IMPACT-ology Belief Survey - how to use

A two-question before-and-after measure of belief in the future, with a printable form (Belief Survey) and this results workbook.

WHAT IT MEASURES	
The idea	Lack of belief is the number one limiting belief you found in Liberia. This asks each student, in about five minutes, where they stand on a 0-10 life ladder today and where they expect to stand in five years, plus two short statements about their dreams.
Why a ladder	It is the same 0-10 life ladder Gallup uses worldwide, so a measured change can be compared with the wellbeing figures in the IMPACT-ology calculator.
Outlook	The gap between the 5-year step and today's step is a simple sign of belief. A student who is on step 6 today but expects step 3 in five years has little belief.

WHEN TO USE THE FORM	
1. Start	Before the first lesson. Tick "Start of the course".
2. End	After the last lesson, with the same wording and, if possible, the same room and time of day. Tick "End of the course".
3. Six months later	If you can reach the students again. This shows whether belief lasts. Tick "Six months later".

RUNNING IT	
Before	Print one form per student per time (one A4 page). Get permission from the school, and from parents where required. Tell students they can speak to you or a named adult afterwards if any question makes them feel sad or worried.
Secret code	Each student makes a private code, the first two letters of their mother's first name plus the day of the month they were born (for example MA07), and writes the SAME code every time. This lets you pair their forms without names.
Read aloud	"Today I am going to ask about your beliefs for your life. This is not a test. There are no right or wrong answers and nobody will see your name. I want to know what you really think, so please do not talk to the person next to you. Look at the ladder. The top step is 10: the best possible life for you. The bottom step is 0: the worst possible life for you. For the first ladder, tick the step you are on today. For the second ladder, tick the step you think you will be on in five years. Then tick one box for each of the two sentences. Please write your secret code at the top."
Younger or less confident readers	Read every line aloud, show a ladder drawn on the board, and walk round the room. Do not help students choose a number.
Collect	Collect the forms face down. Do not try to find out who gave a low answer. If many students seem low or upset, offer support to the whole class.

ENTERING THE DATA	
Data entry sheet	One row per student (up to 300). Type the code, class and age, then the four answers for each time they filled in a form. Today step and 5-year step are numbers 0 to 10. The two statements are 1 (not at all), 2 (a little), 3 (mostly), 4 (completely). Leave blanks for anything not answered.
Check	A code shown in red appears twice. Check the forms. The grey columns work themselves out. Do not type in them.
Results sheet	Shows the averages at Start, End and Six months, the average change, a rough range for the change, and the share of students whose step went up or down, plus a summary in plain words.

READING THE RESULTS	
Group sizes	Aim for 30 or more students with both Start and End forms. With fewer, the averages jump around.
What the numbers cannot tell you	With no comparison group, a rise does not prove the course caused it: students may also be more beliefful at the end of any term, or may give the answer they think you want. A class that has NOT yet taken the course, filled in on the same dates, would show how much of the change is just time.
Longer term	A rise straight after the course often fades. The Six-month section shows whether it lasts.
Using it in the calculator	The calculator assumes about +0.1 of a point of wellbeing for every student in a well-developed country, and about +0.16 in Liberia (Assumptions, "belief benefit" and its development multiplier). Compare it with the change in the TODAY step on the Results sheet. Use a smaller long-run value than the immediate rise until six-month results exist.

EXAMPLE OF HOW A FILLED ROW LOOKS (not real data)	
Example	Code MA07, Class A, age 14. Start: today 4, five years 6, dream 2, ways 2. End: today 6, five years 8, dream 3, ways 3. That student's outlook is +2 at the start and +2 at the end; both steps rose by 2.