



**Vietnam Secondary School Survey**  
**Fieldworker Manual**  
**Wave 1, 2016**

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### 1. The secondary school survey

Young Lives is a longitudinal survey of children that began in 2002. It has followed 2000 children in Vietnam since the first year of their life. In 2010-11, Young Lives conducted a primary school survey in Vietnam, collecting data on Young Lives children and their classmates in Grade 5.

In 2016-17, Young Lives is conducting a secondary school survey in Vietnam. The secondary school survey collects data about students in Grade 10, their teachers and their schools. Young Lives children will be among those who are included in the survey.

This manual explains how to conduct fieldwork for the Young Lives Secondary School Survey. Please read this manual carefully before beginning fieldwork. Please refer to the manual each time you visit a school and administer the instruments.

There are five types of instruments to be completed. This manual gives instructions as to how to administer each instrument, including question-by-question notes where this is required. This manual also explains how to organise data collection in schools, and gives guidelines on how to conduct the fieldwork properly.

Each fieldworker team has three members. Each school visit will last approximately 2.5 days.

Fieldwork will take place from 12 September 2016 – 18 October 2016.

## 2. List of instruments

2.1 The instruments to be used are listed below:

<b>School Booklet</b>	School roster, teacher roster, class roster, student rosters, Young Lives rosters, school facilities observation
<b>Principal Booklet</b>	Principal questionnaire: self-completed, with support from fieldworker as required
<b>Student Booklet</b>	Student questionnaire: self-completed by Grade 10 students under supervision
<b>Student Maths Test</b>	Self-completed by Grade 10 students under supervision (using <b>Student Answer Sheets</b> )
<b>Student English Test</b>	Self-completed by Grade 10 students under supervision (using <b>Student Answer Sheets</b> )

## 3. The survey sample

3.1 In each school, a maximum of five Grade 10 classes will be included in the survey. In schools where there are between one and five Grade 10 classes, all classes will be included in the survey. In schools where there are six or more Grade 10 classes, a random selection process will be used to select five classes for inclusion in the survey. This random selection process is described later in the manual.

3.2 In each school surveyed, the people to be included in the survey are as follows:

- All students in the five selected Grade 10 classes
- The principal of the school

**Please note:** due to the random selection of classes in schools with six or more Grade 10 classes, there may be schools where Young Lives children are enrolled in a Grade 10 class that is not selected for the survey. **If a Young Lives child is not in one of the five selected Grade 10 classes, they will not be included in the survey.**

## 4. Preparing to visit the schools

4.1 Before you arrive, GSO will have sent a letter to the school explaining the survey and the research activities that will take place in the school. GSO will also provide you with a schedule detailing the dates for each of your school visits.

4.2 Your team leader will have a list of schools to visit during the fieldwork period. Your team leader will also have pre-printed Young Lives Rosters for each school that the team is to visit. These rosters list the Young Lives children we expect to find in every school, and give some basic information about these children so that you can be sure to identify them correctly.

4.3 In each school, a maximum of five Grade 10 classes will be included in the survey. The number of each instrument required for each school is as follows:

<b>School Booklet</b>	1 copy
<b>Principal Booklet</b>	1 copy
<b>Student Booklet</b>	300 copies
<b>Student Maths Test</b>	180 laminated copies (60 per fieldworker)
<b>Student English Test</b>	180 laminated copies (60 per fieldworker)
<b>Student Answer Sheets</b>	300 copies

4.4 **Each member of the fieldwork team will be responsible for one set of laminated tests**, which is made up of the following:

- 60 laminated copies of the Student Maths Test
- 60 laminated copies of the Student English Test

4.5 This allows for an expected maximum of 55 students per class, with 10% contingency. It is important to note that laminated tests will be reused in all schools visited by the fieldwork team. **Each member of the fieldwork team must bring a full set of laminated students tests (60 Maths, 60 English) to each school, and take this full set of laminated tests away with them after data collection is complete.** You must also check test booklets carefully after use in each school to ensure that no-one has written on them.

4.6 The telephone number for each school is printed on the School Roster, and the team leader should contact each school prior to visiting with as much notice as possible. S/he should reconfirm a few days before visiting each school. It is useful to gather information about the school in advance to help plan the fieldwork, if possible. For example – are Grade 10 classes held in the morning, afternoon or both? How many Grade 10 classes are there?

4.7 It is estimated that 2 – 2.5 days will be required for data collection in each school. In schools with fewer than five Grade 10 classes, fieldwork could last 1.5 days. It is up to the team leader to organise the fieldwork schedule taking account of the expected workload in each school. It is always better to allow more time when planning the fieldwork schedule – it is very important not to rush data collection.

## 5. Arriving at the school

**5.1** On arrival at the school, introduce yourself to the principal, or the vice principal if the principal is absent. You then need to make arrangements with the principal (or vice principal) for a schedule to administer all the instruments.

**5.2** Explain the following to the principal/vice principal:

- Explain that the first instruments to be completed are the rosters (School Booklet). You will need to work with the principal and class teachers for this.
- Explain that the principal will need to complete a principal questionnaire (Principal Booklet – approx. 30 – 45 minutes).
- Explain that you will need to conduct a Maths test (2 periods) and an English test (2 periods) with five selected Grade 10 classes. Emphasize that, if there are more than five Grade 10 classes in the school, classes will be selected by the fieldwork team using a random selection process. Classes must not be selected by the school.
- Explain that all students who complete Maths and English tests will complete a student questionnaire (Student Booklet) (1 period).
- Explain that you will need to observe the school facilities (School Booklet – approx. 30 minutes).

**5.3** Gather the initial information that you need:

- Check that the principal has received the information sent by GSO and that they agree to participate in the survey.
- Work out how many Grade 10 classes will be included in the survey (when you complete the Class Roster).
- Find out the hours that the children in each class are in school (morning/afternoon or whole day?).
- Fix a time to administer the student tests and student questionnaire. **The Maths and English tests must not be administered on the same day to avoid student fatigue.** One fieldworker should supervise each test with one classroom of students, accompanied by the class teacher where possible. You need five periods in total for each class (2 periods for the Maths test, 2 periods for the English test, 1 period for the student questionnaire).
- Fix a time when the principal can complete the principal questionnaire, and a subsequent time when you can review the questionnaire and discuss it with the principal if necessary.

## 6. Arranging the fieldwork schedule

**6.1** In the majority of schools, you will need to arrange a fieldwork schedule to include five Grade 10 classes in the survey. In some schools, there will be fewer than five Grade 10 classes in the school, and you will need to arrange a fieldwork schedule over a shorter period of time accordingly. Below is an example for a school where you have randomly selected five Grade 10 classes to include in the survey.

**6.2** Do not arrange both student tests on the same day. The Maths test should always take place on Day 2, and the English test should always take place on Day 3 (see example fieldwork schedule below).

**6.3** Complete the cover sheets for all instruments and tests in advance. This is especially important for the student instruments. For each Answer Sheet and Student Booklet, you will need to complete up to 300 cover sheets (one for each selected student). Do this in plenty of time before administering the instrument, i.e. on Day 1 (see example fieldwork schedule below).

