

# Main Study

*Manual for National Research Co-ordinators*

**SACMEQ III**  
The Southern and Eastern  
Africa Consortium  
for Monitoring Educational  
Quality

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## Contact

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## Introduction

Fifteen Southern and Eastern African countries have agreed to undertake a collaborative SACMEQ III educational policy research project. This project will benefit each country individually and the Southern and Eastern Africa region as a whole by developing an information base that can be used for decision-making purposes aimed at improving the quality of education. All countries participating in the SACMEQ III Project will conduct the Main Study data collection for the project between September and October 2007.

A description of the SACMEQ Consortium and the SACMEQ III Project has been presented in *Appendix 1* of this document.

A 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 respective countries. There is a series of tasks that all NRCs will have to undertake in order to ensure that the SACMEQ III Project runs smoothly. These tasks will require NRCs to maintain contact with the SACMEQ Co-ordinating Centre (SCC) which is currently based at the International Institute for Educational Planning (IIEP) to plan the survey in their country, to ensure the availability of all resources required, to oversee the data collection and data processing, and to write a national educational policy report based on the results of the data analyses.

This manual provides NRCs with important guidelines for their work. The manual consists of a set of guidelines for the conduct of the SACMEQ III Project. The guidelines cover each step in the NRCs work. **The manual should be read carefully (several times), and all NRCs should ensure that all specified research tasks are completed in a timely fashion!**

As far as possible, this manual has been ordered sequentially, listing the actions in the order in which they are likely to be completed. The specific circumstances in your country may, however, require you to deviate from this sequence.

### Security of the Data Collection Instruments

The whole SACMEQ initiative could be ruined for the long term if the SACMEQ tests and questionnaires are distributed in any way apart from their intended purpose. Strict security measures must thus be enforced during printing, packing, distribution, data collection, and the return of the tests and questionnaires. All instruments are the property of SACMEQ. Please make sure that none are lost or copied by unauthorised persons. Do NOT leave any of the tests in the schools or anywhere else.



## 1. Scheduling and Overview of Main Activities

It is expected that all countries will undertake their main SACMEQ III data collection in September 2007. Data entry should commence shortly after that - during October and November 2007.

The first version of the WinDEM data files should be sent to the SCC/IIEP in January 2008 when the process of data cleaning will commence.

All countries should enter the Health Knowledge Test data file as the first step of data entry. These files should be sent to the SCC/IIEP before 15 November 2007.

In order to help NRCs with their planning "The SACMEQ III Project: Timetable of Activities" (see following pages) has been prepared as a guideline for scheduling the tasks that must be completed. NRCs should use this table as a guideline to prepare their own national schedule of activities which should be in conformity with the outlined deadlines. The Timetable covers 50 tasks by describing what needs to be done, who is responsible, and the due dates.



### The SACMEQ III Project – Timetable of Activities

No.	Short description	Activity	Responsible	Due Date
1	Agreement on final instruments	Edit all instruments and agree on final instruments	SCC	April 2nd 2007
2	Send letter to Ministers with copies to Permanent Secretaries and NRCs	Include timetable, critical dates, other documents, and request that time be made available for NRCs to work on SACMEQ activities	SCC	April 15th 2007
3	Reactivate/Form National Steering Committee	Reactivate or Form a National Steering Committee that will assist with political/administrative issues for the smooth implementation of the SACMEQ III project	NRCs	End of April 2007
4	Plan and reserve resources for survey	Make all necessary arrangements to secure Data Collectors, transport, data typists and computers for the survey	NRCs	End of April 2007
5	Commence preparation of "camera ready" copies of selected instruments and manuals	Commence preparation of "camera ready" copies of Pupil Name Forms, School Forms, National Research Co-ordinator & Data Collectors' Manuals and Within School Timetable	SCC	June 2007
6	Send final sampling frames to SCC	Send a list of schools containing the "target population" based on the 2006 school census information	NRCs	May 1st 2007
7	Complete WinDEM Structure files	Complete writing WinDEM Structure Files in readiness for data entry	SCC	May 21st 2007
8	Sampling Workshop at IIEP	NRC meeting, drawing country samples, training in sampling / SAMDEM; WinDEM structure files; Data entry	SCC	June 4th-8th 2007
9	Schedule the survey in detail	Draw up a detailed schedule for the survey, including testing dates for each school and names of Data Collectors visiting each school	NRCs	June 2007
10	Reserve accommodation and training venues for training the Data Collectors	Make reservations for accommodation and training venues for data collection team leaders (at a central venue) and for all Data Collectors in their respective Regions/Districts	NRCs	June 2007

No.	Short description	Activity	Responsible	Due Date
11	Compile final materials	Prepare "camera ready" copies of <i>all final materials</i> and distribute to NRCs	SCC	July 1st 2007
12	Receive and check materials	Receive and check all materials received from SCC; Report any problems to SCC	NRCs	July 2007
13	Translate final materials	Translate materials into Kiswahili - Tanzania (Mainland & Zanzibar) Translate materials into Portuguese - Mozambique	Tanzania, Zanzibar & Mozambique	July 2007
14	Print all materials (In-country)	Print all materials for the survey: Pupil Booklets, Teacher Booklets, School Head Booklets, School Information Booklets, School Forms, Pupil Name Forms & Data Collectors' Manual (start printing sufficiently early to ensure that the "worst case" delivery date is six weeks before the actual survey)	NRCs	July 2007
15	Check printed materials	Check all the printed materials to ensure that they have been printed correctly	NRCs	July 2007
16	Acquire packaging materials, stationery, etc.	Purchase all materials required for packing of instruments, pencils and erasers for the survey, etc	NRCs	July 2007
17	Packaging of materials	Where appropriate, attach labels to all Booklets with School, Region and District IDs; Pack all materials for different schools separately	NRCs	July 2007
18	Inform schools	Send letter, signed by Minister or Permanent Secretary to inform Regional/District offices and School Heads of the schools selected in the sample; Send School Forms and School Information Booklets to schools together with the Minister/Permanent Secretary's letter	NRCs	July 2007

No.	Short description	Activity	Responsible	Due Date
19	Receive School Forms from schools	Ensure that all School Forms are returned by schools in the sample and received by the due date	NRCs	July 2007
20	Send final WinDEM structure files to NRCs	Develop WINDEM data structure file, valid ranges, variable and value labels; and send to all NRCs	SCC	August 2007
21	Install WinDEM	Install WINDEM on computers (to be used for data entry) and check its operation; report any problems to SCC	NRCs	August 2007
22	Send reminder to schools	Send a reminder regarding the study to all schools in the sample - include exact dates and times for each school	NRCs	August 2007
23	Progress report and program	Write a progress report and final program of activities and distribute to the Ministry Head Office and Regional/District offices	NRCs	August 2007
24	Train data collection team leaders or trainers of Data Collectors.	Train data collection team leaders or trainers of Data Collectors at a central venue for national uniformity in data collection	NRCs	3 weeks before survey
25	Train all Data Collectors	Make use of data collection team leaders/trainers to train Data Collectors for the survey in the Regions/Districts	NRCs	2 weeks before survey
26	<b>Main SACMEQ III survey</b>	<b>Conduct the actual, main survey or data collection</b>	<b>NRCs</b>	<b>September 2007</b>
27	Check of instruments by team leaders	At their respective Region/District Offices, data collection team leaders do a final check of all instruments by following the DC manual. Data Collectors return to schools if necessary	NRCs / team leaders	September 2007
28	Receive completed materials	All packages received by NRCs and checked; missing instruments traced and obtained; if any wrong school was tested, then test the correct one	NRCs	September 2007
29	Write field report	Data Collectors to report on data collection to NRC. NRC compiles a field report to send to SCC	NRCs	2 weeks after survey

No.	Short description	Activity	Responsible	Due Date
30	Data entry	Enter all data using the final version of the WInDEM system; undertake double-data entry and compare the two sets and resolve all differences. <b>Start with the Health Knowledge Test</b>	NRCs	October 2007
31	SACMEQ Managing Committee Meeting	SACMEQ Managing Committee meeting at the IIEP in Paris	SCC	October 13th 2007
32	SACMEQ Assembly of Ministers Meeting	SACMEQ Assembly of Ministers Meeting (on the eve of UNESCO General Conference) at the IIEP in Paris	SCC	October 14th 2007
33	Preliminary Data Cleaning	Conduct preliminary checks on all data to ensure that it is clean; <b>Start with the Health Knowledge Test</b>	NRCs	October to December 2007
34	Send Health Knowledge files	Send cleaned Pupil and Teacher Health Knowledge files to SCC	NRCs	November 15th 2007
35	Data cleaning workshop	Finalise cleaning of Health Knowledge Test data from each country. All participants clean all Namibian data. Rasch analysis on Health Knowledge data and production of scores and levels for each pupil including country profiles	SCC	December 2007
36	Send cleaned data to SCC	NRCs conduct their own data cleaning and send the cleaned data files to the SCC	NRCs	January to May 2008
37	Check data	Check all data for inconsistencies, gaps, inaccuracies, etc. Provide feedback to NRCs for appropriate action	SCC	January to June 2008
38	Calculate sampling weights	Calculate sampling weights for all data for all countries	SCC	January to June 2008
39	Submit final, cleaned, weighted and merged files	Send the final clean data to the SCC. Secure certification from SCC that data is clean	NRCs	31 <sup>st</sup> May 2008

