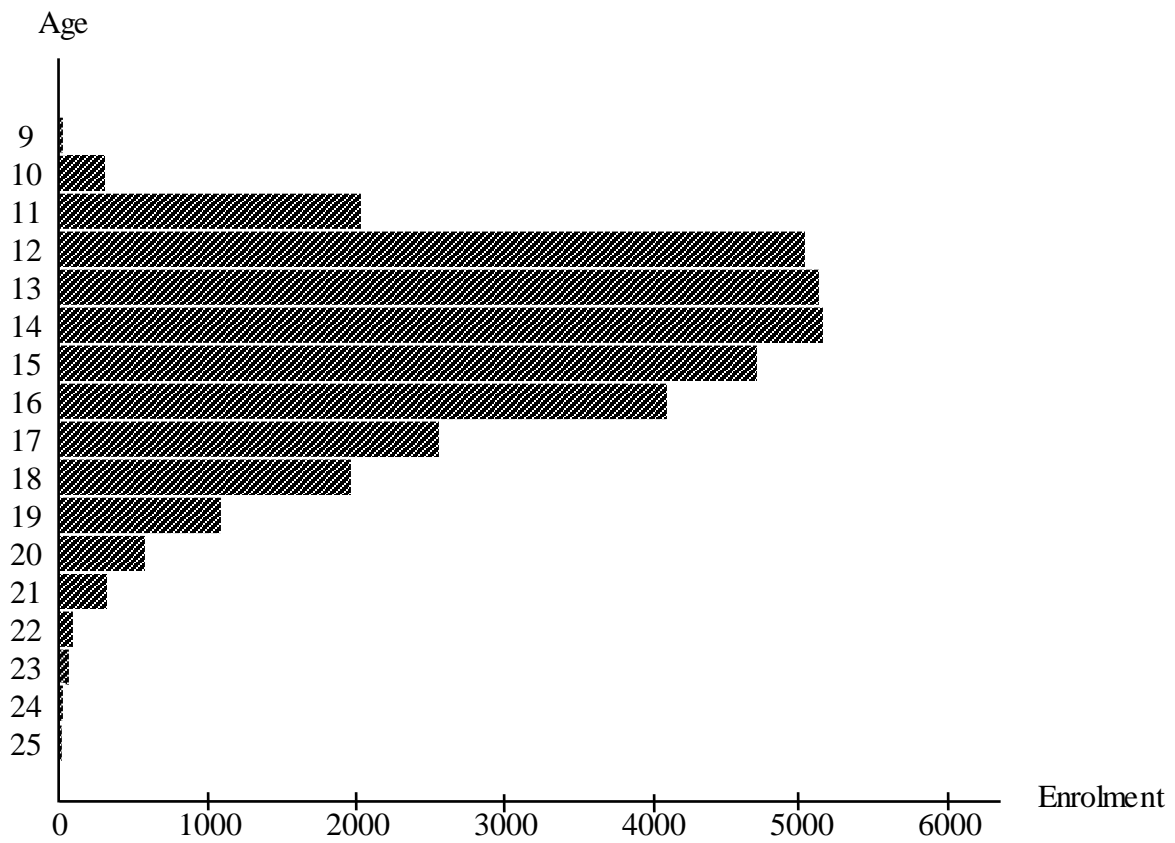
Appendix B (ii) Grade-Age Table for Namibia: September 1994

Age	Number of pupils per Grade							Total
	Gd 1	Gd 2	Gd 3	Gd 4	Gd 5	Gd 6	Gd 7	
5	1517	43						1560
6	19847	1010	48					20905
7	23183	8366	655	5				32209
8	14254	14914	4806	441	24			34439
9	8311	11759	10312	3307	292	27		34008
10	5488	9557	9652	8150	2552	278	5	35682
11	3242	6234	7679	7439	6252	2129	231	33206
12	2045	4622	6414	6898	6033	5079	2068	33159
13	1331	3314	5367	6580	6146	5173	4577	32488
14	623	1973	3595	5205	5569	5186	4955	27106
15	295	1110	2327	3734	4573	4766	5083	21888
16	155	554	1383	2582	3608	4131	4971	17384
17	98	241	680	1450	2143	2634	3974	11220
18	38	141	433	919	1375	1975	2946	7827
19	13	56	190	449	711	1117	1798	4334
20	1	20	91	211	372	684	1146	2525
21		7	30	69	174	303	542	1125
22		6	13	19	74	116	265	493
23		4	9	15	40	74	162	304
24	1		4	5	13	27	105	155
25		2	2	3	3	26	47	83
Total	80442	63933	53690	47481	39954	33725	32875	352100

Age Distribution for Grade 6

Namibia

September 1994



Appendix C (i) Model Letter to School Heads

Dear School Head,

This letter is to inform you that your school has been selected as one of _____ schools to represent _____ *(fill in the name of your country)* in a Southern African Study of Grade 6 Reading. The other countries involved are: Kenya, Malawi, Mauritius, Namibia, Tanzania (Mainland), Tanzania (Zanzibar), Zambia, and Zimbabwe *(delete your country from this list)*. The purpose of the study is to gather information that can be used to assist Ministries of Education and Culture with decisions aimed at improving: (a) the conditions of schooling; and (b) the reading achievement of Grade 6 pupils. It is extremely important that your school participates in this data collection because missing data for even a single school in our country could damage the validity of the study. I should stress that all results are confidential and will not be used by the Ministry of Education and Culture in judging your school.

Twenty Grade 6 pupils from your school will be asked to complete a Questionnaire and a Test. Questionnaires will also need to be completed by: (a) the English reading teachers of the selected pupils (about 30 minutes); and (b) you or your representative (about 45 minutes).

(NRC's note: Two possible options have been presented below. Each NRC will need to choose the most suitable option for his/her own country.)

Option 1: The Data Collector for this study will visit your school on two days. It is proposed that the first visit be on _____ *(fill in date)* at _____ *(fill in time)*. On the first day, he/she will need to have access to all class registers for Grade 6 pupils. These class registers will be used to select a random sample of 20 pupils for testing when the Data Collector visits on the second day.

Option 2: The Data Collector for this study will visit your school on the morning of _____ *(fill in date)* at _____ *(fill in time)*. He/she will need access to all class registers for Grade 6 pupils. These class registers will be used to select a random sample of 20 pupils for a testing session that will be held later in the day.

The testing of pupils will be in two sessions. Session 1 will last 75 minutes. There will then be a break of about 15 minutes and then another session of 90 minutes testing.

I would be grateful if you could arrange for a special room to be made available for the testing of the 20 selected pupils. It should be big enough to allow the pupils to sit comfortably and with enough space between them so that they cannot copy from each other. A library, school hall, separate classroom, or similar facility is what will be needed.

A School Form is attached and I would appreciate it if you could complete it and return it to reach me at the address given below by not later than _____ *(fill in date)*.

At the same time, I would appreciate it if you could do some preliminary work before the Data Collector comes to your school:

1. Grade 6 Registers

Could you please check all Grade 6 registers for all shifts and make sure that they are up to date? Cross out the names of any pupils who have left the school and add the names of any pupils who have joined Grade 6 since the registers were made out. The Data Collector coming to your school will need these Grade 6 registers as soon as he/she arrives at your school.

2. Some Questions on the School Head Questionnaire for Which You Can Prepare Answers

There are two questions on the Questionnaire for the School Head for which you can prepare answers before _____ (*fill in the date of testing*).

a) What is the total inside area (in square metres) of all permanent and temporary classrooms in your primary school? Please measure the inside area of each classroom and calculate the square metres. Then add them up in order to have the total for the school. Do not include “outdoor” teaching areas in this calculation.

b) How many books are there in the School Library? This question refers to the school library and not classroom libraries. If you have a school library, could you please count the number of books you have in it and keep a note of this for when you complete your Questionnaire.

If you have any questions about any matters concerning this important study, please contact:

*(Insert name, address, and telephone number
of person to be contacted)*

Thank you for your co-operation.

Sincerely yours,

Appendix C(ii) Short Description of the SACMEQ Survey

The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) consists of officials from planning offices representing the Ministries of Education and Culture in Kenya, Malawi, Mauritius, Namibia, Tanzania (Mainland), Tanzania (Zanzibar), Zambia, and Zimbabwe. It is expected that other countries will join in the near future.

The major aims of the Consortium are to:

- assess the quality of education by measuring achievement in different subject matter areas at selected grade levels in educational systems;
- identify the causes of differences in quality between regions within a country, between schools, and between pupils; and
- make research-based suggestions, in co-operation with the Ministries of Education, about actions that Ministries might undertake in order to improve the quality of education.

From previous experience it is expected that the results of the project will be of use not only to the national and regional educational planning offices but also to those responsible for pre- and in-service teacher training, curriculum developers, and school heads and teachers.