**Example fieldwork schedule for five Grade 10 classes**

		<b>Fieldworker 1</b>	<b>Fieldworker 2</b>	<b>Fieldworker 3 (Team Leader)</b>
<b>Day 1</b>	<b>Morning OR afternoon</b>	Complete rosters (School Booklet) Prepare Maths test answer sheets Complete student questionnaire coversheets	Complete rosters (School Booklet) Prepare Maths test answer sheets Complete student questionnaire coversheets	Meet principal Arrange fieldwork schedule Complete rosters (School Booklet) Prepare Maths test answer sheets Complete student questionnaire coversheets
<b>Day 2</b>	<b>Morning</b>	CLASS 1: Student Maths Test (2 periods) Student Questionnaire (1 period)	CLASS 2: Student Maths Test (2 periods) Student Questionnaire (1 period)	CLASS 3: Student Maths Test (2 periods) Student Questionnaire (1 period)
		CLASS 4: Student Maths Test (2 periods)	CLASS 5: Student Maths Test (2 periods)	School facilities observation
	<b>Afternoon</b>	Checking instruments Prepare English test answer sheets	Checking instruments Prepare English test answer sheets	Ensure completion of principal questionnaire Checking instruments Prepare English test answer sheets
<b>Day 3</b>	<b>Morning</b>	CLASS 1: Student English Test (2 periods)	CLASS 2: Student English Test (2 periods)	CLASS 3: Student English Test (2 periods)
		CLASS 4: Student English Test (2 periods) Student Questionnaire (1 period)	CLASS 5: Student English Test (2 periods) Student Questionnaire (1 period)	Checking instruments

*Note: for students completing a student questionnaire after completing a test, it is important to allow a break of at least 10-15 minutes.*

**6.4** All survey participants should have the survey explained to them in a language they can understand. Ensure you leave enough time to do this, e.g. when meeting the principal, and before the start of the first student tests. Students are free not to participate if they wish. Please explain that their participation is very valuable to the long-running Young Lives project and encourage them to take part, but be clear that their participation is voluntary. If a student does not wish to take part, record this by inserting the correct code on the cover sheets of their student questionnaire and student answer sheets.

## **7. Detailed instructions for completing each instrument**

### **7.1 School Booklet: completing the rosters**

The School Booklet contains the School Roster, Teacher Roster, Class Roster, Student Rosters, Young Lives Rosters, and the School Facilities Observation. Complete the rosters first using the instructions below. You should do this with the help of the principal, appropriate class teachers, and using school records as soon as possible after arriving at the school.

**It is essential that the rosters are completed correctly and in the following order as they are the basis for the survey sample.**

#### **7.1.1 School Roster**

*Complete one School Roster per school.*

The School Roster is pre-completed with the details of the school. Check that the pre-filled details are complete and correct.

Row 6 in the School Roster, 'Date of fieldwork visit' will not be pre-completed. Enter the date on the first day you visit the school.

Complete any other missing information and amend any incorrect information while at the school.

#### **7.1.2 Teacher Roster**

*Complete one Teacher Roster per school.*

The Teacher Roster will allocate a Teacher ID to **every teacher who teaches Maths or English to Grade 10** in the school. This will allow each Maths and English teacher to be uniquely identified in all other parts of the survey.

Record the name of every teacher who teaches Maths or English to Grade 10 in column 2, 'Teacher Name'.

Record the code for the subject taught by each teacher in column 3, 'Subject' (01 = Maths, 02 = English).

Record the number of days the teacher has been absent from the school on working days since the start of this academic year (2016-17) in column 4. **Ensure that you consult written school records to complete this information**, and do not just ask the principal or teachers for this information.

Ensure that you only enter information for teachers who teach Maths or English to Grade 10, and no other teachers at the school.

**Example: Completed Teacher Roster**

			Mã YL của trường: 3314
<b>Danh sách giáo viên</b>			
Xin vui lòng sử dụng một danh sách giáo viên cho mỗi điểm trường. Vui lòng kiểm tra rằng MÃ YL CỦA TRƯỜNG đã được ghi ở đầu mỗi trang.			
Danh sách giáo viên này sẽ xác định MÃ GIÁO VIÊN cho mỗi giáo viên dạy môn Toán và tiếng Anh lớp 10 của trường.			
<b>Hướng dẫn:</b> Ghi rõ tên của <u>toàn bộ giáo viên môn Toán và tiếng Anh dạy lớp 10</u> vào danh sách giáo viên dưới đây. Điền thông tin vào danh sách này dựa vào hồ sơ của nhà trường. Điều tra viên có thể sẽ phải cần đến sự trợ giúp của Hiệu trưởng.			
1. Mã giáo viên	2. Họ tên đầy đủ của giáo viên	3. GV môn 01 = Toán 02 = Tiếng Anh	4. Số ngày nghỉ của giáo viên (tính trong các ngày làm việc) tính từ đầu năm học (2016-2017) đến nay? (theo sổ sách nhà trường)  Số ngày nghỉ này tính tất cả số lần giáo viên vắng mặt trong năm học, khi lẽ ra giáo viên phải thực hiện nhiệm vụ giảng dạy. Số ngày nghỉ này bao gồm cả nghỉ ốm hoặc để thực hiện nhiệm vụ chính thức khác.  Nếu 0, viết '00'
T01	<b>Dau Ngoc Trong</b>	[ 0 1 ]	[ 0 3 ] ngày
T02	<b>Phan Vuong</b>	[ 0 2 ]	[ 0 0 ] ngày
T03	<b>Lang Hai</b>	[ 0 1 ]	[ 0 2 ] ngày

**7.1.3 Class Roster**

Complete one Class Roster per school.

At each school, **a maximum of five Grade 10 classes will be included in the survey.**

If a school has between one and five Grade 10 classes, all Grade 10 classes will be included in the survey.

If a school has six or more Grade 10 classes, you will need to use a random selection process to include five Grade 10 classes in the survey.

The Class Roster guides you through the class selection process for each school. Instructions for completing the Class Roster are also detailed below, including examples of how to complete the Class Roster for a school with four Grade 10 classes (Example 1) and for a school with twelve Grade 10 classes (Example 2).

**STAGE 1a: Number of Grade 10 Classes**

- Complete Stage 1a in all schools.
- Enter the number of Grade 10 classes in the school.
- If the school has six or more Grade 10 classes, you will need to randomly select five Grade 10 classes to include in the survey. Proceed to STAGE 1b.
- If the school has between one and five Grade 10 classes, you will include all Grade 10 classes in the survey. Proceed to STAGE 2.

**STAGE 1b: Random Selection of Classes**

- Only complete Stage 1b in schools which have six or more Grade 10 classes.
- Using the school records, complete the Grade 10 class list for all Grade 10 classes in the school.

- Team Leaders will be provided with a unique Random Number List for each school. **Team leaders must make sure that each Random Number List is only used once**, to ensure that the sample is truly random.
- Using a unique Random Number List, select the appropriate column for the number of Grade 10 classes in the school. For example, if there are 12 Grade 10 classes, use the '11 – 15 classes' column.
- Identify the highest number in the selected Random Number List column, and select the class next to this number. This is the first class you will include in the survey.
- Repeat this process using the second highest number, then the third highest number, and so on.
- Once you have selected a total of five classes, proceed to STAGE 2.