No.	Short description	Activity	Responsible	Due Date
40	Keep disseminating and publishing results	Periodical progress reports within Ministry, seminars/workshops with (regional) educational authorities and stakeholders, media (TV, radio, newspaper), etc	SCC & NRCs	February to July 2008
41	Prepare research questions for data analysis workshop	Prepare documents that link policy research questions and (blank) dummy tables, and variables in data	NRCs	February to July 2008
42	Data analysis for dummy tables	Fill in the blank dummy tables for each country	SCC	February to July 2008
43	Data analysis workshop	Workshop on standard errors, sampling and replicate weights, calculation of equity, dummy variables, analysis of dummy tables, interpreting tables. Run the analysis to complete the dummy tables	SCC	July 2008
44	Summer school on multivariate analysis	Workshop on multivariate data analysis	SCC	July 2008
45	Analysis and writing of international reports	Undertake writing of international reports	SCC	June to December 2008
46	Further analysis and writing of national reports	Write national reports ( <b>ensure that sufficient working time is allocated to this task within this period</b> )	NRCs	June to December 2008
47	Preparation of SACMEQ III Data Archive	Putting together all the SACMEQ III data, instruments and background or supporting documentation	SCC	June to December 2008
48	Publication of international reports	Publish international reports on different issues	SCC & NRCs	December 2008
49	Publication and dissemination of national results	Publication of national results and dissemination of results through international and national conferences	NRCs	September to December 2008
50	Launch of data archive	Make SACMEQ III data archive available to African researchers/Universities first and then to the rest of the world	SCC	March 2009



## 2. Sampling Plan

### (a) Sampling frame

Sample designs were discussed during the December 2005 Meeting in Cape Town and more detailed plans were examined during the June 2007 Meeting of SACMEQ III NRCs in Paris.

All participating countries should submit a *tabular description of the desired, defined and excluded populations* to the SCC/IIEP. A *sampling frame* should also be submitted electronically or on diskette/CD on or before 1<sup>st</sup> May 2007.

The tabular description of the desired, defined and excluded populations must be in the following form. (Note that there are examples of this table in the SACMEQ I & II reports).

Education	<u>Desired</u>	<u>Defined</u>	<u>Excluded</u>
Region	Schools Pupils	Schools Pupils	Schools Pupils
Region A			
Region B			
...			
...			
...			
Region J			
National totals			

The *desired population* is 'all pupils at the Grade 6 level in 2007 (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 or excluding those schools.

The quality of the study a research study may be affected by the exclusion of too many schools from the desired population, and as few schools as possible should thus be removed. SACMEQ has adopted a guideline to restrict the size of the excluded population to less than 5 percent of the defined target population. Note 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. This information should be placed on diskette/CD in ASCII format and sent to the SCC/IIEP on or before 1<sup>st</sup> May 2007. NRCs who have access to the Internet can send this file to the SCC/IIEP via e-mail.

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)
- School type: Government (G) and Non-government (N)
- Any other relevant information, e.g. indicator of average teacher qualification, pupil-teacher ratio, schools offering pre-primary and primary Grades; primary Grades only or a combination of primary and secondary Grades.

Please describe the contents of the computer file in detail.

For example:

Columns	1 - 10	Official School Registration Number
Column	11	Blank
Columns	12 - 45	School Name
Column	46	Blank
Columns	47 - 50	Region Number
Column	51	Blank
Columns	52 - 62	Region Name
Column	63	Blank
Columns	64 - 73	Grade 6 enrolment

Column	74	Blank
Columns	75 - 84	Total school enrolment
Column	85	Blank
Column	86	Urban/Rural Code (U = Urban, R = Rural)
Column	87	Blank
Column	88	Government/Non-government (G = Gov., N = Non-gov.)

Please check the computer file before you send 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 at the beginning of *Section 2(a)*.

### **(b) Approval of the sample design**

The IIEP's specialized sampling software (SAMDEM) will be used to draw the final sample of schools for each country during the June 2007 workshop.

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 that make them quite different from other schools in the sample. As these characteristics are not known, replacing schools may result in the introduction of major biases.

### **(c) Drawing the sample**

In some cases, NRCs will obtain approval for their sampling plan immediately. In other cases, further discussion via e-mail with the SCC will be required before the sample plan can be finalized.

No school should be approached by an NRC before he or she has received final approval for the sampling plans.



### 3. Codes for Country, Provinces/Regions, Districts, and Schools

All instruments and forms for the SACMEQ III Project have a space for codes identifying each individual Booklet or Form. These instruments or Booklets and Forms are numbered as outlined below:

Instrument # 1	Pupil Booklet
Instrument # 2	Teacher Booklet
Instrument # 3	School Head Booklet
Instrument # 4	School Form
Instrument # 5	Pupil Name Form
Instrument # 6	School Information Booklet

There are four codes that appear on all instruments: Country, Region, District and School. Some instruments have additional codes described in the Data Collectors Manual.

#### (a) Country codes

Please use the following country codes:-

Code	Country
BOT	Botswana
KEN	Kenya
LES	Lesotho
MAL	Malawi
MAU	Mauritius
MOZ	Mozambique
NAM	Namibia
SEY	Seychelles
SOU	South Africa
SWA	Swaziland
TAN	Tanzania (Mainland)
ZAN	Tanzania (Zanzibar)
UGA	Uganda
ZAM	Zambia
ZIM	Zimbabwe

**(b) Region and District codes**

Make an alphabetical list of all Regions in your country and assign each a three-letter code. In most countries these could be the first three letters of the region name. For example, the first three letters of the name of each of the regions. Avoid giving the same code to two Regions. For example, the region of 'Harare' in Zimbabwe could be allocated the code 'HAR'.

If you intend to use District codes, assign three-letter codes to all districts in a similar fashion.

Send a copy of your Region (and, where appropriate, District) codes to the Data Processing Manager at the SCC/IIEP.

**(c) School codes**

The school codes should be copied from the list of the sample schools that has been provided to each NRC by the SCC/IIEP

#### **4. Contacting Regional Offices, Schools and Unions**

##### **(a) There Should be No Surprises**

The SACMEQ Assembly of Ministers Meeting of 1<sup>st</sup> and 2<sup>nd</sup> October 2005 instructed the SCC and NRCs that SACMEQ III should include a Health Knowledge Test and Questionnaires to determine the impact of HIV and AIDS on the functioning of schools.

Because of the sensitivity of giving the Health Knowledge Test to pupils and teachers, it is of utmost importance that prior consultations on using these instruments is sanctioned at the highest level of the Ministry.

The NRC should:

- Hold a meeting to update the senior officials (Minister,<sup>1</sup> PS, Director of Education) about the discussion that took place during the Assembly of Ministers Meeting (share the meeting report if available);
- Share the Health Knowledge Test and the Pupil, Teacher, School Head and School Information questionnaires with the PS;
- Discuss with the PS the form and content of the letters he will sign to Regional Offices and School Heads about the SACMEQ III Project and advise about the testing programme;
- Write the letters and take them to the PS for his or her consideration and to sign.

##### **(b) Informing Regional Offices and Schools**

After drawing the sample with assistance from SCC/IIEP you should know exactly in which schools you will be testing and in which regions they are located. It is important that the Regional Directors and the School Heads be contacted to inform them of the impending visit. The more in advance that you let them know, the better they can arrange or be prepared for the visit. This early contact is particularly important if you need to have the permission of the regional Offices and the School Heads for testing in their schools. It is also important to leave sufficient time for School Heads to return the School Forms to you in good time for you to plan the details of the data collection at each school.

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<sup>1</sup> Especially for a newly appointed Minister of Education

You know the normal channels and procedures for arranging such school visits in your country. As a possible aid, a draft letter to School Heads (signed by the Permanent Secretary, with copy to Regional Offices) has been produced in *Appendix 3*. If possible you can have a separate letter for the Regional Office. The letter to the Regional Office would probably contain the following points:

- Information about the SACMEQ III Project;
- The number and names of schools to be visited in the region, and the dates of the visits;
- A request to render any assistance the Data Collectors may require.

You may also want to include in the letter, a request to Regional Directors to make Data Collectors available.

**Important**

Remember to attach a School Form (see Appendix 4) AND to attach a School Information Booklet to the School Head letter

**(c) School Head Letter, School Information Booklet and School Form:**

These will have to be sent to the selected schools at least 8 to 6 weeks before the main data collection. Enter the ID codes on the School Form and on the School Information Booklet before you send them to the school. Copy the letter to School Heads to the relevant Regional Office and/or the Inspector (Education Officer). Keep copies of the letters to School Heads for the Data Collectors to carry with them when they visit the schools. The letter to the School Head would contain the following points:

- Information about the SACMEQ III Project;
- An outline of what will happen at the school;
- The confidentiality of the study and any information you will obtain;
- The date and time of the visit to the school (and request the school not to schedule events that will clash with the visit on the date);
- A request to fill in and return the School Form;
- A request to assure that the pupils and staff are at ease about the survey.

