

OECD Survey on Social and Emotional Skills (SSES)

Quality Monitor Manual



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1. Purpose of this Manual

1. This manual is a primary reference document for Quality Monitors (QMs) for the Survey on Social and Emotional Skills (SSES), more specifically for the Main Survey of Round 2 of SSES. Round 2 takes place from 2021-2024, with Main Survey (MS) data collection in September – October 2023. QMs play an essential role in maintaining the integrity and quality of the SSES and its results through their quality assurance work. In their site, QMs will help check that the survey is implemented consistently and according to the SSES Technical Standards and protocols.
2. This QM manual covers essential information that QMs must become familiar with, such as the overall purpose and design of the SSES and the Quality monitoring process. It also includes information to prepare them for their role. It includes step-by-step descriptions of activities that QMs are expected to undertake. This manual should be used in conjunction with national versions of the Test Administrator (TA) and School Coordinator (SC) manuals.
3. The appendices at the end of this manual contain detailed and important information that QMs will need to carry out their duties:
 - Appendix 1: Confidentiality Agreement
 - Appendix 2: Hypothetical Situations
 - Appendix 3: Definitions of key terms in SSES

2. Overview of SSES

2.1. What is SSES?

4. The Survey on Social and Emotional Skills (SSES) aims to assess social and emotional skills of 15-year-old students (and optionally 10-year-olds) at multiple international locations, and then to integrate those student self-assessments with data from teachers and principals. Some sites will also survey parents. It aims to provide valid, reliable, and cross-culturally comparable assessments of students' social and emotional skills across sites from different countries.
5. Social and emotional skills are types of abilities and characteristics related to how people manage their emotions, approach tasks, perceive themselves and engage with others. This makes them different from cognitive skills, like literacy or numeracy, which focus on how individuals process information.
6. In addition to the assessment itself, SSES also uses background questionnaires in order to understand how these skills relate to factors in students' home, school, and community environments, such as students' feelings about school or teacher practice.

2.2. SSES International Management Structure

7. The Survey on Social and Emotional Skills is organised and managed internationally by the Organisation for Economic Co-operation and Development (OECD) in Paris, France. Each participating site (country or sub-national entity)

implements SSES through a National Centre (NC), run by the National Project Manager (NPM) and supporting staff.

2.3. How many participants are there in SSES?

8. There are 16 participating sites across 15 countries for Round 2 of SSES. They are:

- Bogotá, Colombia
- Bologna & Turin, Italy
- Bulgaria
- Chile
- National Capital Territory of Delhi, India
- Dubai, United Arab Emirates
- Gunma Prefecture, Japan
- Helsinki, Finland
- Jinan, the People's Republic of China
- Kudus, Indonesia
- Mexico
- Peru
- Spain
- State of Sao Paulo, Brazil
- **Ukraine**

2.4. Who is being assessed?

9. SSES is an age-based assessment of 10-year-olds and 15-year-old students enrolled in schools at each site. Some sites will also survey 10-year-olds and some will survey parents (these are optional components). The MS in 2023 will assess samples of approximately 3 000 students in each age group enrolled in schools at each site in the survey. In addition to students, the MS will also survey 500 teachers, 75 principals for each cohort and, if they choose this option, 3 000 parents.

2.5. What are the SSES components?

10. There are one assessment and four questionnaires to be administered for the Main Survey:

- **Student Assessment & Questionnaire** (to be completed by every student sampled in each participating school)
- **Teacher Questionnaire** (to be completed by sampled teachers teaching in participating schools)
- **Principal Questionnaire** (be completed by one school principal of each sampled schools).
- **Parent Questionnaire** (to be completed by one parent or main caregiver of every student sampled in participating schools)

11. QMs are only required to observe the student assessment sessions, which include the Student Assessment and Questionnaire.