**In schools with six or more Grade 10 classes, it is essential that you use this random selection process to include Grade 10 classes in the survey. Using this process ensures the true 'randomness' of the sample, which is very important for the quality of the survey data.**

**Do not allow principals or teachers to select classes for the survey.**

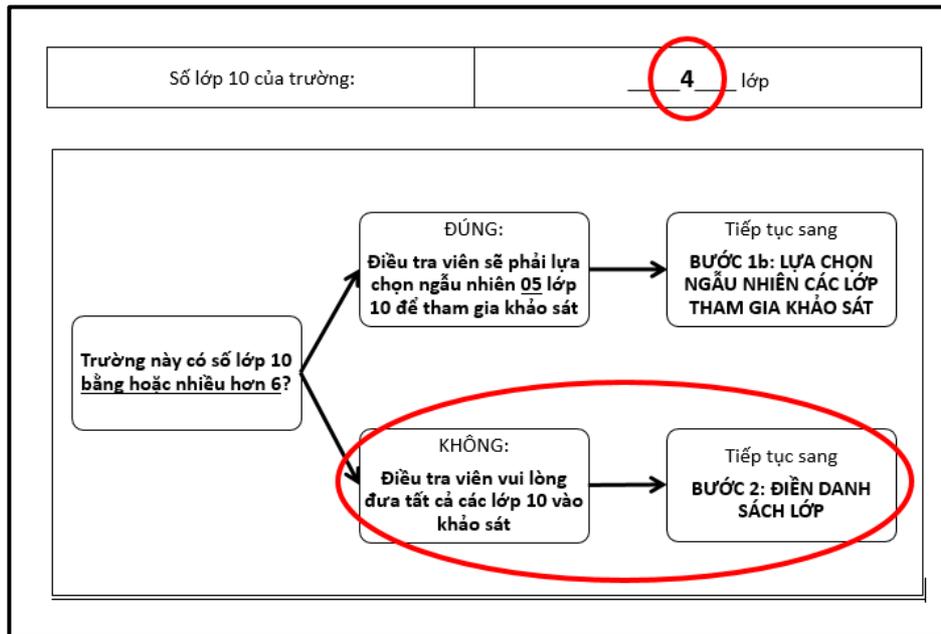
### **STAGE 2: Completion of Class Roster**

- Complete Stage 2 in all schools.
- The Class Roster will allocate a Class ID to all Grade 10 classes which are included in the survey.
- If the school has between one and five Grade 10 classes, complete the Class Roster for all Grade 10 classes in the school.
- If the school has six or more Grade 10 classes, only complete the Class Roster for Grade 10 classes which you selected during Stage 1b.
- For each class, enter the name of the class as it is referred to in the school (e.g. 10A, 10B, etc.) in column 2, 'Class name in school'.
- Ask the principal for the name of the teacher who teaches Maths to each Grade 10 class on the roster. Using the Teacher Roster, find the Teacher ID for that teacher, and record it in column 3, 'Maths Teacher ID 1' column.
- Repeat this process for the teacher who teaches English to each Grade 10 class on the roster, recording their Teacher IDs in column 5, 'English Teacher ID 1'.
- If each class is regularly taught by one Maths teacher and one English teacher, leave column 4 ('Maths Teacher ID 2') and column 6 ('English Teacher ID 2') blank. In some schools, a class may be regularly taught by two Maths teachers or two English teachers. If this is the case, record the ID of the second Maths teacher or second English teacher in columns 4 or 6 accordingly.

**Example 1: Class Roster for a school with four Grade 10 classes**

**STAGE 1a: NUMBER OF GRADE 10 CLASSES**

There are fewer than six classes in this school, and so you proceed to STAGE 2: Completion of Class Roster.



**STAGE 2: COMPLETION OF CLASS ROSTER:**

You complete the 'Class Name' column with the names of each class as it is referred to in the school (10A, 10B, 10C, 10D).

Mr Dau Ngoc Trong is the Maths Teacher for Classes 10A, 10C and 10D, and after identifying his Teacher ID from the Teacher Roster (T01), you enter this in column 3 for 10A, 10C and 10D.

You repeat this for the Maths and English teachers for the other classes, completing columns 3 and 5. As all the classes only have one Maths and one English teacher, you leave columns 4 and 6 blank.

1. Mã lớp học	2. Tên lớp trong trường (ví dụ như 10A, 10B, v.v)	3. Mã GV Toán 1 (lấy từ DS Giáo viên)	4. Mã GV Toán 2 (lấy từ DS Giáo viên) <i>(chỉ sử dụng cột này nếu có 2 giáo viên thường xuyên dạy môn Toán cho lớp này. Nếu không, bỏ trống)</i>	5. Mã GV Tiếng Anh 1 (lấy từ DS Giáo viên)	6. Mã GV Tiếng Anh 2 (lấy từ DS Giáo viên) <i>(chỉ sử dụng cột này nếu có 2 giáo viên thường xuyên dạy môn tiếng Anh cho lớp này. Nếu không, bỏ trống)</i>
C1	<b>10A</b>	T <b>01</b>	T ___	T <b>02</b>	T ___
C2	<b>10B</b>	T <b>03</b>	T ___	T <b>02</b>	T ___
C3	<b>10C</b>	T <b>01</b>	T ___	T <b>02</b>	T ___
C4	<b>10D</b>	T <b>01</b>	T ___	T <b>02</b>	T ___



Since there are 12 classes in the school, you select the '11 – 15 classes' column in the Random Number List, and line this up next to the Grade 10 Class List.

DANH SÁCH LỚP 10		Có đưa vào hay không?	CHÉP LẠI DẪY SỐ NGẪU NHIÊN Ở ĐÂY	
Tên lớp trong trường (ví dụ như 10A, 10B, v.v)			11 – 15 lớp	
10-A1			12	
10-A2			10	
10-A3			2	
10-B1			11	
10-B2			4	
10-B3			15	
10-C1			14	
10-C2			1	
10-C3			3	
10-D1			13	
10-D2			9	
10-D3			5	
			8	
			7	
			6	

DANH SÁCH LỚP 10		Có đưa vào hay không?	CHÉP LẠI DẪY SỐ NGẪU NHIÊN Ở ĐÂY	
Tên lớp trong trường (ví dụ như 10A, 10B, v.v)			11 – 15 lớp	
10-A1			12	
10-A2			10	
10-A3			2	
10-B1			11	
10-B2			4	
10-B3		✓	15	
10-C1			14	
10-C2			1	
10-C3			3	
10-D1			13	
10-D2			9	
10-D3			5	
			8	
			7	
			6	

Ignoring the numbers which are not adjacent to a class (8, 7 and 6 in this example), you identify the highest number on the Random Number List (15 in this example), and select the class next to this number (10-B3 in this example). This class will be included in the survey.

You repeat this for the second highest number (14 in this example), the third highest number (13 in this example) and so on, until you have selected a total of five classes, as shown here. You then proceed to STAGE 2: Completion of Class Roster.