The details of these points are contained in the example letter in Appendix 3.

**Note:** The printing of survey instruments must proceed well in advance of their distribution. As the number of Teacher Booklets to be printed depends on the number of Grade 6 English (Reading), Mathematics and Health/Life Skills teachers, it is vital that the majority of School Forms have been returned to you before the number of Teacher Booklets to be printed is determined. For this reason the letters and School Forms to schools need to be sent at an early stage. If all School Forms have not been returned by the time that the Teacher Booklets have to be printed, make a generous estimate<sup>2</sup> of the number of teachers (a maximum of 9 teachers per school) expected in the outstanding schools and proceed with the printing.

The following related documents are provided:

- “What is the SACMEQ III Project?” - description of the SACMEQ III Project that may be attached to all letters in order to provide a description of the study (*Appendix 1*);
- a copy of the School Form (*Appendix 2*);
- a model letter to School Heads (*Appendix 3*);
- a copy of the Pupil Name Form (*Appendix 4*).

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.

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.

**Important**

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

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<sup>2</sup> You may also use of your EMIS statistics where these are available and are up to date

**(d) Obtaining official approvals and Informing Teacher Unions**

In some 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 are 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.

## 5. Checking Receipt of Documents and Instruments

The final instruments for the survey will be ready in July 2007.

During July 2007, you should receive the following materials from the SCC/IIEP.

### (a) Bound copies of the following Manuals, Booklets:

- 3 copies of the Pupil Booklet;
- 3 copies of Part D: Homework Form
- 3 copies of the Teacher Booklet;
- 3 copies of the School Information Booklet;
- 3 copies of the School Head Booklet;
- 3 copies of the list of Sample Schools;
- 3 copies of the Manual for National Research Co-ordinators;
- 3 copies of the Manual for Data Collectors;
- 3 copies of the Manual for Improving Data Quality;
- 3 copies of the “Suggestions for Print Runs for SACMEQ III Main Study” document;
- 3 copies of the Examples Booklet;
- 3 copies of SAMEQ III Project: Suggested Timetable for Data Collection in Schools.

### Boxes of yellow and orange “DO NOT OPEN” stickers

You will be given the exact number of boxes of the yellow and orange stickers that you will need for the training of Data Collectors and for the main data collection in your country after the final sample of schools has been agreed upon. Please note that (except for the Seychelles) the calculation will be as follows: Each school will have 96 yellow stickers (4 sheets x 24 stickers per sheet) and 96 orange stickers (4 sheets x 24 stickers per sheet).

**The above listed documents are for you and your Deputy NRCs’ official use only.**

**(b) Master copies of instruments:**

Please note in the list below that you will receive two versions of the Pupil Booklet, Homework Form, Teacher Booklet, School Head Booklet, and School Information Booklet. The first version of each of these is the one that will be used to collect data from respondents in schools. The second version of each of these is the one that will be used by Data Collectors (a) during their training, and (b) within schools. You will receive master (or 'camera ready') copies of the following instruments for you to arrange for printing according to the number of Data Collectors and number of selected schools in your country:

- 2 copies of the Pupil Booklet;
- *(2 copies of the Data Collectors' version of the Pupil Booklet)*
- 2 copies of Part D: Homework Form;
- *(2 copies of the Data Collectors' version of Homework Form)*
- 2 copies of the Teacher Booklet;
- *(2 copies of the Data Collectors' version of the Teacher Booklet)*
- 2 copies of the School Information Booklet;
- *(2 copies of the Data collectors' version of the School Information Booklet)*
- 2 copies of the School Head Booklet;
- *(2 copies of the Data Collectors' version of School Booklet)*
- 2 copies of the Pupil Name Form;
- 2 copies of the School Form;
- 2 copies of the Manual for Data Collectors;
- 2 copies of the Suggestions for Print Runs for SACMEQ III Main Study;
- 2 copies of the Examples Booklet;
- 2 copies of SACMEQ III Project: Suggested Timetable for Data Collection in Schools;
- 2 copies of "What is the SACMEQ III Project?";
- 2 copies of the Health Knowledge Test answer sheet.

**(c) A CD/Diskette containing all documents listed above in MS Word format (only for Mozambique, Tanzania, and Zanzibar).**

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.

Each Pupil Booklet has Five sections, Part A: Reading Test; Part B: Health Knowledge Test; Part C: Mathematics Test; Part D: Homework Form; and, Part E: Questionnaire. There is an additional Pupil Homework Form that is separate from the Pupil Booklet. (Pupils will be required to take the Homework Form with them to their homes to be assisted in completing it by their parents and come back with it to school the following day).

The Teacher Booklet has Four sections, Part A: Reading Test; Part B: Health Knowledge Test; Part C: Mathematics Test; and, Part D: Questionnaire.

**Please confirm the receipt of the package with the SCC/IIEP. In your message state whether everything was in good order or whether there were any missing or damaged parts.**



## 6. Translation of Instruments and Data Collectors' Manual

### Note:

This section is for Mozambique, Tanzania (Mainland), and Tanzania (Zanzibar) only.

#### (a) Translation tips

Mozambique will use Portuguese. Tanzania (Mainland and Zanzibar) will use Kiswahili. Other countries will not have to translate the data collection instruments.

Although most of the items and questions in the final instruments will have been taken from the pilot materials, it is worth checking translations again. When doing so, keep the following in mind:-

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 several complete questions in the Mathematics, Reading and Health Knowledge Tests 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 overall layout of translated data collection instruments must resemble the English version as closely as possible. This is important in order not to disadvantage pupils. 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.

**(c) File copies of translated data collection instruments**

A copy of each translated data collection instrument should be sent to the SCC/IIEP who will lodge them with the SACMEQ Data Archive.

## 7. 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 5* and the translation in *Section 6*.

### Security of the instruments

The whole of the SACMEQ III 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 tests and questionnaires.

All instruments are the property of SACMEQ. Please make sure that none are lost or copied by unauthorised persons. Do NOT leave any of the tests with the printers, with a school or anywhere else.

#### (a) National option questions

Some 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, teachers, and School Heads** these must be prepared on a separate sheet and administered *after* the first two testing sessions; and

Please send a copy of all national option questions to the SCC/IIEP

Please note that no national data on the national option questions should be returned to the SCC/IIEP.

#### (b) Preparations for printing

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 Tests 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).

**Number of Booklets to be printed:** You have agreed to a sampling plan with the SCC/IIEP. 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 that have been selected for each school, making a generous additional estimate for schools that may not have returned their School Forms.

Note that Data Collectors will take additional copies of all instruments with them just in case a problem with the printing of a particular Booklet 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 photocopy 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.

To help you in calculating the number of instruments to be printed, please refer to a separate document called "**Suggestions for Print Runs for SACMEQ III Main Study**"

**Print masters:** Camera-ready master copies of all instruments will be provided by the SCC/IIEP (see *Section 5*). It should thus only be necessary for the NRC to prepare master copies 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 (July 2007) 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 that will prevent 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 become familiar with their content.



## 8. 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:

- pencils;
- erasers;
- pencil sharpeners;
- sheets of paper for use by pupils during the Health Knowledge Test
- paper for the packing of Booklets;
- strings for the packing of Booklets; 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.



## **9. Selecting Data Collectors and Planning the Logistics**

NRCs have had experience with the kinds of Data Collectors and Data Enterers they used in the pilot study. There were instances of careless data collection and data preparation in some countries. There was a problem of data entry in one or two countries. It is essential to select good people as Data Collectors and Data Enterers and to train them well. You may have to approach Regional Offices and Head Office components to allocate individuals. As a general guide, it is recommended to involve as Data Collectors, senior education officers who have a good knowledge of schools and who can take on a leading role as data collection team leaders.

### **(a) Data Collectors**

You know where the schools in the sample are. You know that each team of Data Collectors has to be at a school for two days, and visit a total number of four schools in 2 weeks. You, therefore, can calculate how many Data Collectors you need. (Refer to section 12 of this Manual for Calculating the Number of Data Collectors according to the number of schools in the sample).

Please note that it will be necessary to have a team of three Data Collectors per school. One of them should be nominated as the Team Leader. Two Data Collectors will administer the Pupil Tests and Questionnaire while the third one will concentrate on collecting data from the teachers and the School Head.

If you are using Education Officers from the areas in which the schools are located, you will probably need permission (well ahead of the data collection days) from the regional offices. This, and the necessary transport, must be secured well in time.

It is essential to have a comprehensive list of all Data Collectors by region. A comprehensive list should include the following: (a) Names of all data collection teams by region, (b) Names of the schools they will go to for data collection, and (c) the specific dates of visit to each school for data collection.

NRCs should ensure that each team of Data Collectors has some people who can speak the local language of the region where data will be collected. It would therefore be advisable to select Data Collectors after schools have been sampled. This should minimize the need for the Data Collectors to get teachers in the school to interpret for them.