2.6. How are the results used?

12. With the data from the SSES, policy makers, researchers and educators will have rich datasets on not just the social and emotional skills of the assessed youth but also a set of contextual factors supplied by schools, teachers, parents (if applicable), and the students themselves. Combined, these will help understanding these skills and which factors help or hinder the development of student's social and emotional skills.

2.7. Further information

13. Information that would enable the identification of an individual school or respondent will never be publicised. All data will only be released as aggregate of the entire site. The confidentiality of participating teachers and school, as well as students and their families is assured.

14. For more information on SSES, please refer to the OECD website at <https://www.oecd.org/education/ceri/social-emotional-skills-study/>

3. Quality Assurance and Monitoring for the SSES

3.1. SSES Technical Standards

15. SSES has developed several “**Technical Standards**” that are shared with each NPM and NC. These formal statements describe what is expected to occur during project implementation and acts as a benchmark of best practice. The purpose of these standards is to ensure consistency, precision, and generalisability of the data.

- **Consistency** refers to the equivalence of assessment materials, comparability of achieved samples and consistency of assessment conditions, so that the data across (and within) participating sites reflect differences in outcomes rather than extraneous factors (e.g. differences in testing conditions, instructions given to students, etc.).
- **Precision** refers to the minimisation of random and systematic error so that more precise data yield more powerful statistical analyses and more reliable results, allowing for stronger inferences.
- **Generalisability** refers to the resulting data whereby they do not simply reflect the setting in which the data were collected but hold for a variety of settings and are valid in the target population at large.

16. These standards cover major areas of the survey, such as sampling, translation, conditions of survey administration and marking of students' responses. Standards primarily concerned with survey administration and assessment conditions are reflected in questions in the Data Collection Forms, which is completed by QMs during the observation of assessment sessions.

3.2. Quality Assurance

17. SSES QMs contribute in a significant way to the overall quality monitoring strategy. Data collected as part of quality monitoring provide one source of

assurance that the assessment sessions are taking place using standardised procedures across all participating cities.

4. QM Role and Responsibility

4.1. The role of QMs

18. QMs are nominated and employed by the NC but selected by the OECD. This ensures the independence of QMs' work and thus, the reliability of their reports. QMs will submit their reports directly to the OECD and conduct their work independently from the NC in their site. The NC will provide QMs with school lists and contact details and SSES materials. The quality monitoring work and reporting should not be influenced by QMs' personal or institutional relationships with the NC team members and organisations. Figure 1. QM nomination and tasks shows the workflow process for SSES QMs.

Figure 1. QM nomination and tasks



19. The role of QMs is mainly to provide information about aspects of survey administration by:

- observing assessment conditions in a sample of schools.
- interviewing the School Coordinator.
- attending and observing one TA training session.
- reviewing their site's local versions of the TA and SC manuals.

- reporting observations through the Data Collection Forms (one for the school visit, including both the student assessment session and the interview with the School Coordinator; one for reviewing the manuals; one for the TA training).
20. QMs will visit a sample of **10** schools in each participating site. **Note:** QMs must complete individual Data Collection Forms for each school visit, i.e. reports for different schools cannot be combined into one form.
21. QMs' main responsibility is to document the extent to which assessment procedures in schools are following the OECD's established survey administration procedures. School visits are essential for the quality monitoring process, as they provide information about the extent to which each site is following an agreed set of procedures. This is key for the consistency, precision, and generalisability of collected data. In cases where procedures are not being followed, it is important to identify and document the deviations from the agreed procedures.
22. At schools, QMs will meet with and interview the School Coordinator (SC). Ideally, this should take place after observation of the assessment session, but, if necessary, it can be done beforehand. The interview will take approximately 10-15 minutes. Information from this interview provides additional background information regarding assessment implementation.