DANH SÁCH LỚP 10		Có đưa vào hay không?	CHÉP LẠI DẪY SỐ NGẪU NHIÊN Ở ĐÂY	
Tên lớp trong trường (ví dụ như 10A, 10B, v.v)			11 – 15 lớp	
10-A1		✓	12	
10-A2			10	
10-A3			2	
10-B1		✓	11	
10-B2			4	
10-B3		✓	15	
10-C1		✓	14	
10-C2			1	
10-C3			3	
10-D1		✓	13	
10-D2			9	
10-D3			5	
			8	
			7	
			6	

## STAGE 2: COMPLETION OF CLASS ROSTER:

You complete the 'Class Name' column with the names of each class you selected during Stage 1b: 10-A1, 10-B1, 10-B3, 10-C1 and 10-D1 in this example.

As described in Example 1, you then find out the name of the Maths and English teachers for each of these Grade 10 classes, identify their Teacher ID from the Teacher Roster, and enter these IDs in columns 3 and 5.

As these Grade 10 classes only have one Maths teacher and English teacher, you leave columns 4 and 6 blank.

1. Mã lớp học	2. Tên lớp trong trường (ví dụ như 10A, 10B, v.v)	3. Mã GV Toán 1 (lấy từ DS Giáo viên)	4. Mã GV Toán 2 (lấy từ DS Giáo viên) <i>(chỉ sử dụng cột này nếu có 2 giáo viên thường xuyên dạy môn Toán cho lớp này. Nếu không, bỏ trống)</i>	5. Mã GV Tiếng Anh 1 (lấy từ DS Giáo viên)	6. Mã GV Tiếng Anh 2 (lấy từ DS Giáo viên) <i>(chỉ sử dụng cột này nếu có 2 giáo viên thường xuyên dạy môn tiếng Anh cho lớp này. Nếu không, bỏ trống)</i>
C1	10-A1	T 03	T __	T 04	T __
C2	10-B1	T 02	T __	T 05	T __
C3	10-B3	T 01	T __	T 05	T __
C4	10-C1	T 03	T __	T 04	T __
C5	10-D1	T 02	T __	T 05	T __

### 7.1.4 Student Rosters

Complete one Student Roster for each class included in the survey.

The Student Rosters allocate a Student ID to every student in the Grade 10 classes which are included in the survey. The Student Rosters also collect some basic information about each Grade 10 class included in the survey.

Ensure you record the correct Class ID on each Student Roster. This will link the Class Roster and the Student Roster so that we can link students to their teachers. Record the correct Class ID at the top of every page of each Student Roster.

You will need the help of school records, the appropriate class teacher and/or the principal to complete the Student Roster.

Using the class register, write down the names of all students in column 2 ('Full student name'). Ensure you record each student name exactly as it appears on the register.

Complete columns 3 and 4 ('Is this student a YL Child?' and 'YL Child ID') by cross-checking the Student Roster with all of the relevant Young Lives Rosters.

- When identifying Young Lives children, carefully check that their full name, date of birth and gender in the school records matches those recorded on Columns 1 to 4 of the Young Lives Roster. You should also check the information in Columns 5 – 7 of the Young Lives Roster with the class teacher or the Young Lives child themselves.
- If the student does not appear on a Young Lives Roster, enter '00' in column 3, and leave column 4 blank.
- If the student does appear on a Young Lives Roster, enter '01' in column 3, and enter their YL Child ID (as recorded on the Young Lives Roster) in column 4.

**Example: Recording the correct Class ID on a Student Roster**

1. Mã lớp học	2. Tên lớp trong trường (ví dụ như 10A, 10B, v.v)	3. Mã GV Toán 1 (lấy từ DS Giáo viên)	4. Mã GV Toán 2 (lấy từ DS Giáo viên) <i>(chỉ sử dụng cột này nếu có 2 giáo viên thường xuyên dạy môn Toán cho lớp này. Nếu không, bỏ trống)</i>	5. Mã GV Tiếng Anh 1 (lấy từ DS Giáo viên)	6. Mã GV Tiếng Anh 2 (lấy từ DS Giáo viên) <i>(chỉ sử dụng cột này nếu có 2 giáo viên thường xuyên dạy môn tiếng Anh cho lớp này. Nếu không, bỏ trống)</i>
C1	10A	T 01	T ___	T 02	T ___
C2	10B	T 03	T ___	T 02	T ___
C3	10C	T 01	T ___	T 02	T ___
C4	10D	T 01	T ___	T 02	T ___

Mã YL của trường: 3314  
Mã lớp học: C 1

**Danh sách học sinh**

Vui lòng điền 01 Danh sách học sinh cho mỗi lớp 10 tham gia khảo sát. Vui lòng kiểm tra rằng MÃ YL CỦA TRƯỜNG và MÃ LỚP HỌC đã được điền ở đầu mỗi trang.

Mỗi lớp 10 tham gia khảo sát sẽ có 01 danh sách học sinh riêng biệt. Danh sách này sẽ tạo ra một mã HS riêng cho mỗi học sinh lớp 10 trong trường tham gia khảo sát. MÃ HỌC SINH được xây dựng từ hai ký tự ST + số. Có thể xảy ra trường hợp có học sinh vắng mặt vào ngày thực hiện phỏng vấn (xem cột 6). Chỉ các học sinh có mặt vào ngày đầu tiên khảo sát bằng hỏi đối với học sinh mới được đưa vào danh sách nhập dữ liệu.

**Hướng dẫn: Điền một danh sách học sinh cho mỗi lớp 10 tham gia khảo sát. Điều tra viên có thể cần đến sự trợ giúp của sổ sách nhà trường và tham vấn với Hiệu trưởng. Xin vui lòng sử dụng danh sách lớp học để nhập thông tin về MÃ LỚP HỌC.**

1. Mã học sinh	2. Họ tên đầy đủ của HS	3. HS này có phải là trẻ YL không? <i>(có trong danh sách trẻ YL)</i> 00 = Không 01 = Có	4. Mã Trẻ YL <i>(lấy từ danh sách trẻ YL)</i> <i>Nếu không phải là trẻ YL, để trống ô này.</i>	5. Số ngày vắng mặt của HS kể từ đầu năm học (2016-17) tính đến nay <i>(lấy từ sổ sách nhà trường)</i> Nếu 0, viết '00'.	6. Học sinh này có tham dự ngày điều tra bảng hỏi đầu tiên không? 00 = Không 01 = Có  Nếu câu trả lời là KHÔNG, thì HS này không được tiếp tục tham gia vào các phần điều tra tiếp theo.
ST01	Han Phuong	[ 00 ]		[ 00 ]	[ 00 ]
ST02	Dinh De	[ 01 ]	100063	[ 02 ]	[ 01 ]
ST03	Thong Qui An	[ 01 ]	100089	[ 00 ]	[ 01 ]
ST04	Thach Anh	[ 00 ]		[ 01 ]	[ 01 ]
ST05	Dong Ha	[ 00 ]		[ 05 ]	[ 00 ]

Using the class register (or other school records), complete column 5 ('Number of days the student has been absent since the start of this academic year (2016-17)'). **Ensure that you consult written school records to complete this information**, and do not just ask the principal, teachers or students for this information.

Complete column 6 of the Student Roster on the first day that student tests are administered. Take the Student Roster to the corresponding Grade 10 class on the first day of administration to confirm student attendance.

- Enter '00' if a student is absent on the first day that student tests are administered; these students **are not** included in the survey.
- Enter '01' if a student is present on the first day that student tests are administered; these students **are** included in the survey.