The SACMEQ is undertaking its first major co-operative survey in late 1995. The results of the sub-regional project will be available in 1996. SACMEQ then intends to undertake surveys in other subject areas and at other levels of schooling. Although the project is still being co-ordinated by IIEP, it is expected that it will become independent in 1996 and be run by a sub-regional co-ordinating office. The Board of the sub-regional office will consist of the Heads of Planning Units in the Ministries of Education and Culture in the participating countries. The costs for the work within each country are responsibility of the country.

The work of the Consortium is co-operative in the sense that it is the planning office personnel from the different countries who decide on the aims of each project as well as on the measure to be used. Indeed, all steps in the survey are worked out co-operatively and implemented nationally.

For more information about SACMEQ, contact the National Research Co-ordinator in your country:

NRC to complete

<u>ID</u>	
Country	<input type="text"/> <input type="text"/> <input type="text"/>
Region	<input type="text"/> <input type="text"/>
District	<input type="text"/> <input type="text"/>
School	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Pupil	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Instrument	<input type="text" value="1"/>
Administered	<input type="text"/>

Southern Africa Consortium for
Monitoring Educational Quality

and

International Institute for Educational Planning

Grade 6 Reading Study

Pupil Booklet

PART 1: QUESTIONNAIRE

SOME QUESTIONS ABOUT YOU

1. Which Grade 6 class are you in this term?

(Please tick only one box.)

6A	6B	6C	6D	6E	6F	6G	6H	6I	6J
<input type="checkbox"/> (01)	<input type="checkbox"/> (02)	<input type="checkbox"/> (03)	<input type="checkbox"/> (04)	<input type="checkbox"/> (05)	<input type="checkbox"/> (06)	<input type="checkbox"/> (07)	<input type="checkbox"/> (08)	<input type="checkbox"/> (09)	<input type="checkbox"/> (10)

2. What is your date of birth?

(Please write numbers in the boxes below.)

Day	Month	Year
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text" value="1"/> <input type="text" value="9"/> <input type="text"/> <input type="text"/>

3. Are you a boy or a girl?

(Please tick only one box.)

<input type="checkbox"/> (1)	Boy
<input type="checkbox"/> (2)	Girl

4. Do you speak English outside school?
(Please tick only one box.)

<input type="checkbox"/>	Never
<input type="checkbox"/> (1)	Sometimes
<input type="checkbox"/> (2)	Often
<input type="checkbox"/> (3)	All of the time
<input type="checkbox"/> (4)	

SOME QUESTIONS ABOUT THE PLACE WHERE YOU STAY DURING THE SCHOOL WEEK (THAT IS MONDAY TO FRIDAY)

5. Where do you stay during the school week?
(Please tick only one box.)

<input type="checkbox"/> (1)	With my parents/legal guardian
<input type="checkbox"/> (2)	With other relatives or another family
<input type="checkbox"/> (3)	In a hostel/boarding school accommodation
<input type="checkbox"/> (4)	By myself or with other children

6. How many books are there in the place where you stay during the school week?
(Do not count newspapers or magazines.)
(Please tick only one box.)

<input type="checkbox"/> (1)	There are no books in the place where I stay during the school week.
<input type="checkbox"/> (2)	1-10 books
<input type="checkbox"/> (3)	11-50 books
<input type="checkbox"/> (4)	51-100 books
<input type="checkbox"/> (5)	101-200 books
<input type="checkbox"/> (6)	201 or more books

7. How often do you read the books in the place where you stay during the school week?

(Please tick only one box.)

☐ (1)

I never read any of them.

☐ (2)

I sometimes read something from them.

8. Which of the following things can be found in the place where you stay during the school week?

(Please tick one box for each line.)

	No	Yes
8.01 Daily newspaper	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.02 Weekly or monthly magazine	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.03 Radio	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.04 TV set	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.05 Video cassette recorder (VCR)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.06 Cassette player	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.07 Telephone	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.08 Refrigerator	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.09 Car	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.10 Motorcycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.11 Bicycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.12 Piped water	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.13 Electricity	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
8.14 Table to write on	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

9. What is the highest level of education that your mother/female guardian have completed?

(Please tick only one box.)

- ☐ (01) Did not go to school
- ☐ (02) Completed some of primary school
- ☐ (03) Completed all of primary school
- ☐ (04) Completed some of secondary school
- ☐ (05) Completed all of secondary school
- ☐ (06) Completed some education/training after secondary school
- ☐ (07) I don't know.
- ☐ (08) I don't have a mother/female guardian.

10. What is the highest level of education that your father/male guardian have completed?

(Please tick only one box.)

- ☐ (01) Did not go to school
- ☐ (02) Completed some of primary school
- ☐ (03) Completed all of primary school
- ☐ (04) Completed some of secondary school
- ☐ (05) Completed all of secondary school
- ☐ (06) Completed some education/training after secondary school
- ☐ (07) I don't know.
- ☐ (08) I don't have a father/male guardian.

11. How often are you usually given homework?
(Please tick only one box.)

<input type="checkbox"/>	I do not get any homework.
<input type="checkbox"/> (1)	Once or twice each month
<input type="checkbox"/> (2)	Once or twice each week
<input type="checkbox"/> (3)	Most days of the week
<input type="checkbox"/> (4)	

12. How often does someone outside your school make sure that you have done your homework?
(Please tick only one box.)

<input type="checkbox"/>	I do not get any homework.
<input type="checkbox"/> (1)	Never
<input type="checkbox"/> (2)	Sometimes
<input type="checkbox"/> (3)	Most of the time
<input type="checkbox"/> (4)	

13. How often does someone outside your school usually help you with your homework?
(Please tick only one box.)

<input type="checkbox"/>	I do not get any homework.
<input type="checkbox"/> (1)	Never
<input type="checkbox"/> (2)	Sometimes
<input type="checkbox"/> (3)	Most of the time
<input type="checkbox"/> (4)	

14. How often does someone outside your school ask you to read to him/her?
(Please tick only one box.)

<input type="checkbox"/>	Never
<input type="checkbox"/> (1)	Sometimes
<input type="checkbox"/> (2)	Most of the time
<input type="checkbox"/> (3)	

15. How often does someone outside your school ask you questions about what you have just read?
(Please tick only one box.)

<input type="checkbox"/> (1)	Never
<input type="checkbox"/> (2)	Sometimes
<input type="checkbox"/> (3)	Most of the time

16. How often does someone outside your school look at the work that you have completed at school?
(Please tick only one box.)

<input type="checkbox"/> (1)	Never
<input type="checkbox"/> (2)	Sometimes
<input type="checkbox"/> (3)	Most of the time

17. Do you take extra lessons in school subjects outside school hours?
(Please tick only one box.)

<input type="checkbox"/> (1)	No
<input type="checkbox"/> (2)	Yes

18. How often do you normally eat each of the following meals?
(Please tick one box for each line.)

	Not at all	1 or 2 days per week	3 or 4 days per week	Every day of the week
18.1 Morning meal/breakfast	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)
18.2 Lunch	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)
18.3 Evening meal/supper	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)

SOME QUESTIONS ABOUT YOUR SCHOOL

19. On how many school days were you absent during the month of _____?
(Please write '0' if you were not absent.)

days

20. How are the readers/English textbooks used in your classroom during your reading lessons.
(Please tick only one box.)

- ☐ (1) There are no readers/English textbooks.
- ☐ (2) Only the teacher has a reader/English textbook.
- ☐ (3) I share a reader/English textbook with two or more pupils.
- ☐ (4) I share a reader/English textbook with one pupil.
- ☐ (5) I use a reader/English textbook by myself.

21. Are you allowed to have books from the school library on an overnight loan?
(Please tick only one box.)

- ☐ (1) There are no library books at school.
- ☐ (2) No
- ☐ (3) Yes

22. How many of the following items do you have for use with your classroom work this term?

(Please write '0' if you do not have any.)

22.1	Exercise books (for writing which is marked by the teacher)	<input type="text"/>	<input type="text"/>
22.2	Note books (for writing which is <u>not</u> marked by the teacher)	<input type="text"/>	<input type="text"/>
22.3	Pencils	<input type="text"/>	<input type="text"/>
22.4	Rulers	<input type="text"/>	<input type="text"/>
22.5	Pencil erasers	<input type="text"/>	<input type="text"/>
22.6	Pens or ball point pens	<input type="text"/>	<input type="text"/>

23. How many times have you repeated a grade since you started school?

(Please tick only one box.)

<input type="checkbox"/> (1)	I have never repeated.
<input type="checkbox"/> (2)	I have repeated once.
<input type="checkbox"/> (3)	I have repeated twice.
<input type="checkbox"/> (4)	I have repeated three or more times.

24. On what do you sit in your classroom?

(Please tick only one box.)

<input type="checkbox"/> (1)	I sit on the floor.
<input type="checkbox"/> (2)	I sit on a bench with other pupils.
<input type="checkbox"/> (3)	I sit at a desk/on a separate chair.

25. On what do you write in your classroom ?

(Please tick only one box.)