4.2. The role of QMs in assessment sessions

23. The role of the QM is **not** to police the assessment but to be a passive observer. QMs simply document what they observe during the assessment. In rare cases, such as when somebody tries to record the assessment session or someone's safety is at risk, QMs can intervene by speaking to the TA, SC, or members of staff. In most situations, however, including student misbehaviour, QMs should remain passive and record their observations in the relevant Data Collection Form. [Appendix 2: Hypothetical Situations](#) includes a list of hypothetical scenarios to help QMs decide when or when not to act.
24. During TA training, the NPM will inform TAs that QMs will observe assessment sessions in a small number of schools. Sometimes, a TA may be nervous about a QM being present. If this is the case, the Quality Monitor should reassure the TA that he or she is only a passive observer of the session and that no names of any TA, school staff or student will be released.
25. Some questions in the TA Training Data Collection Form ask the QMs to record whether the TA performed specific actions. It may not be possible for the QM to observe this directly all the time. If this happens, professional judgement should be used to respond to the question.

5. Main QM Activities

26. QMs must complete the following preparatory activities before conducting their school visit (further detailed in the following sections):
- Review QM materials
 - Attend the TA training session (one TA training session per site only)

- Review the school list provided by the NPM and highlight any schools within 50km of their location (home or location on that assessment day)
- Contact the assigned schools to arrange visit

27. QMs will receive the following materials by email, at different stages from either the OECD or the NPM at their site:

- this QM manual
- QM self-training presentation
- data Collection Forms (three altogether: 1.) School Visit form, 3.) Site Manuals Review form, and 4.) Test Administrator (TA) Training form)
- school list with school names, IDs, addresses and assessment dates
- OECD and national version(s) of the TA and SC manuals
- country-specific information, if any.

28. Before beginning any monitoring tasks, QMs must review the contents of this QM manual, the QM self-training presentation and the Data Collection Forms.

5.1. Review the TA and SC manual

29. QMs must review the site versions of the TA and SC manuals, both to familiarise themselves with the processes for SSES assessment and to check the manuals against the original OECD versions. This review is **not** supposed to be a detailed line-by-line comparison, since many NCs will make necessary adaptations for their context. Rather, this is to check that the major aspects of SSES protocols are included.

30. The NPM will provide copies of both the original OECD manuals in English and the site versions. The OECD will provide the Site Manual Review Data Collection Form (SMRDCF) for QMs to complete after their review. Please review this SMRDCF before starting, so it is clear which aspects must be checked.

31. After reviewing both the site and OECD versions of the manuals, complete the SMRDCF and submit it to the OECD via OneDrive within two weeks of your review and before monitoring any TA training or visiting schools.

5.2. Attend the Test Administrator training session

32. It is important that QMs attend one TA training to gain a more detailed understanding of the survey administration procedures. In addition, QMs attend the TA training in order to observe the training session and file a brief report afterwards. That report will specify important details about the training session, such as the degree to which the training materials and procedures were appropriate and in line with all survey specifications and standards.

33. QMs are required to attend one TA training session at one site. The NPM will provide the QM with information about the date, time, and location of all TA trainings. The QM will then choose one (if options are available) to attend. There is no need to inform NPMs in advance and attending unannounced will ensure the training is more representative of all TA trainings.

34. At this training session QMs will:

- be informed of site-specific procedures related to survey administration.
- view a set of student assessment forms either online or in hard copy so that QMs would have an idea of the instruments administered as part of the assessment.

35. At this training, the NPM will inform QMs of any general protocols or instructions to enter schools. **Note:** individual schools may also have their own protocols for entering. Liaise with the SC in your assigned school(s) to ensure you know the procedure and bring any relevant documentation.

5.3. Selection of schools to visit

36. Below are the steps for selecting schools to visit for quality monitoring. The NCs will provide school information, but the OECD will select schools in consultation with the QM and accounting for school assessment dates, distance to the school etc.

37. 4 weeks before the site's administration period, the NC will provide QMs with a full list of the sampled schools, including:

- School name
- School ID (the number used in SSES to identify schools without using their names, i.e. keep them anonymous during data analysis)
- School address
- School's SSES assessment date(s), if known.