'Information about this class': The last four pages of the Student Roster include 14 questions to collect basic information about each Grade 10 class included in the survey. Complete these questions with the help of the appropriate class teacher and/or the principal.

**Specific question guidance:**

**Q6b: Please explain the answer to Q6a, providing as much detail as possible about how students are allocated to this class.**

This question aims to gain more information on how Grade 10 students are allocated to this particular class. Talk to the class teacher to get this information, and write down as much detail as possible. For example, if you selected '03' ('By ability, e.g. high / middle / low') for Q6a, write down how students' ability is determined to allocate them to this class – this may be according to their Grade 9 exam results, or their Grade 10 entrance exam results. If you selected '04' ('Because they pay additional fees'), write down the amount is paid by students who are allocated to this class, and how this compares to the amount paid by students in other classes. If you selected '06' ('By choice of subject'), write down which subject(s) students in this class have chosen, if they receive any extra teaching in these subjects, and so on.

**Q7a: If this class is grouped by ability, is this a low, middle, or high ability class?**

Only answer this question if you selected '03' ('By ability, e.g. high / middle / low') for Q6a. Ask the class teacher whether students in this class are high, medium or low ability students.

**Q7b: If this class is grouped by ability, please enter the order of this class in relation to the other Grade 10 classes.**

Only answer this question if you selected '03' ('By ability, e.g. high / middle / low') for Q6a. Ask the class teacher the position of this Grade 10 class in relation to other Grade 10 classes. For example, in a school with six Grade 10 classes, with the highest ability students in 10A and the lowest ability students in 10F, you would enter '01 of 06' for 10A, '02 of 06' for 10B, '03 of 06' for 10C, and so on.

**Please note:** The Student Roster allocates Student IDs for up to 60 students. If there are more than 60 students in any Grade 10 class, the team leader will have 'Student Roster Extra Lines' sheets which can be used. It is important that these 'Extra Lines' sheets are only used for classes with more than 60 students.

**Example of a completed Student Roster**

Mã học sinh	Họ tên đầy đủ của HS	HS này có phải là trẻ YL không?  (có trong danh sách trẻ YL)  00 = Không 01 = Có	Mã Trẻ YL  (lấy từ danh sách trẻ YL)  <i>Nếu không phải là trẻ YL, để trống ô này.</i>	Số ngày vắng mặt của HS kể từ đầu năm học (2016-17) tính đến nay  (lấy từ sổ sách nhà trường)  Nếu 0, viết '00'.	Học sinh này có tham dự ngày điều tra bảng hỏi đầu tiên không?  00 = Không 01 = Có  Nếu câu trả lời là KHÔNG, thì HS này không được tiếp tục tham gia vào các phần điều tra tiếp theo.
ST01	Han Phuong	[ 00 ]		[ 00 ]	[ 00 ]
ST02	Dinh De	[ 01 ]	100063	[ 02 ]	[ 01 ]
ST03	Thong Qui An	[ 01 ]	100089	[ 00 ]	[ 01 ]
ST04	Thach Anh	[ 00 ]		[ 01 ]	[ 01 ]
ST05	Dong Ha	[ 00 ]		[ 05 ]	[ 00 ]

In this example, Dinh De and Thong Qui An have been identified as Young Lives children using the Young Lives Rosters. The 'Young Lives ID' column has therefore been completed for these students, and left blank for the others. Han Phuong and Dong Ha are absent on the first day of student instrument administration, and so they are not included in the survey.

### 7.1.5 Young Lives Roster

*Complete one Young Lives Roster per school.*

The Young Lives Roster is pre-completed (columns 1 – 7) with the details of the Young Lives children who live in the Young Lives communes. There is one Young Lives Roster per commune.

Show the Young Lives Rosters to the principal, and ask them whether any students from these communes attend the school. If the principal confirms that students from any of the Young Lives communes attend the school, cross check the Young Lives Rosters for these communes with the each of the Student Rosters that you have completed.

For example, the principal tells you that students from Bắc Hà commune do attend this school. You therefore take the Young Lives Roster for Bắc Hà commune, and compare this with the Student Rosters for each of the five selected Grade 10 classes for this school. In the example below, you identify Thong Qui An and Lieu Thi My in on the Student Roster for Class C1. You therefore enter their School ID in Column 8, and their Class ID in Column 9.

#### ***Example of a completed Young Lives Roster***

#### ***Dealing with students with identical names:***

Sometimes there will be more than one student in the school with the same name. It is important that every Grade 10 Young Lives student included in the survey is correctly identified.

The information on the Young Lives Rosters (date of birth, address, parents' names) will help you to confirm the identity of any Young Lives children.

If necessary, confirm by asking the child individually. Check whether the student's household was visited by a fieldworker 3 years ago (in Round 4 of the Young Lives survey).

It is essential to ensure that no student is incorrectly identified because there is more than one student with the same name.

### 7.1.6 School Facilities Observation

Complete one School Facilities Observation per school.

The School Facilities Observation is to be completed by observation. This means that a fieldworker should walk around the school and complete the questionnaire by observing the school facilities.

Complete the cover sheet before you start the observation, including the correct School ID.

#### **Specific question guidance:**

##### **Q2: Does each Grade 10 class have a separate classroom?**

'Separate classroom' means that Grade 10 classes are not taught in a room shared with other classes.

##### **Q3: Is there normally an electricity supply in the school compound?**

Ask a teacher or the principal whether there is normally an electricity supply in the school compound.

##### **Q4: Is there a functional library (i.e. a collection of books – not textbooks) from which students are able to borrow?**

Record information from your observations, but also by talking to students; e.g. do they have regular access to the library? You should find out whether the library is generally open and available for students to use, and not whether the individual students you talk to use the library. Note that a library could include a book cupboard or store if students regularly borrow books from it.

##### **Q6: How many working computers are there for students to use?**

Record information from your observations, but also by talking to students; e.g. do they have regular access to computers? Do the computers work? You should find out whether the computers are generally available for students to use, and not whether the individual students you talk to use the computers. Note that this refers to computers which students can use, and not computers used for e.g. administrative work or exclusively by teachers and staff.

##### **Q12: What is the main source of drinking water at the school?**

This question applies only to drinking water, not water for other purposes. It applies to drinking water for students and not for school staff.

##### **Q14: Does the school need major repairs?**

A school in need of 'major repairs' could include a school where there is damage to the building which may make classrooms unusable in poor weather conditions, for example. It could include a school where damage to parts of the building means that classrooms have to be shared between two classes or where other rooms (e.g. the assembly room) have to be used owing to the need for repairs. Major repairs would not include cosmetic repairs or upgrading of classrooms to an above basic functional standard. The question is intended to capture whether the need for repairs is such that learning is likely to be compromised.

### 7.2 Principal Booklet: Questionnaire for the Principal

One Principal Booklet will be completed per school. It will be completed by the principal or vice principal. The Principal Booklet is made up of a questionnaire, which will take around 30-45 minutes to complete.

The questionnaire is self-completed, but you will need to review the questionnaire and follow up on any questions which have not been completed.

Ensure that the cover sheet is fully completed, using details from the School Roster.