## **(b) Planning the training of Data Collectors**

The training of Data Collectors can either be conducted centrally by the NRCs (in the case of small states) or may have to be conducted in several sites in the country. After the training, these Data Collectors will be deployed as Data Collectors in the sampled schools.

In big countries that may have a large sample of schools, it may be advisable for the NRCs to have two sessions for the training of Data Collectors (see section 12). The first session will be a centralised training for data collection team leaders or trainers only, who will be trained by the NRCs – three to two weeks before the main data collection. The second phase will be a training of all the other Data Collectors by the team leaders/trainers in their respective Regions, Provinces or Districts – a week before the main data collection. During these training sessions it is possible to give the Data Collectors practice in data collection at two or three schools that are not in the sample.

Decide well in advance on the venue(s) for this training and how many Data Collectors will participate. Ensure that the Data Collectors are invited well in advance, that the accommodation is booked, and that the necessary funding and transport are available.

Make enough copies of each Booklet and the Data Collectors Manual available for the required number of Data Collectors to be trained.

## **(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 all instruments 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/Provincial/District Co-ordinators' offices, storage space, and working space where the data entry will take place. You will 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 diems should be approved and paid.

**(f) Data entry team**

You should decide on the data entry team you will use. It is important that you have them full-time for the data entry phase. For an exercise of the magnitude of SACMEQ III, it is probably desirable to have around six to eight full-time Data Enterers. Make prior estimation of the time it will take your data enterers to complete entering all the Booklets and Forms.

**Example: Namibian Experience**

During the SACMEQ II project in Namibia it was discovered that in a normal 8 hours working day, one Data Enterer can (on average) enter the data of at least one school by working for a total of about 5 hours per day (with an allowance of 3 hours for tea breaks and other things). This meant that five Data Enterers could enter the data of five schools per day, (5 data enterers x 1 school = 5 schools). For this example, if the five Data Enterers work consistently for 20 days they can be able to enter data from 100 schools, (5 Data Enterers x 1 school each per day x 20 days = 100 schools).

The data has to be entered twice (“double entry”), in order to counter check and verify the quality of the data that has been entered by the first data enterer. So the estimated time that the five data enterers will take to enter data from 100 schools would be 40 working days (20 days x 2), or two months. It will take about 80 working days or four months (October, November, December 2007, and January 2008) for the five data enterers to enter data from 200 schools.

NOTE: Data entry can take a long time if you have fewer Data Enterers, and a shorter time if you have more Data Enterers and you can afford to pay them.
--

As soon as the WinDEM structure files arrive, you should check them. If there are problems, please contact the Data Processing Manager at the SCC/IIEP. If all is well, proceed to the training of the data entry team.

The training of the data entry team should start by making them aware of the “editing” that you have already done to the instruments with a ‘red pen’ and why this was necessary. (See Sections 2 and 3 of the “**Manual for Improving Data Quality**”). The training of the data entry team is a very important step in the SACMEQ III Project. Poor-quality work in this area could delay the processing of your country’s data for a very long period. In the SACMEQ II Project the processing of data for at least two countries was delayed by twenty four months while errors in data entry were rectified.

**(g) Computers**

If there is an insufficient number of computers available, then you should plan early for the purchasing or borrowing of other computers.

## 10. Establishing Minimum and Desirable Levels of Achievement

### Essential Items

At a later stage you will be provided with some guidelines for selecting subsets of Reading, Mathematics and Health Knowledge test questions that subject and/or curriculum specialists in your country consider to be **'essential for Grade 6 pupils to master if they are to commence a successful year of Grade 7 study'**.

### Minimum and Desirable Levels of Achievement

When the subsets of essential questions (test items) have been identified then it will be necessary for your national team of subject specialist to specify performance levels that are considered to define 'minimal' and 'desirable' levels of mastery for each subject.

It is expected that the guidelines for this work will be available for distribution in July 2007.



## 11. Packaging/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 the 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 specified in the document titled “Suggestions for Print runs for SACMEQ III Main study.” NRCs must ensure that at least:

- **all** the different **instruments** have been delivered, i.e.:
  - \* Manual for Data Collectors
  - \* Pupil Booklet
  - \* Homework Form
  - \* Teacher Booklet
  - \* School Head Booklet
  - \* School Information Booklet
  - \* 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 good sample of each instrument, say one out of every 50, should 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. All faulty instruments should be destroyed and then replacements should be ordered from the print shop.

One printed copy of each instrument must be sent to the SCC/IIEP.

**(b) Other materials**

Ensure that all required materials 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 photocopies must be included in the schools' packages that will be sent or given to the Data Collectors. The originals must be retained in the NRCs files.

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

- 1 copy of the Letter to School Heads
- 1 copy of the Timetable for Data Collection in Schools
- 1 photo copy (of the original) completed School Form
- 1 copy of the Health Knowledge Test answer sheet
- 1 copy of the Examples Booklet
- 1 spare School Form
- 2 Pupil Name Forms
- 28 Pupil Booklets
- 28 Homework Forms
- 28 blank sheets of papers (A4) (for pupils to use during the Health Knowledge Test)
- A maximum of 10 Teacher Booklets
- 2 School Head Booklets
- 2 School Information Booklets (if available one completed Booklet and a blank one)
- 4 sheets of "DO NOT OPEN" yellow stickers
- 4 sheets of "DO NOT OPEN" orange stickers
- 40 HB pencils (for pupils)
- 1 separate soft pencil (2B pencil) for Data Collector
- 30 erasers
- 4 pencil sharpeners
- 4 meters of string for tying up the instruments

- 2 Leaflets titled “What is the SACMEQ III Project?”

The name of the school, its identification number and the name of the Region where the Data Collector will receive the bundle must be clearly written on each package. Ensure that the 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’ Training**

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

- one copy of each of the two versions (original, and Data Collectors’ version) of each instrument to be used in the training programme (Pupil Booklet, Homework Form, Teacher Booklet, School Information Booklet, and School Head Booklet)
- A checklist of all the materials required by the Data Collector when visiting schools, as outlined in Section 11(c) above;
  - \* one Manual for Data Collectors;
  - \* a writing pad or note book for notes/ recording observations at each school.

Bundles for the training of 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 will need a copy of the NRC’s hand-out/presentation on the nature, scope and value of the SACMEQ III project for the country and other materials that they might require for the presentation of their training sessions.

Spare copies of all instruments and additional materials (pencils, etc.) should also be sent to trainers and/or Regional Co-ordinators - just 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. However, it would be better for Regional Co-ordinators to personally collect their own regional bundles of instruments and transport them to their respective regions

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

**Security of the instruments**

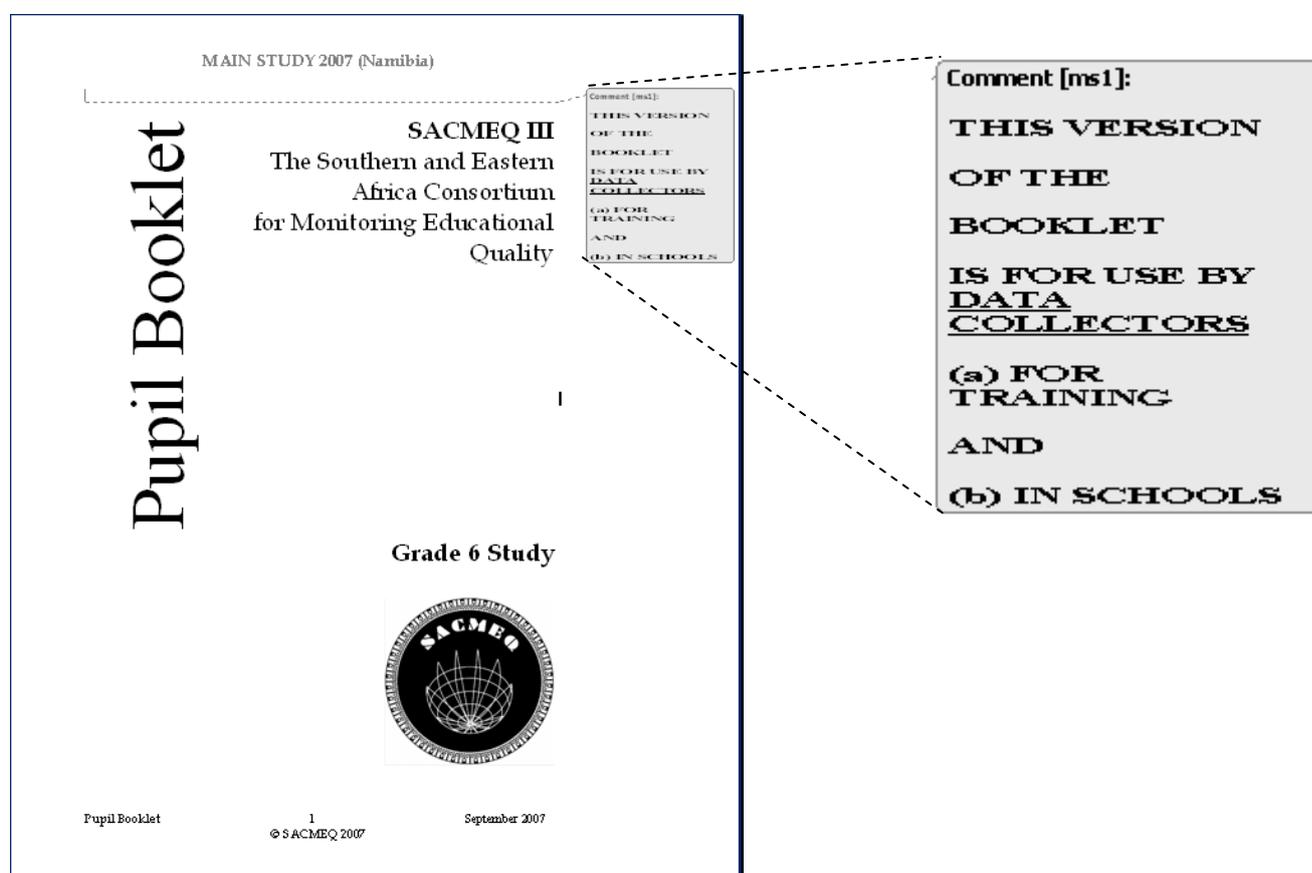
The whole of the SACMEQ III project can be ruined if the tests and questionnaires are distributed in any way apart from their intended purpose. Strict security measures must thus be enforced at all times, including during printing, packing, distribution, data collection, and return of the tests and questionnaires.