38. Each QM will highlight all schools within a certain region in Ukraine.

39. QMs then share the list with the OECD via OneDrive (or whatever format/platform has been decided with the OECD).

40. The OECD will select the requisite number of schools for each QM in the site (i.e. 10 if there is one QM, 5 if there are two, etc.) along with one replacement school for each selected school. The OECD will choose schools with different assessment dates where known and ones with assessment dates in the first half of the administration period. The OECD will then return the list with the selected schools to the QM.

41. The QM must then liaise with the NC to a) obtain SC and school contact details, and b) confirm or update assessment dates. (If not all dates are known, the QM should follow up a week later to update the dates and continue this until all assessment dates are known.) If it turns out that selected schools' assessment dates clash, QMs must select a replacement school from the list and notify the OECD immediately.

42. It is the NC's responsibility to ensure that they have enough QMs to visit 10 randomly selected schools regardless of their assessment schedule or the geographical size of their site. For example, some sites may choose to concentrate their assessment dates into one or a few days. NCs must hire enough QMs to visit 10 schools on those days. Additionally, some sites may cover large geographical areas, such as a whole state or country. NCs should hire QMs located in a diverse range of areas across their site.

43. If neither the original nor replacement school are suitable due to changes in assessment dates or other reasons, OECD must be contacted immediately to select another suitable school (at SSES.Contact@oecd.org). All school selections must be approved by OECD in advance of the QM visits to the school.

5.4. Procedures for contacting schools

44. Schools will have been told that they have a chance of being selected for an SSES QM visit. It is important that the TA is not aware of this visit in advance, so visits do not affect their implementation of the assessment.

45. 2-3 days before a school's assessment date, the QM must contact the SC at their assigned schools and notify them of the QM visit. When contacting schools, QMs are advised to:

- introduce themselves and briefly explain the role of the SSES QM
- confirm the date and time for administering the assessment
- request directions to the school, if necessary
- check what is required to enter the school grounds, e.g. identification or introduction letters
- indicate their planned arrival time.

46. Request a meeting with the School Coordinator to conduct the interview. Request that this be carried out after the assessment and explain that it will take approximately 10-15 minutes.

47. If these calls reveal that assessment dates have changed and there is now a scheduling conflict, i.e. school assessment dates are occurring on the same day, the QM should select a replacement school from the list of possible replacements and notify the OECD immediately.

5.5. Checklist of materials

48. In preparation for a school visit, QMs should ensure that they have:

- identification/letter of admission to the school which indicates that they are involved with the SSES project (if necessary)
- the name of the SC
- the school address, directions and telephone number
- a national version of the TA and SC manual in the language of assessment, including the TA script
- the SSES QM manual
- a laptop, if possible
- a set of the School Visit Data Collection Forms (hardcopy or electronic)
- a timing device, such as a smartphone or a watch.

5.6. Conducting the School Visit

49. When visiting a school, the QM is a representative of the SSES project. Please approach the school and assessment situation diplomatically and politely. If asked, QMs can reassure school staff that the QM's role is to be a passive observer and document SSES survey administration activities, nothing else.

50. The QM should aim to arrive at the school at least 30 minutes before the start of the assessment. This should be sufficient time for QMs to introduce themselves to school staff, locate the assessment room, set-up a space to observe from (with electronic or hard copies of the Data Collection Forms), and observe preparatory activities. This may not always be practical, but having as much time as possible is recommended to observe preparation for assessment activities.

51. If student attendance was very low on the assessment day, arrangements will need to be made by the TA and SC to conduct a second, 'follow-up' session on a subsequent date. QMs do **not** need to return to the school to observe this follow-up session.

52. On rare occasions, QMs may arrive and find that the assessment has been rescheduled. This situation should be avoided by contacting the school two or three days in advance, when QMs inform SCs of their visit. If the surprise rescheduling does happen, QMs should a) ask the SC for the new assessment date and then, b) contact the NC to inform them of the change.