<input type="checkbox"/> (1)	I have nowhere special to write.
<input type="checkbox"/> (2)	I write on the same bench or chair that I sit on.
<input type="checkbox"/> (3)	

I write on a table/at a desk.

**YOU HAVE NOW COMPLETED ALL QUESTIONS FOR THE FIRST SESSION.
PLEASE PUT YOUR PENCIL DOWN AND WAIT QUIETLY WHILE THE
OTHER PUPILS FINISH THEIR QUESTIONS.**

DO NOT FILL IN BELOW.

Note: The following item will be answered by the person who measures your height in bare feet.

ONE FINAL ITEM

26. Pupil's height in centimetres

--	--	--

centimetres

Southern Africa Consortium for
Monitoring Educational Quality

and

International Institute for Educational Planning

Grade 6 Reading Study

Teacher Questionnaire

<u>ID</u>	
Country	<input type="text"/> <input type="text"/> <input type="text"/>
Region	<input type="text"/> <input type="text"/>
District	<input type="text"/> <input type="text"/>
School	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Teacher	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Instrument	<input type="text" value="2"/>
Administered	<input type="text"/>

1. In the first column of the table below, tick all of the Grade 6 classes which you take for English language (reading) this term. If your school does not use 6A, 6B, 6C, etc. as class names, please speak to the Data Collector before you complete this question.

For each of the classes you have ticked, please state:

- the number of pupils in the class;
- the number of English lessons they usually receive per week; and
- the length of a typical English lesson in minutes.

	Classes taught	Number of pupils in class	English lessons per week	Length of a typical lesson in minutes
1.01	6A <input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/> pupils	<input type="text"/> <input type="text"/>	lessons <input type="text"/> <input type="text"/>
minutes				
1.02	6B <input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/> pupils	<input type="text"/> <input type="text"/>	lessons <input type="text"/> <input type="text"/>
minutes				
1.03	6C <input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/> pupils	<input type="text"/> <input type="text"/>	lessons <input type="text"/> <input type="text"/>
minutes				
1.04	6D <input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/> pupils	<input type="text"/> <input type="text"/>	lessons <input type="text"/> <input type="text"/>
minutes				
1.05	6E <input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/> pupils	<input type="text"/> <input type="text"/>	lessons <input type="text"/> <input type="text"/>
minutes				
1.06	6F <input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/> pupils	<input type="text"/> <input type="text"/>	lessons <input type="text"/> <input type="text"/>
minutes				
	<input type="checkbox"/> (2)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

1.07	6G		pupils		lessons
minutes					
1.08	6H	<div><div></div><div>(2)</div></div>	<div><div></div><div></div><div></div></div> pupils	<div><div></div><div></div></div>	lessons <div><div></div><div></div><div></div></div>
minutes					
1.09	6I	<div><div></div><div>(2)</div></div>	<div><div></div><div></div><div></div></div> pupils	<div><div></div><div></div></div>	lessons <div><div></div><div></div><div></div></div>
minutes					
1.10	6J	<div><div></div><div>(2)</div></div>	<div><div></div><div></div><div></div></div> pupils	<div><div></div><div></div></div>	lessons <div><div></div><div></div><div></div></div>
minutes					

SOME QUESTIONS ABOUT YOU

2. What is your sex?
(Please tick only one box.)

☐
(1)

Male

☐
(2)

Female

3. What is your age?
(Please tick only one box.)

☐
(01)

Under 20 years

☐
(02)

20 - 24 years

☐
(03)

25 - 29 years

☐
(04)

30 - 34 years

☐
(05)

35 - 39 years

☐
(06)

40 - 44 years

☐
(07)

45 - 49 years

☐
(08)

50 years and over

4. How many years of academic education have you completed?
(Please indicate the number of years in each box. Please exclude the years you were repeating, if any.)

4.1

years of primary school

4.2

years of secondary school

4.3

years of post secondary academic education

5. How many years of teacher training have you received **altogether**?
(Please tick only one box.)

☐
(1)

I did not receive any teacher training.

☐
(2)

I have had a short course of less than one-year duration.

☐
(3)

I have had a total equivalent of one year of teacher training.

☐
(4)

I have had a total equivalent of two years of teacher training.

☐
(5)

I have had a total equivalent of three years of teacher training.

☐
(6)

I have had a total equivalent of more than three years of teacher training.

6. How many years **altogether** have you been teaching?
(Please round to '1' if it is less than 1 year.)

--	--

 years

7. How many in-service courses have you attended during your teaching career?
(Please write '0' if you have attended no courses.)

--	--

 courses

SOME QUESTIONS ABOUT YOUR CLASSROOM

Note: If you teach in more than one classroom, please answer questions 8, 9 and 10 for the largest class you teach.

8. How many books do you have in your classroom library?
(Do not count magazines or newspapers.)
(Please write '0' if there is no classroom library.)

--	--	--

 books

9. How many of the following do you have in your classroom or teaching area?
(Please write '0' if you do not have any.)

9.1 Sitting places for pupils (on chairs or benches)

9.2 Writing places for pupils (on desks or tables)

10. Which of the following list of teaching resources do you have in your classroom or teaching area?
(Please tick one box on each line.)

	No	Yes
10.01 A usable chalk board	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.02 Chalk	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.03 A wall chart of any kind	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.04 A map of your country	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.05 A map of Africa	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.06 A world map	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.07 A cupboard	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.08 One or more bookshelves	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.09 A classroom library or book corner	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.10 A water tap	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.11 A teacher table	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.12 A teacher chair	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.13 An atlas	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
10.14 An English dictionary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

SOME QUESTIONS ABOUT YOUR TEACHING

11. How many periods/lessons of actual teaching do you have in a typical school week at this school?

(Please write the numbers in the boxes below.)

periods/lessons each week

12. How many minutes are these periods/lessons **altogether** per week?

(Please write the numbers in the boxes below.)

minutes

13. How many hours do you spend in a typical school week working on lesson preparation and marking for this school?

(Please write the numbers in the boxes below.)

hours each week

14. How important do you consider the following pupil activities to be in the teaching of reading?

(Please tick one box on each line.)

		Not very important	Of some importance	Very important
14.1	Listening to someone reading aloud	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
14.2	Silent reading	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
14.3	Learning new vocabulary from a text	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
14.4	Pronouncing or sounding words	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
14.5	Reading for comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
14.6	Taking books home to read	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
14.7	Reading materials in the home	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

15. Of the seven activities listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

1	4.	
---	----	--

16. Do you ask parents or guardians to sign that pupils have completed their home reading assignments?
(Please tick only one box.)

<input type="checkbox"/>	No
--------------------------	----

<input type="checkbox"/>	Yes
--------------------------	-----

17. How important do you view each of the following goals of reading to be?
(Please tick one box on each line.)

		Not very important	Of some importance	Very important
17.1	Making reading enjoyable	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
17.2	Extending students' vocabulary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
17.3	Improving word attack skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
17.4	Improving students' reading comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
17.5	Developing a lasting interest in reading	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

18. Of the five goals listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

1	7.	
---	----	--

19. How often do you use the following approaches when teaching reading?
(Please tick one box on each line.)

		Never or Rarely	Sometimes	Often
19.1	Introducing the background of a passage before reading it	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
19.2	Asking questions to assess text comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
19.3	Asking questions to deepen understanding	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
19.4	Using materials you have created yourself	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
19.5	Reading aloud to the class	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

20. How often do you give your pupils a written test in reading?
(Please tick only one box.)

☐
(1) I do not test the pupils

☐
(2) Once per year

☐
(3) Once per term

☐
(4) Two or three times per term

☐
(5) Two or three times per month

☐
(6) Once or more per week

21. How often do you usually meet with the parents of the pupils in your class to discuss pupil progress?
(Please tick only one box.)

☐
(1)

Never

☐
(2)

Once a year

☐
(3)

Once a term

☐
(4)

Once a month or more

SOME QUESTIONS ABOUT YOUR SCHOOL

Note: In this questionnaire, which is used in several countries, “Inspector” means the officer visiting the classroom teacher for professional purposes. This person might be called Inspector, Education Officer, or Advisory Teacher, etc. in your country.

22. Does the school report for each pupil include a specific section for comment on reading?
(Please tick only one box.)

☐
(1)

No

☐
(2)

Yes

23. On how many occasions did an Inspector (see note before Question 22) visit you in **your classroom** in this school?
(Please write ‘0’ if there was no visit by the Inspector. If you were not teaching in this school for one or more of the years given, please write ‘NA’ for not applicable in the appropriate space.)