All instruments are the property of SACMEQ. Please make sure that none are lost or copied by unauthorised persons. Do NOT leave any of the tests in the schools or anywhere else.

## 12. Training of Data Collectors

Please note that there are “Special Versions” of the Pupil Booklet, Pupil Homework Form, Teacher Booklet, School Information Booklet, and School Head Booklet. These versions of the data collection instruments have “Comments” printed in the right hand margin – that are intended to assist Data Collectors (a) during their training and (b) when in schools. (An example of the “Data Collectors’ version of the Pupil Booklet has been given below) These versions of the Booklets contain additional instructions and comments for the Data Collector. Data Collector must carefully read these instructions and comments.

### Example of Data Collectors’ Version of the Pupil Booklet



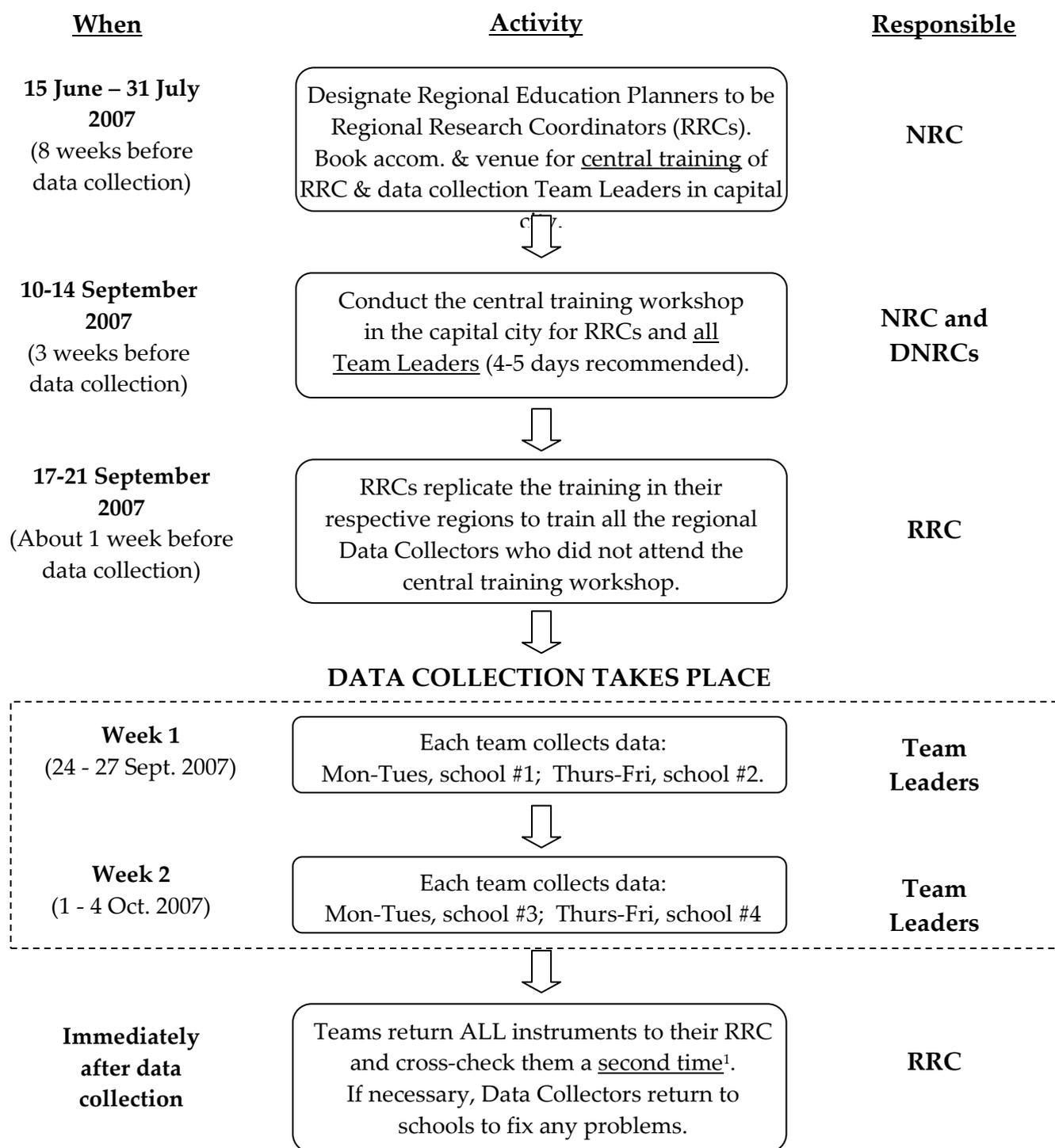
A sufficient number of Regional Research Co-ordinators (RRCs) and Data Collection Team Leaders must be trained prior to the training of all Data Collectors. If the RRCs and Team Leaders did not participate in the SACMEQ III Pilot Study in 2006, it is recommended to arrange a ‘pilot survey’ in schools that are NOT in the sample to be conducted by the Team Leaders under the supervision of the NRC. RRCs 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 RRCs.

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 III Project;
- 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;
- emphasis on having full information on questionnaires and also the correct completion of all questions (see section 1 of the Manual for Improving Data Quality);
- 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.

**An Example of the Organization of SACMEQ III Data Collection in Country X**  
(Based on a Regional Approach)



**NOTE:** There are many ways in which data collection could be organised. The above given approach is just one of them. You may wish to adapt it to the local conditions in your own country for SACMEQ III.

<sup>1</sup> The first check of all instruments should of course be conducted before leaving the school.

## Calculating the Number of Data Collectors

- There will be a team of 3 Data Collectors visiting each school
- Each data collection team will visit a total of 4 schools in 2 weeks (2 schools in the first week and another 2 schools in the second week)
- Note that the sample design in each stratum (Region) have been adjusted so that the number of schools selected per region is divisible by 4

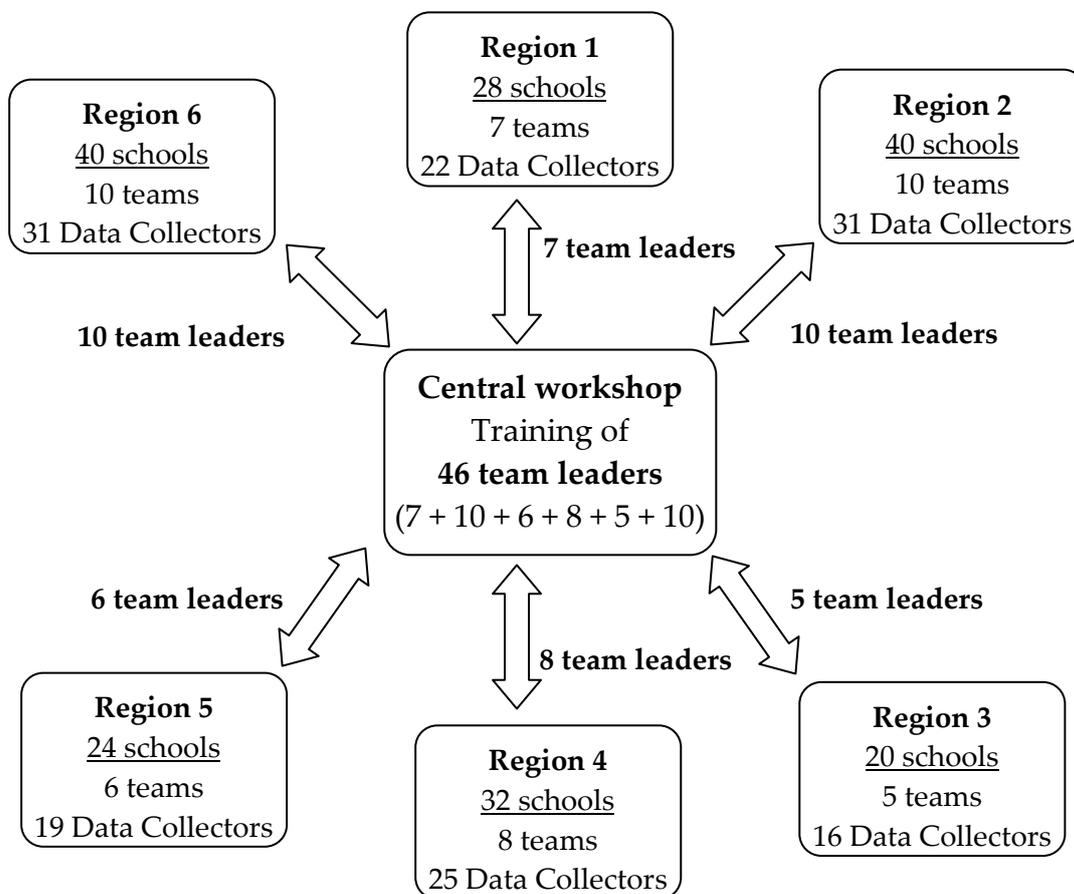
<p><b>Nr of teams</b> = Nr of sample schools in the region divided by 4</p> <p><b>Nr of Data Collectors</b> = Nr of teams x 3, + 1 additional (reserve) Data Collector</p>
--