53. QMs will then need to arrange an alternative visit to a replacement school. They should a) select a replacement school from the list of replacement schools, b) inform the OECD immediately, and c) inform the NC of the new visit when that has been confirmed, so the NC is prepared for the additional travel reimbursements.

5.7. Complete the Data Collection Forms

54. All forms related to QM work that are shared with the OECD, e.g. schools lists and Data Collection Forms, will be shared and collected via the platform OneDrive:

- When the OECD shares forms, they will send QMs a link to an OneDrive folder to their email addresses.
- QMs will submit completed forms to the OECD by uploading them to designated folders on OneDrive (also via links sent by email).

55. All Data Collection Forms should be submitted to the OECD simultaneously **no later than two weeks** after the final school visit. **Note:** All forms shared with the OECD must be completed in English.

5.8. Guidelines for completing the School Visit Data Collection Form

56. The School Visit Data Collection Form has three components: 1) the Session Observation section, 2) the General Observations section, and finally 3) the School Coordinator Interview. One form should be completed for each school visited; i.e. different visits should **not** be combined into one form.

57. The most important aspect of the QM's work is to document what occurs during the assessment as comprehensively as possible. QMs' observations relate

to the work of the TAs in terms of how they manage the practical requirements of the assessment session (login process, attendance, implementing the script and timing). The observations also cover the behaviour of students, security and any aspects of the assessment room that may have an impact on assessment conditions.

58. During the assessment session, the Data Collection Form can be completed either on a hardcopy or electronically. We highly recommend that the QM completes the Data Collection Form electronically (it will be easier to submit via OneDrive and to process afterwards). If a QM does not have access to a laptop, complete the form on a hard copy first at school and then transfer it onto a desktop computer afterwards. If using a laptop, it is important to ensure that the laptop used is fully charged and that a spare hard copy of the Data Collection Forms is available.

59. The details on the **front page** of the Data Collection Form, including the QM details, School ID, and the date of the school visit, can be completed before arriving at the school.

60. In most cases, questions in the Data Collection Form are answered by ticking boxes, with additional space to write or type further information if required. If completing electronically, you can record responses by double-clicking on the check boxes then insert the tick symbol or highlight the answer that you choose as appropriate.

61. Comments are a vital part of completing the Data Collection Form. QMs should include as many comments as they think necessary in the space provided, making them as detailed and clear as possible. When appropriate, QMs can note how the survey administration procedures might be improved.

5.9. Components of the School Visit Data Collection Form

Session Observation

62. The Session Observation component of the Data Collection Form is designed so that QMs can respond to each question as assessment session activities occur. It includes the following sections:

➤ Preparation for the Assessment Session

In this section, the QM observes assessment preparation activities and the suitability of the area where the assessment session is to be conducted.

➤ Conducting the Assessment Session

In this section, the QM records important aspects of administration procedures carried out during the assessment. The QM follows the script and instructions set out in the TA manual, recording the extent to which the following assessment session activities are followed:

- introducing the survey
- distributing the assessment materials
- the assessment session activities
- concluding the assessment.

63. For questions about adherence to the script, only record major deviations from the script or procedures, i.e. additions or deletions that may affect how students respond to the assessment. Examples include omitting all or part of section or repeating a section of the script. If unsure about whether a procedure has been carried out correctly, QMs should document their observations.

General Observations

64. For the General Observations section, QMs are requested to provide their overall impression of survey administration procedures for each session observed. This includes:

- the contribution of the Test Administrator
- the contribution of the School Coordinator
- the security of assessment materials.

65. This section should be completed as soon as possible after the end of the assessment session.

Interview with the School Co-ordinator

66. The purpose of the interview with the School Coordinator is to obtain information regarding their involvement in various aspects of the assessment, gain additional background information, and record any difficulties they may have experienced. This interview should take approximately 10-15 minutes.

67. Please conduct the interview with the School Coordinator in the language spoken by this person. If necessary, these questions should be translated in advance.