23.1 1995: occasions

23.2 1994: occasions

23.3 1993: occasions

24. How do you see the role of the Inspector (see note before Question 22)?
(Please tick one box on each line.)

The Inspector is someone who ...		No	Yes
24.01	Comes to advise	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.02	Comes to criticise	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.03	Suggests new ideas	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.04	Clarifies educational objectives	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.05	Explains curriculum content	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.06	Recommends new teaching materials	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.07	Provides information for self-development	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.08	Contributes very little to my classroom teaching	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.09	Makes suggestions on improving teaching methods	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.10	Encourages professional contacts with teachers in other schools	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

25. How often does your School Head advise you on your teaching of reading?
(Please tick only one box.)

- ☐
(1) Never or rarely
- ☐
(2) Sometimes
- ☐
(3) Often

SOME QUESTIONS ABOUT YOUR JOB AND LIVING ACCOMMODATION

26. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is?

(Please tick one box on each line.)

		Not very important	Of some importance	Very important
26.01	Your travel distance to school	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.02	Availability of teacher housing	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.03	Quality of teacher housing	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.04	Quality of the school buildings	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.05	Quality of classroom furniture	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.06	Level of teacher salary	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.07	Seeing my pupils learn	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.08	Quality of classroom supplies (e.g., books, paper, pens, etc.)	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.09	Quality of school management and administration	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.10	Amicable working relationships with other staff members	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.11	Good relationships with the local community	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.12	Expanded opportunities for promotion	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>
26.13	Opportunities for professional development through further study and/or training	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">(3)</div>

27. Of the thirteen reasons listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

2	6.		
---	----	--	--

28. Which of the following items do you have at home?
(Please tick one box on each line.)

		No	Yes
28.01	Daily newspaper	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.02	Weekly or monthly magazine	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.03	Radio	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.04	TV set	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.05	Video cassette recorder (VCR)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.06	Cassette player	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.07	Telephone	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.08	Refrigerator	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.09	Car	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.10	Motorcycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.11	Bicycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.12	Piped water	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.13	Electricity	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
28.14	Table to write on	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

29. Is your accommodation (place of living) provided by the school, community, responsible authority, or government?

(Please tick only one box.)

☐
(1)

No, I arrange the provision of my own accommodation.

☐
(2)

School or community

☐
(3)

Local or responsible authority

☐
(4)

Government

☐
(5)

My accommodation is provided by an agency other than school, community, responsible authority, or government.

30. How far is your accommodation from your school?
(Please write '0' if you live on or next to the school premises.)

kilometres

31. Which of the following reflects most accurately the condition of your living accommodation?

(Please tick only one box.)

☐
(1)

Generally in a poor state

☐
(2)

Some parts require major repairs

☐
(3)

Some parts require minor repairs

☐
(4)

Generally in good condition

<u>ID</u>	
Country	<input type="text"/> <input type="text"/> <input type="text"/>
Region	<input type="text"/> <input type="text"/>
District	<input type="text"/> <input type="text"/>
School	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Instrument	<input type="text" value="3"/>

Southern Africa Consortium for
Monitoring Educational Quality

and

International Institute for Educational Planning

Grade 6 Reading Study

School Head Questionnaire

Note: The personal particulars in this questionnaire must be those of the School Head, even though the questionnaire might be completed by another person.

SOME QUESTIONS ABOUT YOURSELF

1. What is your sex?
(Please tick only one box.)

☐

(1) Male

☐

(2) Female

2. What is your age?
(Please tick only one box.)

☐

(1) Under 24 years

☐

(2) 25 - 29 years

☐

(3) 30 - 34 years

☐

(4) 35 - 39 years

☐

(5) 40 - 44 years

☐

(6) 45 - 49 years

☐

(7)

50 years and over

3. How many years of academic education have you completed?
(Please indicate the number of years in each box.)

3.1

--	--

 years of primary school

3.2

--	--

 years of secondary school

3.3

--	--

 years of post secondary academic education

4. How many years of teacher training have you received **altogether**?
(Please tick only one box.)

--

 I did not receive any teacher training.

--

 I have had a short course of less than one-year duration.

--

 I have had a total equivalent of one year of teacher training.

--

 I have had a total equivalent of two years of teacher training.

--

 I have had a total equivalent of three years of teacher training.

--

 I have had a total equivalent of more than three years of teacher training.

5. How many years **altogether** have you been a teacher?
(Please round to '1' if it is less than 1 year.)

--	--

 years

6. About how many periods/lessons per week do you teach?
(Please write '0' if you do not teach.)

--	--

 periods/lessons per week

7. How many minutes are these periods/lessons **altogether** per week?
(Please write '0' if you do not teach.)

--	--	--	--

 minutes

8. How many years have you been head or acting head of **this school**?
(Please count the current year as one full year.)

--	--

 years

9. How many years **altogether** have you been a school head or acting head?
(Please count the current year as one full year.)

--	--

 years

10. Which of the following reflects most accurately the condition of your living accommodation?
(Please tick only one box.)

- | |
|-----|
| |
| (1) |

 Generally in a poor state
- | |
|-----|
| |
| (2) |

 Some parts require major repairs
- | |
|-----|
| |
| (3) |

 Some parts require minor repairs
- | |
|-----|
| |
| (4) |

 Generally in good condition

SOME QUESTIONS ABOUT SCHOOL LOCATION

11. How many kilometres is it from your school to:
(Please round to '1' if it is less than one kilometre.)

- | | | | | | | |
|------|---|--|--|--|--|------------|
| 11.1 | The nearest health centre/clinic | <table border="1"><tr><td></td><td></td><td></td></tr></table> | | | | kilometres |
| | | | | | | |
| 11.2 | The nearest tarmac/tarred road | <table border="1"><tr><td></td><td></td><td></td></tr></table> | | | | kilometres |
| | | | | | | |
| 11.3 | The nearest public library | <table border="1"><tr><td></td><td></td><td></td></tr></table> | | | | kilometres |
| | | | | | | |
| 11.4 | The nearest book shop | <table border="1"><tr><td></td><td></td><td></td></tr></table> | | | | kilometres |
| | | | | | | |
| 11.5 | The nearest school offering secondary grades to which most of your graduating pupils go | <table border="1"><tr><td></td><td></td><td></td></tr></table> | | | | kilometres |
| | | | | | | |

12. Which of the following best describes the location of your school?
(Please tick only one box.)

☐
(1)

Isolated

☐
(2)

Rural

☐
(3)

In or near a small town

☐
(4)

In or near a large town or city

SOME QUESTIONS ABOUT YOUR TEACHERS

13. How many full-time teachers (including yourself if you teach at all, and full-time temporary and student teachers) are there in your school this term?
(Please write the numbers in the boxes below.)

13.1 Male teachers

13.2 Female teachers

14. How many of the full-time teachers in your school have completed the following levels of academic education?
(Please count each teacher in terms of his/her highest qualification. Please write '0' for a particular category if there are no teachers in it. Please make sure that the total number of teachers in this question agrees with the total number in question 13.)

14.1 Primary school teachers

14.2 Secondary school teachers

14.3 Post secondary academic education teachers

15. How many of the full-time teachers in your school have completed the following teacher training?

(Please count each teacher in terms of his/her highest category of teacher training. Please write '0' for a particular category if there are no teachers in it. Please make sure that the total number of teachers in this question agrees with the total number in question 13.)

- | | | | |
|------|---|---|----------|
| 15.1 | No teacher training | <input type="text"/> <input type="text"/> | teachers |
| 15.2 | A short course of less than one-year of duration | <input type="text"/> <input type="text"/> | teachers |
| 15.3 | A total equivalent of one year of teacher training | <input type="text"/> <input type="text"/> | teachers |
| 15.4 | A total equivalent of two years of teacher training | <input type="text"/> <input type="text"/> | teachers |
| 15.5 | A total equivalent of three years of teacher training | <input type="text"/> <input type="text"/> | teachers |
| 15.6 | A total equivalent of more than three years of teacher training | <input type="text"/> <input type="text"/> | teachers |

16. Some teachers live in provided accommodation. Others do not. What is the situation in your school?

(Please write the number of teachers for each category given. Please ensure that the total agrees with the total for question 13.)

- | | | | |
|------|--|---|----------|
| 16.1 | In private accommodation | <input type="text"/> <input type="text"/> | teachers |
| 16.2 | Provided by school or community | <input type="text"/> <input type="text"/> | teachers |
| 16.3 | Provided by local or responsible authority | <input type="text"/> <input type="text"/> | teachers |
| 16.4 | Provided by government | <input type="text"/> <input type="text"/> | teachers |
| 16.5 | Provided by another agency | <input type="text"/> <input type="text"/> | teachers |

17. How many teachers do not have school houses provided by the school, community, responsible authority, or government but need to have access to this kind of housing?

(Please write the numbers in the boxes below.)

teachers

SOME QUESTIONS ABOUT ENROLMENT

18. What is the total enrolment of your **school** this term?

(Please write the numbers in the boxes below.)

18.1 Boys

--	--	--	--

18.2 Girls

--	--	--	--

19. What is the total enrolment in **Grade 6** in your school?

(Please write the number in the boxes below.)

19.1 Boys

--	--	--

19.2 Girls

--	--	--

SOME QUESTIONS ABOUT SCHOOL OPERATION

20. How many shifts operate in your school?

(If you have only one shift, then please fill in the first line only. If you have two shifts, then please fill in the first line for the first shift and the second line for the second shift, etc.)