If the principal is not present on the days when fieldwork is being conducted, ask the vice principal to complete the questionnaire. There is a question that will allow them to record that they are the vice principal rather than the principal (Q7).

### ***Specific question guidance***

#### **Q11: Have you ever been awarded the title of ‘Excellent Teacher’?**

This is a professional award that can be given at several levels. Teachers are required to enter formally for the selection process. If the respondent has been awarded the title of ‘excellent teacher’ at more than one level (e.g. district and province), they should enter the highest level only.

#### **Q18: Is this school located in a former P135 commune?**

P135 was a government programme which provided support to poor communes.

#### **Q19: Is this school located in one of the 62 poorest districts in the country (as classified by Resolution 30a)?**

Resolution 30a is a government initiative to provide support to the 62 poorest districts in the country.

#### **Q20: Is this school a boarding school?**

‘Boarding’ refers to the provision of accommodation for students on the school site. It does not include private hostels which may be located near the school.

#### **Q26, Q27 and Q28: ‘Non-compulsory additional classes’**

‘Non-compulsory additional classes’ in these questions refers to classes provided by the school for an additional charge to students. These classes are usually taught by teachers from the school.

#### **Q29: What is the required number of full-time teachers for upper secondary classes (Grades 10-12) in this school?**

‘Required number of teachers’ refers to the number of teachers required by MOET for the number of upper secondary (Grade 10-12) classes at the school. This question refers to all subject teachers for Grades 10 – 12.

#### **Q32: In this school year (2016-17), what is the required number of teachers to teach the following subjects to Grades 10-12 in this school?**

‘Required number of teachers’ refers to the number of teachers required by MOET for the number of upper secondary classes at the school. This question refers only to Maths and English teachers for Grades 10-12.

#### **Q38: In this school year (2016-17) how much does each Grade 10 student normally pay directly for the following?**

Figures should be entered in VND (000s). The monthly figure for tuition fees, lunch fees and extra class fees should be entered; the annual fee should be entered for all other fees

#### **Q39: If there is an exemption or partial exemption, what are the main criteria?**

Please ensure that respondents complete this question fully for each response option for Q38 (rows A to M). If there are no exemptions from fees, ensure that respondents tick ‘No exemption’ (code 07).

#### **Q47a: How are Grade 10 students allocated to classes in this school?**

This question refers to how all students are allocated to Grade 10 classes in the school. If more than one option applies, ensure the respondents tick ‘Other method’ and explain the method of allocation in more detail in Q47b.

#### **Q47b: Please explain your answer to Q47a, providing as much detail as possible about how Grade 10 students are allocated to different classes.**

This question aims to gather as much accurate information on how students are allocated to Grade 10 classes in the school. Please ensure that respondents provide as much detail as possible. For example, if students are allocated to Grade 10 classes by ability, ensure that the respondent explains how their ability is determined, (e.g. exam performance), and whether students are in different classes according to ability in different subjects. If students are allocated to Grade 10 classes by choice of subject, ensure that the respondent provides information on the different subject streams that are available in the school, and so on.

### 7.3 Student Tests and Answer Sheets

The Student Maths Test and Student English Test will be completed by all Grade 10 students in selected survey classes. You will need 15 – 20 minutes to provide students with test instructions, and to give each student the correct answer sheet. Students will have around 60 minutes to complete each test. You should therefore ensure that you have two periods with the students for each test.

You must ensure that all students understand fully what to do, and that they are able to perform to the best of their ability.

There must be one fieldworker in each class where a test is taking place. **Do not leave the classroom while students are completing the test**; remain in the classroom for the entire duration of the test to ensure that test conditions are maintained. This means: no talking, no looking at textbooks, no looking at each other's work, no using a calculator or any other mathematical equipment (e.g. protractors).

Where possible, ask the class teacher to co-supervise the student tests. This is to help maintain test conditions. However, if there is a teacher in the classroom while students complete tests, please ensure that they do not help students to answer the tests.

In the selected survey classes, all students who are present on the day of the first test are to be included in the survey. You will need to make sure you have enough answer sheets with you when you arrive at the school. If in doubt, please overestimate.

Each fieldworker will be provided with one set of laminated tests. One set is 120 tests (60 Maths tests, 60 English tests). You are responsible for this set of tests; please take care of your set, as you will re-use these in all the schools you visit. You must advise students **not to write on the tests**. They may use rough paper to write calculations or notes during the tests; please provide students with rough paper if they do not have their own.

To ensure that they perform to the best of their ability, **students should not complete two tests in one day**. When arranging the fieldwork schedule, ensure that there is time for all students to complete the Maths Test on Day 1, and the English Test on Day 2. Students can complete Student Questionnaires after completing a test. Make sure that you allow students to have a 10-15 minute break after completing a test and before starting the Student Questionnaire.

#### **Preparing the Test Answer Sheets before the test:**

The Test Answer Sheets are in Optical Mark Recognition (OMR) format. Data from Answer Sheets will be entered using an OMR machine, and so it is very important that the Answer Sheets are kept in good condition: make sure they are not bent or torn during fieldwork, and ensure that completed Answer Sheets are stored carefully.

Fill in the fields at the top of the answer sheet: write the province and the name of the school in the spaces provided. Then complete the School ID, Class ID and Student ID at the top of the Answer Sheets for all Grade 10 students in survey classes. Use the Student Roster to record this information accurately. Complete this before the class begins, as students will need the full allocated time to answer the test.

**When completing the School ID, Class ID and Student ID, you will need to write the numbers in the boxes and write 'X' in the corresponding numbers in the grid below**. This is so that the numbers can be read automatically by the OMR machine. Please ensure that you write 'X' in the correct boxes carefully using the pencils provided.

You will need to complete two Answer Sheets for each Grade 10 student in survey classes: one for Maths, and one for English. Maths Answer Sheets are red, and English Answer Sheets are blue.

All students present in survey classes on the day of the first test will be included in the survey. If a student is absent or does not wish to participate in the test, record this on the Answer Sheet using the relevant code and keep the blank Answer Sheet with completed Answer Sheets for this class.

**Example of using the Student Roster to complete the required information on the Answer Sheet**

Mã YL của trường: 3314

Mã lớp học: C 1

**Danh sách học sinh**

Vui lòng điền 01 Danh sách học sinh cho mỗi lớp 10 tham gia khảo sát. Vui lòng kiểm tra rằng MÃ YL CỦA TRƯỜNG và MÃ LỚP HỌC đã được điền ở đầu mỗi trang.

Mỗi lớp 10 tham gia khảo sát sẽ có 01 danh sách học sinh riêng biệt. Danh sách này sẽ tạo ra một mã HS riêng cho mỗi học sinh lớp 10 trong trường tham gia khảo sát. MÃ HỌC SINH được xây dựng từ hai ký tự ST + số. Có thể xây ra trường hợp có học sinh vắng mặt vào ngày thực hiện phỏng vấn (xem cột 6). Chỉ các học sinh có mặt vào ngày đầu tiên khảo sát bằng hỏi đối với học sinh mới được đưa vào danh sách nhập dữ liệu.

**Hướng dẫn:** Điền một danh sách học sinh cho mỗi lớp 10 tham gia khảo sát. Điều tra viên có thể cần đến sự trợ giúp của sổ sách nhà trường và tham vấn với Hiệu trưởng. Xin vui lòng sử dụng danh sách lớp học để nhập thông tin về MÃ LỚP HỌC.

