



Vietnam Secondary School Survey
Fieldworker Manual
(Updated Version)
Wave 2, 2017

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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. Wave 1 of the survey took place at the beginning of the school year, in September – October 2016.

This manual explains how to conduct fieldwork for Wave 2 of 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 fieldwork team has three members. Each school visit will last approximately 3 days.

Fieldwork for Wave 2 of the survey will take place from 6 March – 15 April 2017 in all provinces except Phu Yen, where fieldwork will take place until 20 April 2017.

2. List of instruments

2.1 The instruments to be used are listed below:

School Booklet	School roster, teacher roster, class roster, student rosters A, student rosters B1, B2 and B3
Principal Booklet	Principal questionnaire: self-completed, with support from fieldworker as required
Teacher Booklet	Teacher questionnaire: self-completed by Grade 10 Maths and English teachers, with support from fieldworker as required
Student Booklet	Student questionnaire: self-completed by Grade 10 students under supervision
Student Maths Test	Self-completed by Grade 10 students under supervision (using Student Answer Sheets)
Student English Test	Self-completed by Grade 10 students under supervision (using Student Answer Sheets)
Student Transferable Skills test	Self-completed by Grade 10 students under supervision (using Student Answer Sheets)

3. The survey sample

3.1 In each school, all Grade 10 classes that were selected for the survey at Wave 1 will be included in the survey at Wave 2. These classes will be listed on the Class Roster for each school (see Section 7.1.3).

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

- All students in the selected Grade 10 classes
- All Grade 10 Maths and English teachers who teach the selected Grade 10 classes
- The principal of the school

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 rosters for each school that the team is to visit. These rosters list the classes and students who were included in Wave 1 of the survey, so that they can be identified and included in Wave 2 of the survey.
- 4.3 In each school, a maximum of five Grade 10 classes were selected for inclusion in the survey at Wave 1. The number of each instrument required for each school is as follows:

School Booklet	1 copy
Principal Booklet	1 copy
Teacher Booklet	15 copies
Student Booklet	300 copies
Student Maths Test	180 laminated copies (60 per fieldworker)
Student English Test	180 laminated copies (60 per fieldworker)
Student Transferable Skills Test	180 laminated copies (60 per fieldworker)
Student Answer Sheets	Up to 825 copies (275 per subject)

Based on the number of survey classes and students at Wave 1, the team leader must ensure that the correct number of instruments is taken to each school. Please over-estimate to ensure that you have spare copies of each type of instrument.

- 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
 - 60 laminated copies of the Student Transferable Skills 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, 60 Transferable Skills) 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.

Before going to the **first school**, all fieldworkers must check through **each Maths, English and Transferable Skills test in their set** to make sure that (a) each Test has the correct number of pages (6 double-sided pages for all tests) and (b) that the pages have been printed and bound in the correct order (Maths and Transferable Skills: page 1 to 11; English: page 1 to 12). If there are any tests with missing pages, or pages in the incorrect order, do not use these tests.

All fieldworkers should make sure that they take spare copies of the instruments to be administered to each school.

- The team leader should take spare copies of the Principal Questionnaire and the Teacher Questionnaires.
- All fieldworkers should take spare copies of the Student Tests, plus blank copies of Answer Sheets for each subject and blank copies of the Student Questionnaires with them when administering these instruments. This is to ensure that you have enough copies of the instruments in case there are more students than you anticipated, or in case any prepared Answer Sheets or Student Questionnaire are lost before administration.

4.6 The telephone number for each school is printed on the School Roster, and the team leader should contact all schools before fieldwork starts. S/he should reconfirm at least one week before visiting the 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?

4.7 It is estimated that up to 3 days will be required for data collection in each school. 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, class teachers, and selected Maths and English teachers for this.
- Explain that the principal will need to complete a principal questionnaire (Principal Booklet – approx. 30 – 45 minutes).
- Explain that Grade 10 Maths and English teachers who teach survey classes will need to complete a teacher questionnaire (Teacher Booklet – approx. 30-45 minutes).
- Explain that you will need to conduct a Maths test (1 hour), an English test (1 hour), and a Transferable Skills test (1 hour) with five pre-selected Grade 10 classes.
- Explain that all students in survey classes will complete a student questionnaire (Student Booklet) (30-45 minutes). This means you will require each class for a total of 5 periods (3 hours 40 minutes) spread over two days.

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.
- Find out the hours that the students in each class are in school (morning/afternoon or whole day?).