No. of shifts	Starting time	Finishing time	No. of pupils per shift	No. of classes per shift														
1	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> : <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> : <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>		
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3	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> : <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> : <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>		
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21. What was the last year your school had a full inspection?
(Please tick only one box.)

<input type="checkbox"/>	There has never been a full inspection at this school.
<input type="checkbox"/>	The last full inspection year was before 1991.
<input type="checkbox"/>	1991 was the last full inspection year.
<input type="checkbox"/>	1992 was the last full inspection year.
<input type="checkbox"/>	1993 was the last full inspection year.
<input type="checkbox"/>	1994 was the last full inspection year.
<input type="checkbox"/>	1995 was the last full inspection year.

22. In your work as a School Head, how important are each of the following activities?
(Please tick one box on each line.)

		Not very important	Of some importance	Very important
22.1	Contacts with local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.2	Using records of pupils' progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.3	Administrative tasks concerning the functioning of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.4	Discussing educational objectives with the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.5	Activities aimed at the professional development of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Of the five activities listed above, select the one that you consider to be the most important.
(Please write its number in the box below.)

2	2.	
---	----	--

24. Which of the following occur in your school?

(Please tick one box on each line.)

		No	Yes
24.1	The production of a school magazine in the form of a little booklet or some sheets of paper posted on the wall	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.2	A public speaking day when pupils read speeches to parents that they themselves have written	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.3	An "open-door policy" for parents to visit the school head or teachers at any time either by appointment or not by appointment	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
24.4	Formal debates or debating contests	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

25. To what extent is each of the following a problem in your school?

(Please tick one box on each line.)

		Not a problem at all	A minor problem	A major problem
25.1	Teacher absenteeism	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.2	Teacher laziness	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.3	Pupil absenteeism	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.4	Sexual harassment (teacher/pupil, teacher/teacher or pupil/pupil)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

26. How many official school days did you lose (i.e., no teaching took place) in the last school year as a result of such things as late start of term, organization of examinations, school festivals, national celebrations, etc.?

(Please write '0' if there were no days lost.)

days

SOME QUESTIONS ABOUT SCHOOL FACILITIES

27. How many permanent classrooms, temporary classrooms, and open-air teaching areas does your school have?

(Please write the numbers in the boxes below.)

Note: **Permanent** classrooms are completed classrooms that have been built using materials in compliance with approved specifications; **temporary** classrooms include, for example, temporary/thatch roof, roof only, walls only; **open-air** teaching areas are areas that have no floors, walls, or roofs and are usually located under a tree.

27.1 **Permanent** classrooms

27.2 **Temporary** classrooms

27.3 **Open-air** teaching areas

28. What is the total inside area (in square metres) of all permanent and temporary classrooms in your school?

(Do not include the open-air teaching areas.)

(Please write the numbers in the boxes below.)

28.1 Permanent square metres

28.2 Temporary square metres

29. What is the general condition of your school buildings?

(Please tick only one box.)

☐ (1) The school needs complete rebuilding.

☐ (2) Some classrooms need major repairs.

☐ (3) Most or all classrooms need minor repairs.

☐ (4) Some classrooms need minor repairs.

☐ (5) In good condition

30. How many squat holes or toilets does your school have?
(Please write the numbers in the boxes below.)

30.1 Boys squat holes or toilets

30.2 Girls squat holes or toilets

31. Which of the following does your school have?
(Please tick one box for each line.)

	No	Yes
31.01 School library	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.02 School or community hall	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.03 Teacher/staff room	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.04 Separate office for school head	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.05 Separate office for school secretary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.06 Store room	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.07 First aid kit	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.08 Sports area	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.09 Playground	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.10 Piped water	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.11 Other sources of water (e.g., well or borehole)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.12 Electricity	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.13 Telephone	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.14 Fax machine	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.15 School garden	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.16 Typewriter	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
31.17 Duplicator	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

31.18 Radio

No Yes

31.19 Tape recorder

☐
(1)☐
(2)

31.20 Overhead projector

☐
(1)☐
(2)

31.21 TV set

☐
(1)☐
(2)

31.22 Film projector

☐
(1)☐
(2)

31.23 Video cassette recorder (VCR)

☐
(1)☐
(2)

31.24 Photocopier

☐
(1)☐
(2)

31.25 Computer

☐
(1)☐
(2)

31.26 Canteen/cafeteria/tuckshop/
feeding/eating facilities

☐
(1)☐
(2)

32. How many books are there in your school library?
(Do not count magazines or newspapers.)
(Please write '0' if you do not have a school library.)

--	--	--	--	--

books

33. How many books were added to your school library last year?
(Please write '0' if you do not have a school library or if no books were added.)

--	--	--

books

34. Do pupils borrow books from the school library to take them to their homes?
(Please tick only one box.)

☐
(1)

We have no school library.

☐
(2)

No

☐
(3)

Yes

Country	<input type="text"/>	<input type="text"/>	<input type="text"/>
Region	<input type="text"/>	<input type="text"/>	
District	<input type="text"/>	<input type="text"/>	
School	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instrument	<input type="text" value="4"/>		

**Southern Africa Consortium for Monitoring Educational Quality
and
International Institute for Educational Planning**

Grade 6 Reading Study

School Form

Name of School Head:

Name of School:

Full Address:

Telephone:

1. Total Enrolment of school (include all shifts):

2. Total Enrolment of Grade 6 (include all shifts):

3. Number of Grade 6 English teachers (include all shifts):

Class	Shift	No. of students	ID of teacher	Name of teacher
6A	1			
	2			
6B	1			
	2			
6C	1			
	2			
6D	1			
	2			
6E	1			
	2			
6 F	1			
	2			
6 G	1			
	2			
6 H	1			
	2			
6 I	1			
	2			
6 J	1			
	2			

Data Collector: _____

Appendix D(v)

Southern Africa Consortium for Monitoring Educational Quality and International Institute for Educational Planning

Grade 6 Reading Study

Pupil Name Form

Country	<input type="text"/>	<input type="text"/>	<input type="text"/>
Region	<input type="text"/>	<input type="text"/>	
District	<input type="text"/>	<input type="text"/>	
School	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instrument	<input type="text" value="5"/>		

This form is to be completed by Data Collectors.

Name of School: _____

ID Number Col. 1	Name of Pupil Col. 2	Class (6A, 6B, etc.) Col. 3	Shift (morning, afternoon) Col. 4	Date of Birth (D/M/Y) Col. 5	Sex (M/F) Col. 6	Session 1 taken (Y/N) Col. 7	Session 2 taken (Y/N) Col. 8	Remarks Col. 9	Administered code Col. 10
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Appendix E(i): Instructions for Loading DEM on a Computer

A. Installation

Step 1: Confirm the system requirement

Installation of this version of DEM requires an IBM compatible computer with the following configurations:

- a) at least 2 megabytes of free disk space;
- b) at least 500 kilobytes of free RAM; and
- c) an operating system DOS version 3.1 or higher.

If you are not sure about the configuration of your computer set up, type **CHKDSK** and press <Enter> after the MSDOS sign of **C:\>**. You will see various kinds of information: version of DOS, free disk space, free memory space, etc.

Step 2: Execute the “SETUP” procedure

The new version of all the electronic codebooks, which specify the structure of the data files, will be automatically installed at the time of installation.

Insert the diskette labelled “Disk 1” into drive A of your computer. After **C:\>**, type **A:** and press <Enter> in order to activate drive A. After the sign changes to **A:\>**, type **SETUP** and press <Enter>. You will be prompted to specify the following two things:

- a) the target directory where the program will be installed (you may accept the default **C:\DEM** by pressing <Enter>); and
- b) the disk drive where the installation program exists (you may accept the default **A:** by pressing <Enter> again).

Insert another installation diskette labelled “Disk 2” into drive A when you are prompted to do so. When the program is successfully installed, you will see **A:>** on the screen. Type **C:** to activate the hard disk. You should see **C:\DEM>** on the screen, and you are ready to enter data.

B. Data entry

It is recommended that you enter all data on two computers so that you will be able to compare the two versions of data files after data entry (please refer to ‘File Comparison’ of Appendix E-ii). The data for all Pupil Booklets, all Teacher Questionnaires, all School Head Questionnaires, all School Forms, and all Pupil Name Forms should be entered into two different computers.

Step 1: Verify that you have all five data files

If the screen does not show **C:\DEM>**, please type **CD DEM** and press <Enter> in order to change the directory to the one that contains the DEM program. After **C:\DEM>**, type **DEM** in order to run the program.

After you enter today's date and press <Escape> to get out of the "Welcome" message, the main menu of DEM appears. Press <Enter> to select "Open data file" from the "File" menu, and press <Enter> again in order to see the available data files in the DEM directory. Your screen should show **PUPIL.DBF**, **TEACHER.DBF**, **SCHOOL.DBF**, **SFORM.DBF**, and **NAME.DBF**, that have been installed together with the program. If you do not have any one of the above data files, please immediately contact Mioko Saito at the IIEP.