E.g. For a region with 28 schools the calculation is:

<p><b>Nr of teams</b> = 28 schools divided by 4 = <u>7 teams</u>.</p> <p><b>Nr of Data Collectors</b> = (7 x 3) + 1 = 22 Data Collectors</p>
--

The calculation of the number of Data Collectors and team leaders required for each possible number of schools in a region has been done for you. It can be found on the next page.

### A Hypothetical Example for Country X with 6 Regions



### Number of Schools and Number of Data Collectors / Teams per Region

Nr of Schools (region)	Nr of teams (and team leaders)	Nr of Data Collectors	Spare Data Collector	Total nr of Data Collectors	Deployment
12	3	9	1	10	All teams go to 4 schools each
16	4	12	1	13	All teams go to 4 schools each
20	5	15	1	16	All teams go to 4 schools each
24	6	18	1	19	All teams go to 4 schools each
28	7	21	1	22	All teams go to 4 schools each
32	8	24	1	25	All teams go to 4 schools each
36	9	27	1	28	All teams go to 4 schools each
40	10	30	1	31	All teams go to 4 schools each
44	11	33	1	34	All teams go to 4 schools each
48	12	36	1	37	All teams go to 4 schools each
52	13	39	1	40	All teams go to 4 schools each
56	14	42	1	43	All teams go to 4 schools each
60	15	45	1	46	All teams go to 4 schools each

## Central Training for RRC and Data Collection Team Leaders

### Day 1

- (a) Introduction to the SACMEQ III Project (its nature, scope, and value for the country)
- (b) Introduction to the different SACMEQ III Survey Instruments according to Data Collectors' manual
- (c) RRC & Team Leaders fill-in / complete Pupil and Teacher Booklets
- (d) Discussion of Pupil and Teacher Booklets

### Day 2

- (a) RRCs & Team Leaders complete School Information Booklet, School Head Booklet, School Form and Pupil Name Form (use the Examples Booklet for the School Form and Pupil Name Form)
- (b) Discussion of the above
- (c) Discussion of the Data Collector's Manual
- (d) Divide RRCs & Team Leaders into 2-5 groups for trial data collection the following day. If necessary delegate two or three RRCs who will act as "Group Leaders."
- (e) Each Group makes preparations for the trial data collection:
  - Receive package and check packing list to see if all instruments, manuals, spare copies and other materials are present
  - Check all instruments page by page, complete the ID codes and seal relevant parts of the Pupil Booklet with the Yellow stickers.

### Day 3

- (a) **Morning:** Groups go to 2 to 5 primary schools (not in sample) for trial administration. At the schools, the "Group Leaders" demonstrate the data collection while others observe and take notes.
- (b) **Afternoon:** Discussion of experiences gained from the trial data collection in relation to the Data Collectors Manual and instruments, and the suggested timetable for data collection in schools.

### Day 4

- (a) **Morning:** Second day of trial testing and further discussions.
- (b) **Afternoon:** RRCs and Team Leaders receive their regional packages containing all instruments, manuals, spare copies, stickers and other materials for their regions. Check that all materials and all pages are alright according to the number of sample schools in their region.
- (c) RRCs and Team Leaders receive final instructions from NRC and prepare to leave for their respective regions the following day.

## Regional Training for ALL Data Collectors (A replication of the central training)

### Day 1

- (a) Introduction to the SACMEQ III Project (its nature, scope, and value for the country)
- (b) Introduction to the different SACMEQ III Survey Instruments according to Data Collectors' manual
- (c) Data Collectors fill-in / complete Pupil and Teacher Booklets
- (d) Discussion of Pupil and Teacher Booklets

### Day 2

- (a) Data Collectors complete School Information Booklet, School Head Booklet, School Form and Pupil Name Form (use the Examples Booklet for the School Form and Pupil Name Form)
- (b) Discussion of the above
- (c) Discussion of the Data Collector's Manual
- (d) Divide Data Collectors into 2-5 groups for trial data collection the following day. If necessary delegate two or three Team Leaders who will act as the trial testing Group Leaders.
- (e) Each team makes preparations for the trial data collection:
  - Receive package and check packing list to see if all instruments, manuals, spare copies and other materials are present
  - Check all instruments page by page, complete the ID codes and seal relevant parts of the Pupil Booklet with the Yellow stickers.

### Day 3

- (a) **Morning:** Groups of Data Collectors go to 2 to 5 primary schools (not in sample) for trial administration. At the schools, the Team Leaders demonstrate the data collection while others observe and take notes.
- (b) **Afternoon:** Discussion of experiences gained from the trial data collection in relation to the Data Collectors Manual and instruments, and the suggested timetable for data collection in schools.

### Day 4

- (a) **Morning:** Second day of trial testing and further discussions.
- (b) **Afternoon:** Team Leaders receive packages containing all instruments, spare copies, stickers and other materials for the schools they will visit.
- (c) Check instruments page by page and that all materials are alright according to the number of schools they will go to.
- (d) Fill in IDs for all parts of the Booklets; get transport and maps; lock up instruments in a secure place; leave for schools the following Monday.

### DOs

- Know how to get to the schools well in advance (If in doubt NRC/RCC should provide maps);
- If a school is far away from your duty station, make prior arrangements to overnight near the school so that you can get there early enough (camping equipment may be needed where there is no hotel/guest house);
- Use the 'checklist' for all the instruments/materials for each school;
- Make sure that the school head, teachers and pupils understand the questions in the Questionnaires;
- Select the 25 pupils from the school register/s yourself – do not allow the school head or the teachers to be involved in the selection of pupils;
- Read out the questions in the Pupil Questionnaires and the Health Knowledge Test one at a time and wait for each pupil to make a "tick" before moving on to the next question;
- Mistakes should be corrected immediately or on your return the next day;
- Make notes on what happens at the school during data collection.

### Checks:

- Check ALL instruments page by page before going to the school
- Check that pupils are ticking the correct options by moving around the classroom
- Check all instruments for completeness before pupils leave the classroom
- Check ALL instruments for any missing, incorrect or inconsistent

### DO NOTs

- Do not replace the school in the sample;
- Do not arrive late for data collection;
- Do not give copies of the instruments to unauthorized persons;
- Do not leave any copies of the instruments, including unused instruments at the school;
- Do not leave the school without going through all the instruments;
- Do not allow the school to select the 25 pupils for you;
- Do not replace absent pupils.

## Supplementary Information

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

### (a) Security of the instruments

#### **Security of the Data Collection Instruments**

The whole of the SACMEQ III 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 tests and questionnaires.

All instruments are the property of SACMEQ. Please make sure that none are lost or copied by unauthorised persons. Do NOT leave any of the tests in the schools or any where else.

It must be absolutely clear that **ALL** copies of all instruments, whether used or not, have to be returned to the NRC 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 a future SACMEQ project 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 25 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;
- Collecting a sample of teachers, if required;
- 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 the 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. Please note that the school ID number should be the same as the number provided to NRCs on their list of sample schools.

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 each teacher 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 25 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 with which to answer the Test and Questionnaire if they did not bring their own.

The time suggested for the Pupil Reading Test and the Mathematics Test is 90 minutes for each test and about 60 minutes for the Health Knowledge test. However, extra time should be allowed if required. Because the pupils will take the Reading Test and the Health Knowledge Test on the same day, a 30 minute break must be allowed only after the Reading Test (see testing timetable below)

Adequate time must be allowed for the pupils to complete their Questionnaire and Tests. This time allocation must not be shortened. Data Collectors must schedule their tasks accordingly and should depart for the school early enough to allow time for delays on the road to the school, selecting the 25 pupils and getting the pupils seated in the classroom, etc.

At the end of the initial day of data collection, the Teacher and School Head Questionnaires should be collected and checked.