- Fix a time to administer the student tests and student questionnaire. **Students must complete no more than two instruments 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.
- 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.
- Fix a time when the selected Grade 10 Maths and English teachers can complete the teacher questionnaires and Student Roster, and a subsequent time when you can review the questionnaires and discuss them with the teachers 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 – this is the maximum number of Grade 10 classes that will be included in the survey at any school. In some schools, there will be fewer than five Grade 10 classes, and you will need to arrange a fieldwork schedule over a shorter period of time accordingly. Below is an example for a school where there are five Grade 10 classes included in the survey, and where teaching takes place in the morning for all these classes.

6.2 Students will need to complete **four instruments in total**: the Maths test, the English test, the Transferable Skills test, and the Student Questionnaire. Due to time restrictions, you will have to arrange for students to complete two instruments per day. **Do not arrange for students to complete more than two instruments on one day**; this is to avoid student fatigue.

The Maths and English tests must be administered on different days. If you administer the Maths test on Day 2, you must administer the English test on Day 3 (see schedule below).

The Transferable Skills test and the Student Questionnaires should always be administered after the Maths or English test.

The schedule for administering student instruments with each class must therefore be as follows:

- Day 2
 - 1st Student Instrument: Maths Test
 - 2nd Student Instrument: Transferable Skills test OR Student Questionnaire
- Day 3
 - 1st Student Instrument: English Test
 - 2nd Student Instrument: Transferable Skills test OR Student Questionnaire

Always allow students a break of 10 minutes between tests.

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).

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.

Example fieldwork schedule for five Grade 10 classes

		Fieldworker 1	Fieldworker 2	Fieldworker 3 (Team Leader)
DAY 1	Morning & afternoon	<p>Complete rosters</p> <p>Prepare Maths test answer sheets</p> <p>Prepare Transferable Skills test answer sheets</p> <p>Complete student questionnaire coversheets</p>	<p>Complete rosters</p> <p>Prepare Maths test answer sheets</p> <p>Prepare Transferable Skills test answer sheets</p> <p>Complete student questionnaire coversheets</p>	<p>Meet principal</p> <p>Arrange fieldwork schedule</p> <p>Complete rosters</p> <p>Prepare Maths test answer sheets</p> <p>Prepare Transferable Skills test answer sheets</p> <p>Complete student questionnaire coversheets</p>
DAY 2	Morning	<p>CLASS 1:</p> <p>Student Maths Test (1 hour)</p> <p>BREAK (10 minutes)</p> <p>Student Transferable Skills test (1 hour)</p>	<p>CLASS 2:</p> <p>Student Maths Test (1 hour)</p> <p>BREAK (10 minutes)</p> <p>Student Transferable Skills test (1 hour)</p>	<p>CLASS 3:</p> <p>Student Maths Test (1 hour)</p> <p>BREAK (10 minutes)</p> <p>Student Transferable Skills test (1 hour)</p>
		<p>CLASS 4:</p> <p>Student Maths Test (1 hour)</p> <p>Student Questionnaire (30-45 minutes)</p>	<p>CLASS 5:</p> <p>Student Maths Test (1 hour)</p> <p>Student Questionnaire (30-45 minutes)</p>	<p>Ensure completion of teacher questionnaires</p> <p>Checking instruments</p>
	Afternoon	<p>Checking instruments</p> <p>Prepare English test answer sheets</p>	<p>Checking instruments</p> <p>Prepare English test answer sheets</p>	<p>Ensure completion of principal questionnaire</p> <p>Ensure completion of teacher questionnaires</p> <p>Checking instruments</p> <p>Prepare English test answer sheets</p>
DAY 3	Morning	<p>CLASS 1:</p> <p>Student English Test (1 hour)</p> <p>Student Questionnaire (30-45 minutes)</p>	<p>CLASS 2:</p> <p>Student English Test (1 hour)</p> <p>Student Questionnaire (30-45 minutes)</p>	<p>CLASS 3:</p> <p>Student English Test (1 hour)</p> <p>Student Questionnaire (30-45 minutes)</p>
		<p>CLASS 4:</p> <p>Student English Test (1 hour)</p> <p>BREAK (10 minutes)</p> <p>Student Transferable Skills Test (1 hour)</p>	<p>CLASS 5:</p> <p>Student English Test (1 hour)</p> <p>BREAK (10 minutes)</p> <p>Student Transferable Skills Test (1 hour)</p>	<p>Ensure completion of teacher questionnaires</p> <p>Checking instruments</p>

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, and Student Rosters A and B. 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:

1. School Roster (1 per school)
2. Teacher Roster (1 per school)
3. Class Roster (1 per school)
4. Student Roster A (1 for each Grade 10 survey class in the school)
5. Student Rosters B1, B2 and B3 (3 for each Grade 10 survey class in the school)

The Wave 2 Rosters allow us to include the same Grade 10 classes and students who were included at Wave 1. They also allow us to identify and include the Maths and English teachers who teach the survey classes.