Step 2: Enter identification codes

Open one of the data files from the list given on the screen and choose "Record view" from the "Edit" menu. **PLEASE DO NOT USE THE "TABLE VIEW" FOR TEACHER.DBF.** At this time, you will only see a line with several identification variables. Please notice that, in DEM, there is a variable called **IDENTER** which does not appear in the **IDBOX** of the instruments. **IDENTER** (identification code of the data enterer) needs to be entered with the value which your NRC assigned to you. Now start entering the identification codes that appear at the top left corner of each instrument. Please notice that the variable for instrument identification will accept only one value (1 for Pupil Booklet, 2 for Teacher Questionnaire, 3 for School Head Questionnaire, 4 for School Form, and 5 for Pupil Name Form). Please note that if an invalid code is entered in any of the ID variables, the program does not let you move to the next variable.

Step 3: Enter other variables

Please follow the instructions provided at the bottom of the screen in order to move within the data file. When the cursor reaches the last digit in a variable, it automatically moves to the next variable.

If the computer beeps, you must have entered a value that is either "out of range" or "invalid". If it is out of numerical range, you will be asked to confirm the value entered by answering "YES". If you have to confirm the "out of range" values several times across records for the same variable, this could mean that the range that has been established is not realistic. In this case, you may change the range by choosing "Edit codebook" in the "File" menu. If you decide to do so, please notify the changes to IIEP.

If the computer beeps due to an invalid categorical code, the program may not allow you to go beyond this point. You may like to "peek at" the valid codes by pressing F1 twice. Simply press <Escape> in order to go back to the record view. If you are ready to move onto the next record, press F8. If you would like to go back to the main menu, press F10, and the program automatically saves whatever you have entered.

a) Different Types of Variables

i) **Categorical variable, one digit, two options** -- Examples of this type of variable are Yes/No questions, and Male/Female questions. Simply type in the number that is shown in the parenthesis in the square that corresponds to the response. For the Yes/No questions, “No” is coded as “1” and “Yes” is coded as “2”; and for the Male/Female questions, “Male” is coded as “1” and “Female” is coded as “2”.

	No	Yes		
TV	<input style="width: 40px; height: 20px;" type="text"/> <small>(1)</small>	<input style="width: 40px; height: 20px;" type="text"/> <small>4</small> <small>(2)</small>		PPOSTV <input style="width: 40px; height: 20px;" type="text"/> 2

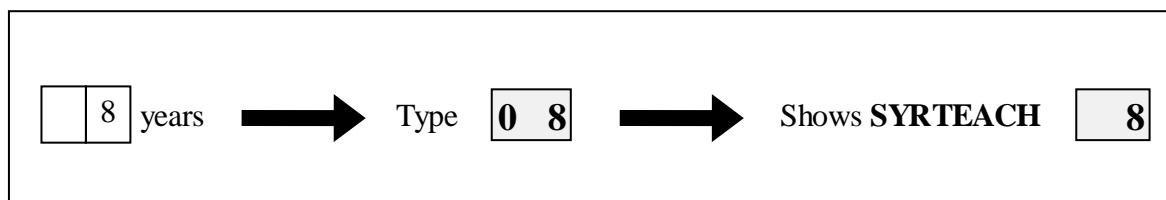
ii) **Categorical variable, two digits, more than seven options** -- If there are less than eight options, only one digit is used. However, if there are eight or more options, two digits need to be used for data entry. The question about the age level of the teachers is an example of this type of variable. If the response is “40-44 years”, for example, you should enter “06” in DEM.

<input style="width: 40px; height: 20px;" type="text"/> <small>(01)</small>	Under 20 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>(02)</small>	20-24 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>(03)</small>	25-29 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>(04)</small>	30-34 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>(05)</small>	35-39 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>4</small> <small>(06)</small>	40-44 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>(07)</small>	45-49 years		
<input style="width: 40px; height: 20px;" type="text"/> <small>(08)</small>	50 and over		

TAGELVL
0 6

iii) **Numerical variable** -- Most of the questions asking for the number of years of teaching, distance from home to school, number of exercise books the pupils have, etc. fall into this group. Simply type in the numbers that are given by the respondents. The cursor should automatically move to the next variable after reaching the last digit in each variable. However, if the respondent did not use all the spaces provided in the questionnaire, you need to ensure that there will be no

column shift by carefully examining the number of zeros that precede the value to be entered for this variable. For example, if a respondent has been a teacher for 8 years, you can type in “08” to use up two spaces so that the cursor moves automatically to the next variable. The result of the entry will show “8” on the DEM screen.

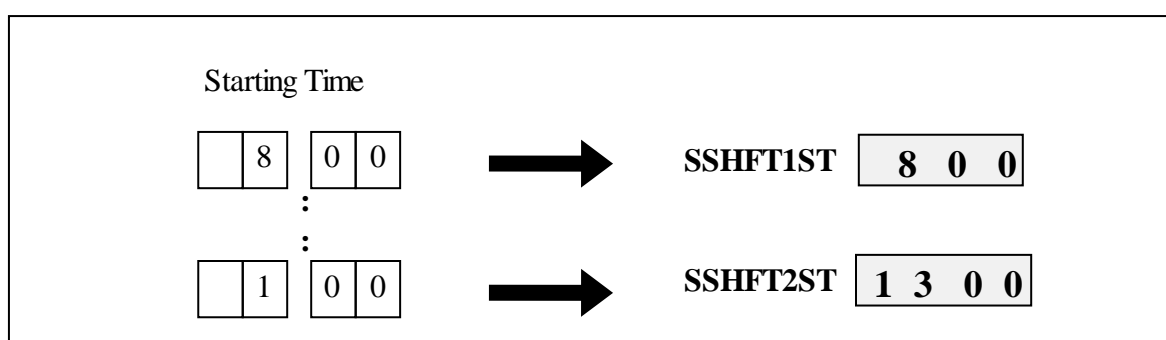


b) Special Instructions

i) **Check digits in Pupil Booklet** -- Please note that a “check digit” will need to be inserted at three stages during the entry of the pupil reading test data. These check digits will be “5” after test item 19 (the last item in “Joseph and The Donkey”), “6” after test item 38 (the last item in “Carrots”), and “7” after test item 60 (the last item in “How to Read The Age of a Tree”).

ii) **Teacher Questionnaire #1** -- Some teachers may be teaching more than one class, and the ticks may appear on more than one line. For each class that is ticked, enter “2”, and if it is not ticked, enter “1”. For the classes with “2” entered, continue entering the numbers given by the respondents for the number of pupils in the class, the number of English lessons per week, and the length of lessons. For the classes with “1” entered, the value for the rest of the variables should be “0”.

iii) **School Head Questionnaire #20 (Time variables)** -- The starting time and the finishing time should be considered as “four boxes” as a unit using the 24-hour time expression. That is, if the respondent answers 8:00, you will enter in DEM as 0800 (without a colon). If the respondent answers 1:00 p.m., you should enter in DEM as 1300 (without a colon).



iii) **School Head Questionnaire #20 (Shift not existing)** -- If in a school only one shift exists, only the first line will be filled out, and the second line and all remaining lines will be left blank

by the respondent. In this case, on the second and all remaining lines, you should enter “0” for the variables for starting time, finishing time, and number of pupils per shift.

C. Post data entry procedures

Step 1: Correct any errors in data

When you finish entering all the data for Pupil Booklets, Teacher Questionnaires, School Head Questionnaires, School Form, and Pupil Name Form, you may conduct some simple “cleaning” procedures. Some of the procedures are described in Appendix E-ii.

Step 2: Make backup copy of data files

When you have completed the data entry and corrected any errors in the data, you will need to make a copy of the five data files to be sent on diskette to IIEP. To produce this diskette, simply choose “Backup data file” from the “Tools” menu, then press <Enter>. DEM will prompt you to insert a diskette in drive A, and then ask you to press <Enter> in order to start the backup procedure.

When you have made backup copies of five data files, lock the diskette by moving the “write protect” notch to the locked position. Make a copy of this diskette which you can store in case the first diskette gets lost or reaches the IIEP in a damaged condition.