Submission of the Completed Materials

68. Ensure all components of the Data Collection Form are completed.

69. Once completed, please save an electronic copy or photocopy of the Data Collection Form for each school visited for your records. Please store these for four months or until 1 October 2023, whichever is later.

70. As stated above, the final version of **all** Data Collection Forms should be submitted to the OECD via OneDrive **within two weeks of the last school visit** (for most sites, this will be no later than 15 June 2023). A link and access information for this will be sent to QMs via email close to the assessment period. Once the Data Collection Forms are submitted online, please notify the OECD at SSES.Contact@oecd.org.

6. SSES QMs Payments

71. QM will receive the payment for the work from the National Center.

Appendix 1: Confidentiality Agreement

CONFIDENTIALITY AGREEMENT

Commitment to Confidentiality

1. I understand that while working on the OECD Survey on Social and Emotional Skills (SSES), I will have access to information about individuals and schools. I understand that any documents or information I have access to as part of the SSES (including, but not limited to, assessments, questionnaires, responses, documents, presentations, data, and reports) are confidential unless otherwise indicated to me in writing by the OECD. I may gain access to this information in a variety of contexts, including locating attempts, interviewing, and data work.

2. I understand that this information may be used only as instructed to me by the OECD or by individuals authorised to instruct me on behalf of the OECD (such as my National Project Manager (NPM)), and only for purposes directly related to the SSES. I will not share this information with anyone except as instructed by the OECD or by individuals authorised to instruct me on behalf of the OECD, and only if I am sure that they have signed a confidentiality agreement with the OECD.

3. I will under no circumstances divulge the names or identities of individuals or schools associated with the SSES or any information about such individuals or schools. I will ensure that only authorised persons have access to data that may be traced back to an individual or to a school. If I have any doubts about who is authorised to have access to such data, I will contact my NPM, Oleksandr Elkin, at dosen@edcamp.ua, +380 50 29 12 555.

4. I will store and dispose of documents such as survey documents, printouts, photocopies or other documents with respondent names or other identifying information in a secure manner. I will use these documents only as instructed by the OECD or my supervisor. If I am unsure what measures I must take to prevent access by unauthorised individuals, I will ask my NPM.

5. I will store digital media in a secure manner and use it only in the manner for which it is intended. When I am finished with digital media, I will give it to the NPM for sanitisation and disposal. If I have any questions about what constitutes secure storage of digital media, I will ask the NPM.

AGREEMENT

I have carefully read this confidentiality agreement and agree to abide by the obligations above. I also understand that this agreement, relative to the confidentiality of SSES respondents and documents, is applicable both during and after my involvement with SSES.

PRINT NAME _____

SIGNATURE _____

DATE _____

Please print, fill, sign, scan and return to your NPM at dosen@edcamp.ua. Please keep a copy of this confidentiality agreement for your records.

Appendix 2: Hypothetical Situations

This table provides some examples of situations an SSES QM may encounter during a school visit, along with recommended QM responses. In almost all cases, QMs should not intervene but remain passive observers. In rare cases (listed below) where someone's safety or privacy is at risk, the QM may intervene per instructions below.

Table 1: Hypothetical situations SSES QMs may encounter at a school

<i>Situation</i>	<i>Recommended QM response</i>
<i>QM notices someone setting up a camera to photograph or record the assessment session.</i>	Quietly ask the Test Administrator to stop assessment, as these actions are not permitted. Explain politely to the person in possession of the equipment that for reasons of confidentiality and security, it is definitely NOT appropriate to film or video the session. Resume assessment after it is clear that filming has stopped.
<i>TA deviates from the script.</i>	Make a note in the <i>School Visit Data Collection Form</i> and describe any major deviations.
<i>A student appears to be getting upset.</i>	Do not intervene. Record this and any TA, staff, or other student responses in the <i>School Visit Data Collection Form</i> .
<i>The students are out of control and moving around the room.</i>	Contact the School Coordinator immediately. Record this in the <i>School Visit Data Collection Form</i> .
<i>Students are looking at each other's responses.</i>	Do not intervene. Record this in the <i>School Visit Data Collection Form</i> .