**(e) Testing Timetable**

During the March 2007 SACMEQ Scientific Committee Meeting in Paris the committee members debated the problems of long testing time versus pupils not returning to school on the second day of testing. It was agreed by all that the testing should cover two days and that the tests should not be further shortened in any way.

It was recommended that the testing should be spread over two days in the sequence presented below:

Day 1:            Pupil Booklet  
Part A - Reading Test (120 minutes maximum)  
*30 minutes Break (Data Collectors check & seal Part A)*  
Part B - Health Knowledge test (80 minutes)  
*Data Collectors check & seal Part B and give correct answers*  
Part D - Homework Form (*Explanation for about 25 minutes*)

Day 2:            Pupil Booklet  
Part C - Mathematics Test (120 minutes maximum)  
*30 minutes Break (Data Collectors check & seal Part C)*  
Part D - Homework Form (*30 minutes -completion of Part D*)  
Part E – Questionnaire (*60 minutes*)  
*(Data collectors check all instruments for completeness before leaving the school)*

A suggested Timetable for data collection in schools has been provided to all NRCs. This time table (or adjusted version of it) should be used as a central part of training the Data Collectors.

The School Heads and teachers should also complete the School Head Booklet and the Teacher Booklet (questionnaire plus three teacher tests) on the first day. In that way, the Data Collectors can check all completed instruments (School Head Booklet, Teacher Booklets, and Pupil Booklets) on the first afternoon/evening. If there are any missing parts then these can be completed on the second morning when the Data Collectors return to the school. Care must be taken that teachers do not change their answers to test items in the Teacher Booklet.

**(f) Teacher Booklet**

*There will be one Teacher Booklet. It will have Four parts: Part A: Reading Test; Part B: Health Knowledge Test; Part C: Mathematics Test and Part D: Questionnaire.*

**All selected teachers will complete Part D: Questionnaire, and Part B: Health Knowledge Test.**

**English teachers will also complete Part A: Reading Test.**

**Mathematics teachers will also complete Part C: Mathematics Test.**

### 13. Return of Instruments and Materials

All materials returned from schools must be carefully checked and steps should 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 (Nr. returned)	Teacher Booklet (Nr. returned)	School Head Quest. & Info. BKlets

Contact the responsible Regional Co-ordinator to retrieve any outstanding Pupil Booklets, including those not used. Do everything possible to acquire these 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 SCC/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 25. 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. (see Manual for Improving Data Quality for more information on this)



#### **14. Editing of Instruments Before Data Entry**

It is necessary that all of the instruments are edited by the National Research Team before they go to the Data Enterers for entry. Special attention should be given to questions that link for example number of days absent and reasons for absence; homework; extra tuition; etc. as well as blank spaces. Some cleaning would then be done at this stage before the data are entered. The research team should use a red pen for editing in order to guide data enterers.

For detailed information on editing instruments before data entry and data cleaning please refer to Section 2 of the separate booklet on “**Manual for Improving the Data Quality.**”

#### **Last Question in School Head Questionnaire**

In the School Head questionnaire, the last question which can be found on the last page is different from the other questions in the Booklet. In this question, school heads are asked to provide their written opinion on the kind of extra support that their schools may need in order to address the challenges and problems associated with HIV and AIDS. The NRC should detach these pages from the School Head Booklets and put them in a sealed envelope to be sent to the SCC/IIEP where the school head responses will be analysed separately from the rest of the data.



## 15. Data Entry and Initial Cleaning

All countries should enter the Health Knowledge Test data files (of Pupils and Teachers) as the first step of data entry and send these files to the SCC/IIEP before 15 November 2007. Please create a backup copy of each file.

All data must be entered on computer using the WinDEM 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 SSC/IIEP to obtain approval for modifying the valid ranges or for a solution to 'work around' the problem.

The **new** version of WinDEM and related documentation shall be provided to you in July 2007 and the new codebooks will need to be installed on your computers. The old codebooks will not function due to changes in the data collection instruments! Please delete all old codebooks before commencing the SACMEQ III Project data entry.

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 Tests, Questionnaires and Forms should be entered into the computer twice by different data enterers and on separate computers.* The resulting files should be compared with the appropriate WinDEM routine. Differences can then be corrected on both computers until all files are identical.

For detailed information on data entry and initial data cleaning please refer to the separate booklet on "**Manual for Improving the Data Quality.**"

Please note that, before beginning the data entry work, you should ensure that all computers are free of viruses.

It is strongly advised not to contract the data entry out to a private firm. You have the WinDEM program specially prepared for this study. It is also important that you know how to use WinDEM 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 WinDEM with your close participation in the process. Only data entered with WinDEM and the codebooks provided by the SCC/IEEP can be included in the international analysis of the data.

## 16. Return of Data and Documentation to the SCC/IIEP

### (a) Data

The Pupil and Teacher Health Knowledge data files which will be the first to be entered and cleaned, will be sent separately to the Data Processing Manager at the SCC/IIEP by 15 November 2007. Please make and keep a backup copy.

After you have entered and cleaned the rest of the data, copy them onto a diskette/CD for safe-keeping and send a copy of these data via e-mail to the Data Processing Manager at the SCC/IIEP. Please make sure that you store your backup diskettes/CDs or USB key in a safe place – just in case the initial e-mail transmission does not work.

Copies of all School Forms and Pupil Name Forms should be sent to the Data Manager at the SCC/IIEP together with the data diskettes.

### (b) NRC Report on the Main Testing

Each NRC is required to write a **field report** on the SACMEQ III Project main study data collection. The report should include valuable information reported by RRC and Data Collector. This report should arrive at the SCC/IIEP by 1 November 2007. The report should cover the following points:

- Translation problems encountered (only for Mozambique and Tanzania (Mainland and Zanzibar).
- 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 25 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, and
- Anything else NRCs wish to communicate to the IIEP.

## Appendix 1

### “What is the SACMEQ III Project?”

#### **Background**

There has been a worldwide growth of interest in the application of large-scale scientific survey research techniques to the study of issues related to improving the quality of education. Many developed countries are now applying such techniques to undertake systematic studies of student achievement levels. In developing countries there have been increased efforts to provide training in the technical skills that are required to conduct these kinds of policy research studies.

Since 1991 UNESCO's International Institute for Educational Planning (IIEP) and Ministries of Education in Southern and Eastern Africa have been working together to address research and training needs in this area. The focus for this work has been on establishing long-term strategies for building the capacity of educational planners to monitor and evaluate their basic education systems.

These research and training activities are being managed by an association known as the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). In 2004 SACMEQ was officially registered as an inter-governmental agency, and is now generously supported by the Government of the Netherlands.

#### **Membership of SACMEQ**

Fifteen Southern and Eastern African Ministries of Education are members of SACMEQ: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia, and Zimbabwe.

#### **SACMEQ's Mission**

SACMEQ's mission is to undertake integrated research and training activities that will: (a) expand opportunities for educational planners to gain the technical skills required to monitor, evaluate, and compare the general conditions of schooling and the quality of basic education; and (b) generate information that can be used by decision-makers to plan the quality of education.

### **SACMEQ's Representatives in this Country**

The SACMEQ National Research Team in this country consists of the following people:-

- (i) Mr./s ..... National Research Co-ordinator**
- (ii) Mr./s .....First Deputy National Research Co-ordinator**
- (iii) Mr./s .....Second Deputy National Research Co-ordinator**

### **SACMEQ's Management and Finance**

Decisions concerning the specification of SACMEQ's mission and its programmes of research and training are set down by the SACMEQ Assembly of Ministers of Education. SACMEQ's Co-ordinating Centre (SCC) is temporarily located at the IIEP in Paris. The SCC is managed by a Director and operates under the guidance of a Managing Committee that is chaired by Zimbabwe's Minister for Education.

The SCC provides administrative and technical support to SACMEQ countries, and it works with partners to obtain funding for research and training activities. The SACMEQ Ministries of Education are responsible for their own within-country costs associated with participation in SACMEQ projects. The IIEP's main role in the Consortium is to provide technical advice and to facilitate the organization of training programmes.

### **The SACMEQ III Project**

The SACMEQ III Project has two main aims. First, to provide information that can be used by Ministries of Education to plan and improve the quality of education and the conditions of schooling in primary schools. Second, to generate research-based policy advice that will guide decisions related to managing the impact of HIV and AIDS on the functioning of schools.

The main data collection for the SACMEQ III Project has been scheduled for around September 2007, and this will include an assessment of the performance levels of Grade 6 pupils and their teachers in the areas of Reading, Mathematics and Health Knowledge. Around 75,000 pupils and 10,000 teachers from 3,000 primary schools in 15 countries will be involved in the SACMEQ III Project.