Appendix E(ii): Procedures for Cleaning and Checking

a) File comparison

You have entered all the data into two different computers. This means that PUPIL.DBF on the first computer and PUPIL.DBF on the second computer, for instance, have exactly the same structures and the values on all records. In order to check this, however, you will have to have them on one computer. Copy PUPIL.DBF on the first computer to another file name PUPIL2.DBF and save it on a diskette by typing the following MSDOS command at the C:> prompt:

COPY PUPIL.DBF A:PUPIL2.DBF

Insert this diskette into the A drive of the second computer. Copy PUPIL2.DBF onto the DEM directory. Now execute the DEM program and open PUPIL.DBF. Select the "File comparison" item from the "Verify" menu, and type PUPIL2.DBF when you are asked to give a name of the file to be compared with. If you get an error message indicating which particular records have discrepancies, check again the Pupil Booklet and make corrections.

b) Unique ID check

There must be only one record for each pupil; if there is more than one record with the same pupil identification code, the program will detect this error. To run this procedure, you will choose "Unique ID ..." under the "Verify" menu. You need to select IDSCHOOL and IDPUPIL as the variables to be checked for the uniqueness of the record. If there is no error, the program will come back with the message "No errors encountered in this cleaning step". If there are some records with same pupil identification, the program will tell you which value of IDPUPIL is repeated within a file. Then you can use the "Subset" menu in order to get the listing of records. For the teacher data file, the unique identification would be a combination of IDSCHOOL and IDTEACH; and for the school data file, it would be IDSCHOOL only.

c) Column shift check

Column shift should not occur if you have followed the directions of entering the check digits 5, 6, and 7. That is DEM accepts only 5 for PCHECK5, only 6 for PCHECK6, and only 7 for PCHECK7. You can see that you have entered the appropriate check digits by looking at the "Table view" of the data and making sure that there is a "5" in variable PCHECK5, "6" in variable PCHECK6, and "7" in variable PCHECK7. If the correct check digits are not entered for the appropriate check variables, you should identify which pupil it is and check the Pupil Booklet of this pupil.

d) Consistency check on books in the place where pupils live during the school week

The pupils who answered “There are no books in the place where I stay during the school week” for Question 6 (by ticking “1”), should not answer “I read something from them” for Question 7 (by ticking “2”). Select “Menu controlled” from the “Subset” menu with the following selection criteria:

Select **PBOOKSHM = 1** from the menu and press <F6> to continue

Select **.AND.** from the menu and finally

Select **PREADHM <> 1** from the menu and press <F10> to start searching

No match should be found. If there is a match, it will be displayed when you select “Table view” from the “Edit” menu. In this case, you should go back to the Pupil Booklet with the given IDSCHOOL and IDPUPIL and verify the responses. If the responses are as entered, you may have to detect the “real” answers from the responses given on the possession items (Question 7), which gives you some ideas about the possibility of having books.

e) Consistency check on “I do not get any homework”

The pupils who answered “I do not get any homework” (by ticking “1”) for Question 11, should have answered the same for Questions 12 and 13. Select “Expert mode” under the “Subset” menu. First, you will see if there is a subset of records containing “1” as the response to Question 11 but containing a value other than “1” for Question 12 or 13 by entering the following selection criteria when you are prompted to do so:

PHMWKGET = 1.AND.(PHMWKDON<>1.OR.PHMWKHLP<>1)

No match should be found. However, if there is a match, see “Table view” from the “Edit” menu and take a note of the IDSCHOOL and the IDPUPIL of the records listed and check the Pupil Booklet. Now you will see if there is a subset of records containing “1” as the response to Question 12 but containing a value other than “1” for Questions 11 or 13 as follows:

PHMWKDON = 1.AND.(PHMWKGET<>1.OR.PHMWIHLP<>1)

If you see a match, take a note of the IDs of the records listed in this subset and check the responses in the Pupil Booklet. Finally, you will see if there is a subset of records containing “1” as the response to Question 13 but containing a value other than “1” for Questions 11 or 12 as follows:

PHMWKHLP = 1.AND(PHMWKGET<>1.OR.PHMWKDON<>1)

If you see a match, take a note of the IDs of the records listed in this subset and check the responses in the Pupil Booklet.

f) Reasonability check on home possession

For Question 8, if a pupil responds “no” (by ticking “1”) for electricity and “yes” (by ticking “2”), for a refrigerator, it does not seem reasonable. Select “Menu controlled” under the “Subset” menu and obtain the subset of records containing “1” for **PPOSELEC** and “2” for **PPOSREF** as follows:

Select **PPOSELEC=1** from the menu and press <F6> to continue

Select **.AND.** from the menu and

Select **PPOSREF=2** from the menu and press <F10> to start searching

Look at the Pupil Booklet with the given IDs to see whether the responses were indeed as entered.

g) Abnormality check on meals

Question 18: If a pupil responds “not at all” (by ticking “1”) for all three meals, it does not sound normal. Use the “Subset” menu and:

Select **PMEAL1=1** from the menu and press <F6> to continue

Select **.AND.** from the menu

Select **PMEAL2=1** from the menu and press <F6> again to continue

Select **.AND.** from the menu and

Select **PMEAL3=1** from the menu and press <F10> to start searching

There should be no match. If there is a match, take a note of the ID numbers and look at the Pupil Booklet with the corresponding ID numbers in order to confirm the entry.

h) Correct number of days in a month

On Question 2 of Pupil Booklet, if the month of birth is April, June, September, or November, the day of birth cannot be greater than 31. Use “Expert mode” of the “Subset” menu and enter the following selection criteria in the appropriate line:

**(PBMONTH=4.OR.PBMONTH=6.OR.PBMONTH=9.OR.PBMONTH=11)
.AND.PBDAY>31**

There should be no match. Likewise, if the month of birth is February, the day of birth cannot be greater than 29 in any year. It could be 29 only if the year of birth is 1972, 1976, 1980, 1984, or 1988. To check the consistency for the month of February, you will first use the “Menu controlled” mode of the “Subset” menu and:

Select **PBMONTH=2** from the menu and press <F6> to continue

Select **.AND.** from the menu and

Select **PBDAY>29** from the menu and press <F10> to start searching

There should be no match. Now, use “Expert mode” of the “Subset” menu and enter the following selection criteria in the appropriate line:

**PBMONTH=2.AND.PBDAY=29.AND.(PBYEAR<>72.OR.PBYEAR<>76.OR.
PBYEAR<>80.OR.PBYEAR<>84.OR.PBYEAR<>88)**

There should be no match either. If there is a match, identify the IDSCHOOL and IDPUPIL from the listing and check the Pupil Booklet.

i) Reasonability check of teacher’s qualification

In Question 5, if the teacher responds that he/she had “no teacher training” (by ticking “1”), he/she should respond “no in-service training” for Question 7 (by writing “0”). Use the “Expert mode” of the “Subset” menu and:

Select **TQPROF=1** from the menu and press <F6> to continue

Select **.AND.** from the menu and

Select **TINSERV<>0** from the menu and press <F10> to start searching

There should be no match. If you find a match, identify the IDSCHOOL and IDPUPIL from the listing and check the Pupil Booklet. Likewise, you will:

Select **TQPROF<>1** from the menu and press <F6> to continue

Select **.AND.** from the menu and

Select **TINSERV=0** from the menu and press <F10> to start searching

Again, there should be no match. If you find a match, identify the IDSCHOOL and IDPUPIL from the listing and check the Pupil Booklet.

j) Mechanical consistency between question items (It would be better to check for this consistency at the time of data entry)

The number written in Question 14 in the Teacher Questionnaire should correspond to an item which is rated as one of the highest in Question 13.

The number written in Question 17 in the Teacher Questionnaire should correspond to an item which is rated as one of the highest in Question 16.

The number written in Question 26 in the Teacher Questionnaire should correspond to an item which is rated as one of the highest in Question 25.

k) Reasonability check in teachers’ home possession (see item “e” above)

In Question 27 of Teacher Questionnaire, if a teacher responds “no” (by ticking “1”) for electricity and “yes” (by ticking “2”) for refrigerator, it does not seem reasonable. Use “Menu controlled” mode of the “Subset” menu and:

Select **TRESELEC=1** from the menu and press <F6> to continue
Select **.AND.** from the menu and
Select **TRESREF=2** from the menu and press <F10> to start searching

If there is a match, identify the IDTEACH and IDSCHOOL and check the Teacher Questionnaire for the real response.

l) Reasonability check of School Head's age

In Question 2 of School Questionnaire, if the school head is under 24 years of age ("1" is ticked), he/she should not have been a school head or a teacher for a long time. Look at the values entered for Question 5, 7 and 8, and decide whether they are giving reasonable values. In addition, the value of Question 7 should not be greater than that of Question 8.

m) Mechanical consistency between question items (It is better to check this at the time of data entry)

The number written in Question 22 of the School Head Questionnaire should correspond to an item which is rated as one of the highest in Question 21.

n) Reasonability check of school's resources (see item "e" above)

In Question 30 of School Head Questionnaire, if there is no telephone at school, it seems unrealistic to have a fax machine. Use the "Menu controlled" mode of the "Subset" menu and:

Select **SRESTELE=1** from the menu and press <F6> to continue
Select **.AND.** from the menu and
Select **SRESFAX=2** from the menu and press <F10> to start searching

If you find a match, take notes of IDSCHOOL and check the School Head Questionnaire.