<i>The TA is sick and must leave.</i>	Ask the School Coordinator or their designated deputy (there should be one) to take over and record this in the <i>School Visit Data Collection Form</i> .
<i>The assessment room is inappropriate (e.g. too small, poor lighting).</i>	Do not intervene. Record this in the <i>School Visit Data Collection Form</i> .
<i>TA or some other person suggests that a non-sampled student could substitute for an absent student.</i>	Explain that this is not permitted under any circumstances. Record this in the <i>School Visit Data Collection Form</i> .
<i>Over 45 minutes of assessment have passed, and the TA has not commenced reading the script announcing the last 15 minutes of the assessment.</i>	Politely remind the TA to announce the last 15 minutes of the assessment. If no action is taken, then record this in the <i>School Visit Data Collection Form</i> .
<i>A student arrives more than 15 minutes after the students</i>	Do not intervene. Record this in the <i>School Visit Data Collection Form</i> .

<i>have started the assessment session and the TA allows the student to participate.</i>	
<i>Fire alarm sounds or the room is evacuated for any reason.</i>	Evacuate the room following the school procedures. The first priority is the safety of the students and staff. Leave the SSES assessment materials in the room if any. Record this in the <i>School Visit Data Collection Form</i> .

Appendix 3: Definitions of key terms in SSES

Administration period	The entire period in which SSES assessments are being implemented in schools. For Ukraine the administration period for the Main Survey will be in September – October 2023.
Assessment session	The individual ‘test’ session for a group of students for SSES. Assessment sessions should take about 90min per group of students.
MS or Main Survey	The administration of the finished, translated and verified instruments to students, their parents, their teachers, and the principal official at each school, taking place in spring of 2023.
NC or National Centre	<p>The institute responsible for implementing SSES Round 2 in Ukraine is EdCamp Ukraine.</p> <p>The contact details for the National Center are: http://dosen.edcamp.ua, dosen@edcamp.ua, Ludmila Kubatko, +380 50 29 12 555</p>
NPM or National Project Manager	<p>The manager of the study for Ukraine. Duties will include supervision, hiring, training, and managing site personnel; conducting site research; liaising with the OECD, any international contractors hired by the OECD and schools; and archiving of study materials.</p> <p>The NPM for Ukraine is Oleksandr Elkin, you can contact him via http://dosen.edcamp.ua, dosen@edcamp.ua, +380 50 29 12 555</p>
OECD or Organisation for Economic Cooperation and Development	<p>The OECD is the creator of and international manager for SSES. Its offices are located in Paris, France, and it oversees the implementation of SSES Round 2 across all 16 participating sites in 15 countries.</p> <p>The contact details for the OECD’s SSES team are: Email: SSES.Contact@oecd.org</p> <p>Postal address: Attn: Jessica Bouton Survey for Social and Emotional Skills Directorate for Education and Skills OECD Technicolor, 46 Quai Alphonse le Gallo 92100 Boulogne-Billancourt France</p>
QM or Quality Monitor	Independent monitor that attends a sample of school assessments to document SSES procedures and protocols.
SC or School Coordinator	The school staff member who is the main liaison between the NPM and their school. The School Coordinator will be responsible for maintaining good relationships between study personnel and the school, helping to train and oversee the Test Administrators, working to increase response rates, and documenting and enforcing the survey administration procedures and protocols.
SSES or Survey on Social and Emotional Skills	OECD study featuring social, emotional, and contextual assessments given to students, school staff and, optionally, parents round the world.

**TA or Test
Administrator**

The Test Administrator administer the SSES student assessment and questionnaire in the schools according to protocol and scripts. They also document exceptions and may be involved in distributing questionnaires to school staff and, if relevant, parents.