1. Mã học sinh	2. Họ tên đầy đủ của HS	3. HS này có phải là trẻ YL không? (có trong danh sách trẻ YL)  00 = Không 01 = Có	4. Mã Trẻ YL (lấy từ danh sách trẻ YL)  Nếu không phải là trẻ YL, để trống ô này.	5. Số ngày vắng mặt của HS kể từ đầu năm học (2016-17) tính đến nay  (lấy từ sổ sách nhà trường)  Nếu 0, viết '00'.	6. Học sinh này có tham dự ngày điều tra bằng hỏi đầu tiên không?  00 = Không 01 = Có  Nếu câu trả lời là KHÔNG, thì HS này không được tiếp tục tham gia vào các phần điều tra tiếp theo.
ST01	Han Phuong	[ 00 ]		[ 00 ]	[ 00 ]
ST02	Dinh De	[ 01 ]	100063	[ 02 ]	[ 01 ]
ST03	Thong Qui An	[ 01 ]	100089	[ 00 ]	[ 01 ]
ST04	Thach Anh	[ 00 ]		[ 01 ]	[ 01 ]
ST05	Dong Ha	[ 00 ]		[ 05 ]	[ 00 ]

**Phần 1 - Dành cho điều tra viên nhập thông tin (Ghi và đánh dấu X vào các ô lựa chọn)**

1. Tỉnh/Tp: Lao Cai      2. Tên trường học: Trường THPT số 2 Bắc Hà

Mã YL của Trường			
3	3	1	4
0	0	0	0
1	1	X	1
2	2	2	2
X	X	3	3
4	4	4	X
5	5	5	5
6	6	6	
7	7	7	
8	8	8	
9	9	9	

Mã lớp học	
C	1
X	
2	
3	
4	
5	

Mã học sinh			
S	T	0	2
X			0
1	X		
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		

**Nếu bộ bảng hỏi này không được hoàn thành, lý do vì sao? (Nếu bộ bảng hỏi đã được trả lời, để trống mục này)**

1 = Người được phỏng vấn vắng mặt	1
2 = Người được phỏng vấn từ chối tham gia	2

This example shows the completion of the Maths Answer Sheet for Dinh De, using the Student Roster for Class C1 to complete the School ID, the Class ID and the Student ID. The last box on the Answer Sheet is completed on the day of the test; only complete this box for students who are absent or do not wish to participate in the test.

**Before the test starts:**

Explain to students that this is not a school test. The results of the test are confidential and will not be linked to the student's name. Introduce Young Lives to the students, and explain why we are conducting the test (see Appendix 1). Ask students if they have any questions, and answer these before proceeding.

Wherever possible, rearrange the students or the classroom so that students are not able to copy each other's answers. You may need to ask the Principal or another teacher if you can move extra desks into the classroom, or if there is a larger room which you can use. Ensure that you are able to move easily around the room to supervise. Ensure you can observe all students so you can stop them from talking to each other or copying each other's work.

Give the correct Answer Sheet to each student on the Student Roster. **Student names are not written on the Answer Sheet, so you must make sure that the correct Answer Sheet is given to the correct student by checking the Student Roster.** Using the example above, you would call out Dinh De's name, and then give him the answer sheet which is marked 'ST02'.

If a student is not present or does not want to participate, write the relevant code in the Answer Sheet box labelled 'If this instrument is not completed, what is the reason?'. Please note that you need to write the code and write an 'X' in the corresponding numbers in the grid below. For students who complete the test, leave this box empty.

Provide students with instructions on how to complete the Answer Sheets:

- Students need to carefully keep track of the question number in the Test Booklet, and ensure that they are marking their answer on the corresponding space on the Answer Sheet. They must do this by writing an 'X' in the box they wish to select on the Answer Sheet.
- Write the following example on the board for students, to demonstrate how to fill in the Answer Sheet.

<b>1. <math>2 + 2 =</math></b>			
<b>a. 4</b>		<b>b. 6</b>	
<b>c. 5</b>		<b>d. 8</b>	

1. 

A	B	X	D
---	---	---	---

- Tell students that their Answer Sheets will be read by a machine, so they must be careful to write their cross ('X') accurately within the box they wish to select, as shown in your example.
- If students wish to change their answer, they should blacken the entire square for their original answer and then write an 'X' in the square for the new answer they want to select.
- Draw the following example on the board to demonstrate how to change an answer on the Answer Sheet.

1. 

X	B	C	D
---	---	---	---

- Students **must not** write on the Test Booklet, and should use rough paper for any calculations or notes. Provide students with rough paper if they do not have any.
- Students **must not** bend or tear Answer Sheets. They must handle the Answer Sheets carefully so they are not damaged.
- Check that all students understand how to complete the Answer Sheet before you proceed, and ask them if they have any questions. This is very important – if students do not understand how to use the Answer Sheet, they will not perform to the best of their ability.
- Distribute the Test Booklets to children face down. Do not allow students to turn over their booklets until you have distributed all of the papers and are ready to start the test.
- Tell students that they should try to answer all questions. If they cannot answer a question, they should select what they think is the best answer, and then move onto the next question.
- Begin the test. Write the start and end time on the blackboard (60 minutes), and tell students that they will have to remain in their seat until the end of the test.

#### During the test:

- Walk around the classroom to supervise. Make sure that all students are using the Answer Sheets correctly, especially in the first few minutes of the test.
- Tests must take place in **test conditions**: no talking, no looking at textbooks, no looking at each other's work, no using a calculator or any other mathematical equipment (e.g. protractors).
- Monitor the classroom quietly and be ready to help students if they have any **administrative queries** (e.g., how to complete the Answer Sheet).
- **You must not help students to answer test questions, guide them about how they should approach a question, read a test question aloud to them, or provide any language help or translation. This will interfere with the quality of test data, and make the tests unfair.**
- If students complete the test early, they should remain in their seat and wait until the end of the test. Make sure that they do not talk to or disrupt other students who are still completing the test.

#### After the test:

- Once the test time is up, collect in all Answer Sheets and Test Booklets. Keep all the Answer Sheets for the class together in the provided box, and label the box carefully with the following details: province, school name, School ID, Class ID, test subject (e.g. Maths or English), and date of instrument completion.
- **Make sure you collect all Test Booklets and do not leave any in the school. Before leaving, count your set to ensure that you have 60 Maths Test Booklets and 60 English Test Booklets. This is the responsibility of each individual fieldworker.**

## 7.4 Student Booklet: Questionnaire for Students

The Student Booklet must be completed by all Grade 10 students in classes that have been selected for inclusion in the survey.

The Student Booklet is made up of a questionnaire which is to be self-completed, supervised by a fieldworker. The questionnaire collects information about student background and their experiences of schooling. It will take 30-45 minutes to complete.

You must complete the Student Booklet cover page before handing out the booklets to students. The information you need to complete the cover page will be on the Student Roster (School ID, Class ID, Student ID).

The Student Booklet will not be entered by OMR machine. You therefore only have to write the appropriate numbers in the spaces – there are no boxes for you to cross on the Student Booklet cover sheet.