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.

Check if the principal is the same as at Wave 1 of the survey.

- If there is a new principal at the school, enter '01' in row 6, and write their name in row 7.
- If the principal is the same as at Wave 1, enter '00' in row 6, and leave row 7 blank.

Row 8 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.

There are two parts to complete on the Wave 2 Teacher Roster.

Part 1 includes **pre-populated information about all teachers who taught Maths or English to Grade 10 at Wave 1** (columns 1 and 2). It will help you to identify which Wave 1 Maths and English teachers are still teaching at the school. Using the school records, identify whether each teacher is still teaching at this school, and complete columns 3 and 4 accordingly. You may need to ask the School Principal for assistance. Using the school records, complete information about each teacher's absence in column 5. **If the school does not keep records on teacher absence, record '-88' in column 5 for all rows.**

Example: Completed Teacher Roster (Part 1)

Part 2 is to be used for any new teachers (whose details are not pre-populated in Part 1) who teach Maths or English to Grade 10 students. You should only complete Part 2 for new teachers who teach Maths or English to Grade 10 students.

When completing information on the number of days that teachers have been absent (column 5), **ensure that you consult written school records to complete this information**, and do not just ask the principal or teachers. This is to ensure that the information recorded is consistent and accurate across schools.

Note: See 'Which teachers are included in the survey?' on p. 15 for more information on how to use the completed Teacher Roster in the schools.

Example: Completed Teacher Roster (Part 2)

7.1.3 Class Roster

Complete one Class Roster per school.

The Wave 2 Class Roster includes pre-populated information about the Grade 10 classes that were included in the survey at Wave 1. You will need the help of the school records and the principal to complete the Class Roster. **Make sure you identify each survey class correctly using the class name used in school (e.g. 10A, 10B etc.).**

Columns 4 and 5: Find out whether the **Maths** teacher for each of the survey classes is the same as at Wave 1. If the Maths teacher is the same, enter '01' in column 4. If the Maths teacher has changed, enter '00' in column 4, and using the Teacher Roster, record the new Maths teacher's ID in column 5.

Columns 7 and 8: Find out whether the **English** teacher for each of the survey classes is the same as at Wave 1. If the English teacher is the same, enter '01' in column 7. If the English teacher has changed, enter '00' in column 7 and using the Teacher Roster, record the new English teacher's ID in column 8.

Column 9: Find out when regular teaching for each survey class takes place, and enter this information in column 9 (01 = Morning, 02 = Afternoon, 03 = Morning and Afternoon).

It is very important that you record the correct Teacher IDs on the Class Roster carefully by cross-checking with the Teacher Roster; the completed Class Roster will inform you which teachers are to be included in the survey. **See 'Which teachers are included in the survey?' on p. 15 for more information on how to use the completed Class Roster in the schools.**

Note: If there is more than one Maths or English teacher for one survey class, only record the details for the teacher who teaches the maximum number of periods of the subject to that class.

Example: Completed Class Roster

1. Mã lớp học	2. Tên lớp trong trường (ví dụ như 10A, 10B, v.v)	3. Mã GV Toán (đợt 1)	4. GV Toán cho lớp này hiện nay có phải là GV Toán cho lớp này từ đợt 1 không? 00 = Không 01 = Có	5. Nếu không phải, mã GV của giáo viên dạy Toán mới này là gì? (lấy từ DS Giáo viên) Nếu giáo viên dạy Toán vẫn không đổi kể từ vòng 1, bỏ trống ô này	6. Mã GV tiếng Anh (đợt 1)	7. GV tiếng Anh cho lớp này hiện nay có phải là GV tiếng Anh cho lớp này từ đợt 1 không? 00 = Không 01 = Có	8. Nếu không phải, mã GV của giáo viên dạy tiếng Anh mới này là gì? (lấy từ DS Giáo viên) Nếu giáo viên dạy Toán vẫn không đổi kể từ vòng 1, bỏ trống ô này	9. Giờ học chính khóa của lớp này diễn ra vào lúc nào? 01 = buổi sáng 02 = buổi chiều 03 = buổi sáng và chiều
C1	10A1	T01	[0 1]	T _ _	T03	[0 1]	T _ _	[0 1]
C2	10A2	T01	[0 1]	T _ _	T03	[0 1]	T _ _	[0 1]
C3	10A3	T02	[0 0]	T 4 0	T05	[0 0]	T 4 1	[0 1]
C4	10A4	T02	[0 0]	T 4 0	T04	[0 1]	T _ _	[0 1]

7.1.4 Student Roster A

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

Student Roster A includes pre-populated information about the Grade 10 students in each survey class at Wave 1. The purpose of Student Roster A is to record whether students are still enrolled in the survey classes, how many days they have been absent during the school year, and some basic information about the class.