o) Consistency check of school library

In the School Head Questionnaire, if there is no school library (Question 30.01 is "1"), Question 31 should be answered by writing "0" and Question 33 should be "1". To check this, you will use the "Expert mode" of the "Subset" menu and enter the following search criteria in the appropriate line:

SRESLIBR=1.AND.(SLIBBOOK<>0.OR.SBORROW<>1)

You should not find any match. If you find a match, take notes of the IDSCHOOL and check the School Head Questionnaire. Likewise, you may check for the following criteria (in either case, there should not be any match):

SLIBBOOK=0.AND.(SRESLIBR<>1.OR.SBORROW<>1)

SBORROW=1.AND.(SRESLIBR<>1.OR.SLIBBOOK<>0)

Appendix F(i): Valid Range Form : Pupil Questionnaire

Location in Instrument	Variable Description	Country _____ Valid Range	
		Minimum	Maximum
PQ 2-day	Date of birth (day)	1	31
PQ 2-month	Date of birth (month)	1	12
PQ 2-year	Date of birth (year)	70	88
PQ 19	Days absent in previous month	0	31
PQ 22.1	# of exercise books	0	25
PQ 22.2	# of note books	0	15
PQ 22.3	# of pencils	0	20
PQ 22.4	# of rulers	0	10
PQ 22.5	# of pencil erasers	0	10
PQ 22.6	# of ball point pens	0	30
PQ 26	Height (centimetres)	110	180

Appendix F(ii): Valid Range Form: Teacher Questionnaire

Country _____

Location in Instrument	Variable Description	Valid Range	
		Minimum	Maximum
TQ 1.01-P	# of pupils in 6A	0	100
TQ 1.01-L	# of reading lessons per week for 6A	0	10
TQ 1.01-M	Length of reading lesson for 6A (minutes)	0	150
TQ 1.02-P	# of pupils in 6B	0	100
TQ 1.02-L	# of reading lessons per week for 6B	0	10
TQ 1.02-M	Length of reading lesson for 6B (minutes)	0	150
TQ 1.03-P	# of pupils in 6C	0	100
TQ 1.03-L	# of reading lessons per week for 6C	0	10
TQ 1.03-M	Length of reading lesson for 6C (minutes)	0	150
TQ 1.04-P	# of pupils in 6D	0	100
TQ 1.04-L	# of reading lessons per week for 6D	0	10
TQ 1.04-M	Length of reading lesson for 6D (minutes)	0	150
TQ 1.05-P	# of pupils in 6E	0	100
TQ 1.05-L	# of reading lessons per week for 6E	0	10
TQ 1.05-M	Length of reading lesson for 6E (minutes)	0	150
TQ 1.06-P	# of pupils in 6F	0	100
TQ 1.06-L	# of reading lessons per week for 6F	0	10
TQ 1.06-M	Length of reading lesson for 6F (minutes)	0	150
TQ 1.07-P	# of pupils in 6G	0	100
TQ 1.07-L	# of reading lessons per week for 6G	0	10
TQ 1.07-M	Length of reading lesson for 6G (minutes)	0	150
TQ 1.08-P	# of pupils in 6H	0	100
TQ 1.08-L	# of reading lessons per week for 6H	0	10
TQ 1.08-M	Length of reading lesson for 6H (minutes)	0	150
TQ 1.09-P	# of pupils in 6I	0	100
TQ 1.09-L	# of reading lessons per week for 6I	0	10
TQ 1.09-M	Length of reading lesson for 6I (minutes)	0	150
TQ 1.10-P	# of pupils in 6J	0	100
TQ 1.10-L	# of reading lessons per week for 6J	0	10
TQ 1.10-M	Length of reading lesson for 6J (minutes)	0	150

Location in Instrument	Variable Description	Valid Range	
		Minimum	Maximum
TQ 4.1	Years of primary school	0	8
TQ 4.2	Years of secondary school	0	6
TQ 4.3	Years of post-secondary academic education	0	10
TQ 6	Years of teaching altogether	1	30
TQ 7	# of in-service courses	0	20
TQ 8	# of books in classroom library	0	500
TQ 9.1	# of sitting places in classroom	0	60
TQ 9.2	# of writing places in classroom	0	60
TQ 11	# of periods/lessons per week	1	35
TQ 12	length of periods/lessons per week (minutes)	10	1800
TQ 13	Hours spent outside class	1	30
TQ 23.1	# of visits by inspector in 1995	0	20
TQ 23.2	# of visits by inspector in 1994	0	20
TQ 23.3	# of visits by inspector in 1993	0	20
TQ 30	Distance from home to school (kilometres)	0	30

Appendix F(iii): Valid Range Form: School Head Questionnaire

Country _____

Location in Instrument	Variable Description	Valid Range	
		Minimum	Maximum
SHQ 3.1	Years of primary school	0	8
SHQ 3.2	Years of secondary school	0	6
SHQ 3.3	Years of post-secondary education	0	10
SHQ 5	Years of teaching	1	30
SHQ 6	# of periods/lessons per week	0	35
SHQ 7	Length of periods/lessons per week (minutes)	0	1800
SHQ 8	Years of being head of this school	1	20
SHQ 9	Years of being school head altogether	1	30
SHQ 11.1	Distance to nearest health clinic (km)	1	100
SHQ 11.2	Distance to nearest tarmac road (km)	1	100
SHQ 11.3	Distance to nearest public library (km)	1	100
SHQ 11.4	Distance to nearest book shop (km)	1	100
SHQ 11.5	Distance to nearest secondary school (km)	1	100
SHQ 13.1	# of male teachers	0	80
SHQ 13.2	# of female teachers	0	80
SHQ 14.1	# of teachers who completed primary	0	80
SHQ 14.2	# of teachers who completed secondary	0	80
SHQ 14.3	# of teachers who completed post secondary	0	80
SHQ 15.1	# of teachers with no teacher training	0	50
SHQ 15.2	# of teachers with less than 1 year of TT	0	50
SHQ 15.3	# of teachers with 1 year of TT	0	50
SHQ 15.4	# of teachers with 2 years of TT	0	90
SHQ 15.5	# of teachers with 3 years of TT	0	50
SHQ 15.6	# of teachers with more than 3 years of TT	0	50
SHQ 16.1	# of teachers in private accommodation	0	80
SHQ 16.2	# of teachers in school housing	0	80
SHQ 16.3	# of teachers in accom. by local resp. auth.	0	90
SHQ 16.4	# of teachers in government housing	0	80
SHQ 16.5	# of teachers in accom. by another agency	0	50
SHQ 17	# of teachers who need access to housing	0	90

Location in Instrument	Variable Description	Valid Range	
		Minimum	Maximum
SHQ 18.1	Total enrolment -- boys	0	4000
SHQ 18.2	Total enrolment -- girls	0	4000
SHQ 19.1	Grade 6 enrolment -- boys	0	500
SHQ 19.2	Grade 6 enrolment -- girls	0	500
SHQ 20-1S	Starting time of shift 1	600	1050
SHQ 20-1F	Finishing time of shift 1	1000	1850
SHQ 20-1P	# of pupils in shift 1	1	6000
SHQ 20-1C	# of classes in shift 1	1	50
SHQ 20-2S	Starting time of shift 2	0	1950
SHQ 20-2F	Finishing time of shift 2	0	2250
SHQ 20-2P	# of pupils in shift 2	0	5000
SHQ 20-2C	# of classes in shift 2	0	10
SHQ 20-3S	Starting time of shift 3	0	1950
SHQ 20-3F	Finishing time of shift 3	0	2250
SHQ 20-3P	# of pupils in shift 3	0	3000
SHQ 20-3C	# of classes in shift 3	0	10
SHQ 20-4S	Starting time of shift 4	0	1950
SHQ 20-4F	Finishing time of shift 4	0	2250
SHQ 20-4P	# of pupils in shift 4	0	3000
SHQ 20-4C	# of classes in shift 4	0	10
SHQ 20-5S	Starting time of shift 5	0	1950
SHQ 20-5F	Finishing time of shift 5	0	2250
SHQ 20-5P	# of pupils in shift 5	0	3000
SHQ 20-5C	# of classes in shift 5	0	10
SHQ 20-6S	Starting time of shift 6	0	1950
SHQ 20-6F	Finishing time of shift 6	0	2250
SHQ 20-6P	# of pupils in shift 6	0	3000
SHQ 20-6C	# of classes in shift 6	0	10
SHQ 26	School days lost	0	50
SHQ 27.1	# of permanent classrooms	0	80
SHQ 27.2	# of temporary classrooms	0	20
SHQ 27.3	# of open-air teaching areas	0	20

Location in Instrument	Variable Description	Valid Range	
		Minimum	Maximum
SHQ 28.1	Area of perm. classrooms (square metres)	0	6000
SHQ 28.2	Area of temp. classrooms (square metres)	0	2000
SHQ 30.1	# of toilets for boys	0	50
SHQ 30.2	# of toilets for girls	0	50
SHQ 32	# of books in school library	0	10000
SHQ 33	# of books added last year	0	600