### *Example of a completed cover page for a Student Booklet*

Trang này sẽ do điều tra viên nhập thông tin.		
0.1	Mã YL của trường	<b>3314</b>
0.2	Mã Lớp Học (như ghi trong danh sách học sinh)	<b>c 01</b>
0.3	Mã Học Sinh (lấy từ Danh sách học sinh)	<b>ST 05</b>
0.4	Nếu bộ bảng hỏi này không được hoàn thành, lý do vì sao? (Nếu bộ bảng hỏi đã được trả lời, để trống ô này) 01 = Người được phỏng vấn vắng mặt 02 = Người được phỏng vấn từ chối tham gia	[ _ _ _ ]
0.5	Thời gian thực hiện phỏng vấn	<b>05 / 10 / 2016</b> (Ngày / tháng / năm)

The student in this example is in Class C01, and their Student ID is ST05. The instrument is completed, and so 0.4 is left blank.

Ensure that the correct student booklet is given to each student. **Student names are not written on the Student Booklet, so you must be sure that the correct booklet is given to the correct student. Do this by checking their Student ID against their name on the Student Roster when handing out the Student Booklets.**

### **Instructions for administering Student Booklet:**

- Explain to students that their responses are anonymous: their responses will not be linked to their names, and no information will be shared with their teachers or anyone at their schools.
- Explain that this is not a test. Students can ask for help with any questions – the aim is to get the best information we can from students. It is important to ensure that students mark the appropriate boxes to represent their situation, particularly if they have difficulty reading. However, ensure that you do not guide students towards a particular answer.
- Explain to students that they should place a cross in the box next to the answer they wish to select.

- Explain to students that each question includes instructions on how it should be answered; for example, to mark one box, to mark all boxes that apply, or to mark one box per row.
- Encourage students to answer questions as honestly as they can. If possible, ask the class teacher to leave the room so that students feel comfortable answering the questionnaire honestly.
- Allow students time to complete the questionnaires on their own. Supervise by walking around the classroom to check that the questions are being understood correctly.
- Help students as a group and individually to make sure that they understand the questions and select the appropriate responses. However, make sure that students do not discuss their answers with each other, or let other students see their responses.
- When a student completes the questionnaire, ask them to check that they have answered every question.

### ***Specific question guidance***

#### **Q3: Where do you live during the school term?**

This question refers to the students' main residence during the school term. For example, if a student lives in a school hostel 5 days a week and with their parents on the weekends, they should select 'in a school hostel' (code 03).

#### **Q18: How many books are there in your home (not including school books)?**

This question is designed to understand more about a student's home environment. Students should not include any of their school books or their siblings' school books when estimating this number.

#### **Q29: How often do you do the following things outside school time?**

Students should select the regularity that is most similar to their own experience. For example, if they undertake any of these activities four or more days per week, they should tick 'every day or almost every day' (code 04).

#### **Q31: How often do your parents or someone else in your home do the following things with you?**

Students should select the regularity that is most similar to their own experience. For example, if their parents undertake any of these activities four or more days per week, they should tick 'every day or almost every day' (code 04).

#### **Q34: How many hours per day do you spend on non-school work (including household chores, work on the farm or in family business, paid work outside the home) on a usual school day?**

Students should answer this question with reference to a 'usual school day', which is defined as any regular day during the school year. If this varies according to season, students should select an average figure.

## **8. Compensation for participants and schools**

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

## 9. Fieldworker conduct

Please read this section carefully and follow the guidance given.

### FIELDWORK TEAM RESPONSIBILITIES

#### Team Leader responsibilities:

1. Contact the school principal a few days before each school visit to reconfirm.
2. When you arrive at a school, meet the principal to introduce Young Lives and school survey, and to arrange the fieldwork schedule.
3. Complete all rosters (School Booklet).
4. Ensure the principal (or vice principal) completes the Principal Questionnaire.
5. Complete School Facilities Observation.
6. Complete cover sheet information for student Maths and English Test Answer Sheets and Student Questionnaires the day before administration.
7. Ensure that your set of laminated Student Tests (60 Maths, 60 English) is taken to every school, and that all laminated copies are taken away from the school at the end of the visit. Check your set of tests after each school visit to ensure that students have not written on them.
8. Check all instruments (including cover sheet information) before leaving a school.
9. Package and label all completed instruments carefully at the end of a school visit.

#### Fieldworker responsibilities:

1. Complete all rosters (School Booklet).
2. Complete School Facilities Observation.
3. Complete cover sheet information for student Maths and English Test Answer Sheets and Student Questionnaires the day before administration.
4. Ensure that your set of laminated Student Tests (60 Maths, 60 English) is taken to every school, and that all laminated copies are taken away from the school at the end of the visit. Check your set of tests after each school visit to ensure that students have not written on them.
5. Check all instruments (including cover sheet information) before leaving a school.
6. Package and label all completed instruments carefully at the end of a school visit.

### BASIC PRINCIPLES: FIELDWORK TEAM MUST FOLLOW THESE THROUGHOUT THE SURVEY

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

### **GENERAL CONDUCT OF FIELDWORK TEAM**

1. Be polite towards everyone and treat all participants with respect. Your behaviour can have an enormous influence in the localities covered by the survey.
2. Avoid disturbing or upsetting anyone by your behaviour.
3. Arrive at the stated time, and never keep the participants waiting.
4. Never attempt to sell anything to students, the school and/or its representatives.
5. Never lend or borrow money or goods from students, the school and/or its representatives.
6. Never bribe a student or the school in order to get them to cooperate.

## **Appendix 1: Information for participants**

*Please read this information to explain the Young Lives study and the Secondary School Survey to all participants, including students taking part in the tests and questionnaires. Make sure your explanation is simple and clear, and leave enough time to answer any questions that participants may have.*

- Young Lives is a study which explores how poverty affects children in four countries: Ethiopia, India, Peru and Vietnam. The project is based at the University of Oxford in the UK, and there are project offices in each of the four countries.
- Young Lives is being funded by international donors working in cooperation with the Government of Vietnam. The researchers collecting information in your school work for the Provincial Statistics Office and collaborators from General Statistics Office.
- As part of the Young Lives study, we are collecting information about Grade 10 students, Grade 10 teachers and upper secondary schools. This information will be used to find out more about what contributes to an effective school. These findings will be shared with the government to help them make further improvements to schools.
- We are collecting information about the whole school and about selected Grade 10 classes. For each of these classes, we are asking all students to complete a questionnaire. These include questions about the students' background and questions which ask about their opinions and views on various topics. Each questionnaire will take around 30-45 minutes to complete.
- Students will also be asked to complete a Maths test and an English test. Each test will take around 60 minutes. These tests are for exclusively for our study – students' test scores will be anonymous, and will not be shared with their teachers or anyone else at the school. Students will not be asked to write their names on their answer sheets or questionnaires.
- We will return to your school again in March-April 2017 to collect further information from students and teachers.
- The information we collect in this study will be anonymous. All names will be removed, so that individual students, teachers, principals, schools and communities cannot be identified.
- Your participation in this survey is voluntary. You may choose to withdraw at any time if you would like to. Your participation is very valuable to the long-running Young Lives study, so we highly appreciate your time if you do choose to participate. If you do not want to participate, please inform one of the researchers.