## Appendix 2 School Form

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

**SACMEQ III**  
The Southern and Eastern Africa Consortium  
for Monitoring Educational Quality

**Grade 6 Study**

### School Form

**Information about your school:**

Name of school: \_\_\_\_\_

Name of School Head: \_\_\_\_\_

Postal address: \_\_\_\_\_

Telephone: \_\_\_\_\_

No. of classes in your **school** (include all sessions/shifts): \_\_\_\_\_

No. of <u>pupils</u> in your <b>school</b> (include all sessions/shifts):	<b>Boys</b>	<b>Girls</b>	<b>Total No. of pupils</b>
2005	<input type="text"/>	<input type="text"/>	<input type="text"/>
2006	<input type="text"/>	<input type="text"/>	<input type="text"/>
2007	<input type="text"/>	<input type="text"/>	<input type="text"/>

No. of <u>teachers</u> in your <b>school</b> (include all sessions/shifts):	<b>Male teachers</b>	<b>Female teachers</b>	<b>Total No. of teachers</b>
2005	<input type="text"/>	<input type="text"/>	<input type="text"/>
2006	<input type="text"/>	<input type="text"/>	<input type="text"/>
2007	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Information about your Grade 6 classes in 2007:**

1. Total enrolment in **Grade 6** (include all sessions/shifts): \_\_\_\_\_
2. Total number of **Grade 6 classes** (class groups): \_\_\_\_\_
3. Total number of **Grade 6 English (Reading)** teachers: \_\_\_\_\_
4. Total number of **Grade 6 Mathematics** teachers: \_\_\_\_\_
5. Total number of **Grade 6 Health/Life Skills** teachers: \_\_\_\_\_

Class <sup>3</sup>	Session/ shift (1, 2, etc.)	No. of pupils	ENGLISH (READING) teachers		MATHS teachers		HEALTH/LIFE SKILLS teachers	
			Name	ID No.	Name	ID No.	Name	ID No.
6A								
6B								
6C								
6D								
6E								
6F								
6G								
6H								
6I								
6J								
6K								

<sup>3</sup> If the school uses a different system for naming its classes, write the school's class names in the margin on the left-hand side of the page.

Class <sup>3</sup>	Session/ shift (1, 2, etc.)	No. of pupils	ENGLISH (READING) teachers		MATHS teachers		HEALTH/LIFE SKILLS teachers	
			Name	ID No.	Name	ID No.	Name	ID No.
6L								
6M								
6N								
6O								
6P								
6Q								
6R								
6S								
6T								
6U								
6V								
6W								
6X								
6Y								
6Z								
6AA								
6BB								
6CC								
6DD								
6EE								
6FF								
6GG								
6HH								
6II								
6JJ								
6KK								
6LL								
6MM								
6NN								
6OO								
6PP								
6QQ								
6RR								
6SS								
6TT								
6UU								
6VV								
6WW								
6XX								
6YY								
6ZZ								
6AAA								
6BBB								
6CCC								
6DDD								

## Appendix 3

### Model Letter to School Heads

Dear School Head,

#### Re: Your School's Participation in the SACMEQ III Project

This letter is to inform you that your school has been randomly selected as one of \_\_\_\_\_ (*fill in number of schools*) schools to represent \_\_\_\_\_ (*fill in the name of your country*) in a large and important cross-national study of the quality of education (known as the "SACMEQ III Project") that is being conducted in over 2,500 schools across 15 African school systems: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia, and Zimbabwe.

**The purpose of the SACMEQ III Project is to gather information that can be used to assist Ministries of Education with decisions aimed at planning and improving: (a) the conditions of schooling, (b) the reading and mathematics achievement of Grade 6 pupils, and (c) the health (HIV and AIDS) knowledge of pupils and their teachers.**

I have enclosed a document entitled "What is the SACMEQ III Project?" that will provide you and your staff with further information about this large-scale cross-national educational policy research project. It is extremely important that your school participates in this research study because missing data for even a single school in our country could damage the validity of the study.

I wish to emphasize to you that **all results are strictly confidential** and will not be used by the Ministry of Education to judge your school or any person associated with your school.

Three Data Collectors for this study will visit your school on two consecutive days from 7:00 am to about 2:00 pm on each day. It is proposed that these visits will be on \_\_\_\_\_ and \_\_\_\_\_ (*fill in the two dates*).

## **Data Collection**

The data collection activities that will be conducted in your school will be mostly focused on the following three tasks:

- (a) Grade 6 Pupils: A sample of 25 Grade 6 pupils will be selected from across the whole school, and then asked to complete a Questionnaire, a Reading Test, a Mathematics Test, and a Health Knowledge Test.
- (b) Grade 6 Teachers: A sample of Grade 6 teachers will be asked to complete a Questionnaire and a Health Knowledge Test. If they teach English at Grade 6 level they will also be asked to complete a Reading Test; and if they teach Mathematics at Grade 6 level they will also be asked to complete a Mathematics Test.
- (c) School Head: You will be asked to complete a School Form, a School Information Booklet (**both included with this letter**), and a Questionnaire.

Let me emphasise again to you and all members of your school that the research results of the SACMEQ III Project data collection are **strictly confidential**. These research results will not be used by the Ministry of Education to judge your school or any other person associated with your school.

## **Assistance Required from you Before and During the Data Collection**

In order to ensure that the SACMEQ III Project data collection tasks are successfully completed in your school there are several matters that I would like you to address (a) before the arrival of the Data Collectors at your school, and (b) on the two days when the Data Collectors will be visiting your school.

I would therefore be most grateful if you could read carefully through the items listed in the following two boxes – so that you are fully informed about the materials and activities that will be involved in the SACMEQ III data collection at your school.

## **BEFORE THE ARRIVAL OF DATA COLLECTORS AT YOUR SCHOOL**

1. **Complete the “School Form” and Return it immediately to the SACMEQ National Research Co-ordinator (NRC):** A School Form is included with this letter. This document will be used to collect basic descriptive information about your school (such as contact address, enrolment, and number of Grade 6 teachers). Kindly complete and return the School Form to the SACMEQ National Research Co-ordinator (see address below) within one week of receiving it at your school.
2. **Attendance of ALL Grade 6 Pupils and Teachers:** Please inform all Grade 6 pupils and all Grade 6 teachers from all shifts that they must be at school at 7:30 am on both days.
3. **Accurate Grade 6 Class Registers:** Please check all Grade 6 class registers for all sessions/shifts at your school, 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 Collectors coming to your school will need these Grade 6 registers as soon as they arrive at your school so that they can select a sample of 25 Grade 6 pupils and a sample of Grade 6 teachers.
4. **A Special Room for Pupils:** I would be grateful if you could arrange for a special room to be made available for the two days of the data collection in order to administer tests and questionnaires to the 25 selected pupils. This room should be large enough to allow the pupils to sit comfortably and with enough space between them so that they cannot copy from each other. (For example, a library, school hall, separate classroom, or similar facility.)
5. **A Special Space for Teachers:** Could you also kindly arrange for the Grade 6 teachers involved in the data collection to be provided with a place where they can work quietly without interruption on the tests and questionnaires?
6. **Complete the “School Information Booklet” and Deliver it to the Data Collectors:** A School Information Booklet is included with his letter. This document will be used to collect basic numerical information about your school (staffing structure, teachers, general school operations, and school facilities). Kindly complete this Booklet and hand-deliver it to the Data Collectors on the day that they arrive at your school.

**WHEN THE DATA COLLECTORS ARRIVE AT YOUR SCHOOL:**

1. Kindly be available to meet with the Data Collectors when they arrive at your school at 7:00 am on the first day of data collection.
2. Please assemble all Grade 6 teachers so that Data Collectors can select the sample of teachers and explain to them which questionnaires and forms will be completed by which teachers.
3. Provide Data Collectors with all the Grade 6 class registers so that they can select a sample of 25 Grade 6 pupils.
4. Assemble all Grade 6 pupils (from all shifts/sessions) at 7:30 am so that the Data Collectors can call out the names of the 25 pupils who will be selected.
5. Please inform the teachers that the Grade 6 pupils who are not selected will need to be assigned some alternative activities. (preferably away from the room where the selected pupils will be working).
6. Please provide the Data Collectors with a copy of your completed School Information Booklet.

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

*(fill in the contact details of the NRC by stating the Name, Address, Telephone number/s, etc,- as in the example given below)*

Mr./Ms. ....  
SACMEQ National Research Co-ordinator  
Ministry of Education  
Directorate of Planning and Development  
Private Bag ..... City .....  
Tel: (code) .....(w) Cell: .....  
Fax: (code) .....(w) Email: .....

Thank you for your co-operation.

Sincerely yours,

.....

Permanent Secretary

**Appendix 4**  
**Pupil Name Form**



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

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**Grade 6 Study**

## Pupil Name Form

**Name of School:** \_\_\_\_\_ To be filled in by the Data Collector(s) with assistance from the School Head

Pupil ID No. Col.1	Name of Pupil		Class (6A,6B,etc.) Col.4	Teacher ID			Session/ shift (1,2,3,etc.) Col.8	Date of birth (D/M/Y) Col.9	Sex (B/G) Col.10	Days absent Lst.mth Col.11	Booklets Administered (Y/N)				Biological parents died (Y/N/U)		Remarks Col.18	
	Surname Col.2	First name(s) Col.3		English Col.5	Maths Col.6	Health/LS Col.7					Read Col.12	Health Col.13	Maths Col.14	Quest Col.15	Father Col.16	Mother Col.17		
1																		
2																		
3																		
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