There may be students enrolled in survey classes who were not enrolled at Wave 1; you do not need to record any information on these students, as they will not be included in the survey.

The YL School ID and Class ID will be pre-populated at the top of each Student Roster A; using the Class Roster, ensure that you are completing the correct Student Roster A for each survey class

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

Column 2: Make sure that you match each student in the survey class carefully with the names recorded in Column 2. It is possible that some student names may have been misspelled or recorded incorrectly at Wave 1; if you are not able to definitely match a student on the class list and on Student Roster A, use the additional information provided (including full name, date of birth, gender) to confirm whether it is the same student or not. If you match the students' gender and date of birth on the school records and the survey records, then please re-write the student's name clearly and in capital letters on Student Roster A. If the students' gender and date of birth on the school records and the survey records do not match, then they are different students; do not make any changes on Student Roster A.

Columns 3 and 4: Using the class register, record whether each student is still enrolled in the class (00 = No, 01 = Yes). If the student is still enrolled in the class, leave column 4 blank ('If this student is no longer enrolled in this class, what is the reason?'). If the student is no longer enrolled in the class, ask the class teacher and/or principal why this is the case, and record the reason in column 4.

Column 5: Using the school records, record the number of days that the student has been absent from school 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. This is to ensure that the information recorded is consistent and accurate across schools.

Information about this class: Complete this section by asking the appropriate Class teacher for the information. While you will need to talk to a Class teacher to gain the required information for this section, please ensure that you complete the questions yourself; **do not ask teachers to complete this section on their own.**

Example: Completed Student Roster A

7.1.5 Student Rosters B1, B2 and B3

Complete 3 copies of Student Roster B for each class included in the survey.

Student Rosters B1, B2 and B3 include pre-populated information about the Grade 10 students in each survey class at Wave 1. The purpose of Student Rosters B1, B2 and B3 is to record teachers' assessment of each student's level of support at home, motivation, academic ability in Maths and English, and participation in Maths and English class.

The YL School ID and Class ID will be pre-populated at the top of Student Rosters B1, B2 and B3; using the Class Roster, ensure that you are completing the correct Student Roster B for each survey class.

Student Roster B1: You will need to ask the appropriate **Class teacher** to complete this for each class. Ask the Principal to help you identify the Class teacher for the survey class (see 'Which teachers are included in the survey?' on p. 15).

Student Roster B2: You will need to ask the appropriate **Maths teacher** to complete this for each class. Using the Teacher Roster, identify the Maths teacher for the survey class (see 'Which teachers are included in the survey?' on p. 15). Enter their Teacher ID on the space provided on the first page of the roster.

Student Roster B3: You will need to ask the appropriate **English teacher** to complete this for each class. Using the Teacher Roster, identify the English teacher for the survey class (see 'Which teachers are included in the survey?' on p. 15). Enter their Teacher ID on the space provided on the first page of the roster.

The teachers should grade each student from 'Very Low' (01) to 'Very High' (10); if they do not know how to score a particular student in any of the areas, the teacher should enter '00' instead of a score. Teachers can complete Student Rosters B1, B2 and B3 on their own, but please check each teacher has fully completed the appropriate columns when you collect the roster from them.

Please note: if one of the teachers is absent for the entire school visit, enter '01' in the space provided on Student Rosters B. If a teacher is absent on the first or second day of a school visit, it may be possible for them to complete the instrument on a subsequent day. You should therefore only mark a teacher as absent on the instrument on the last day of the school visit.

Example: Student Rosters B1, B2 and B3

Additional Guidance: Which teachers are included in the survey?

Who are the survey teachers?	How do you identify them?	Which instruments do they complete?	Any other role in the survey?
Grade 10 Maths teachers for the survey classes	1. Teacher Roster	– Teacher Questionnaire – Student Roster B2	No
Grade 10 English teachers for the survey classes	2. Class Roster	– Teacher Questionnaire – Student Roster B3	
Grade 10 Class Teachers for the survey classes	Ask the principal to help you identify the Grade 10 Class Teachers for each survey class	– Student Roster A, 'Information about this class' (via fieldworker interview) – Student Roster B1	You should ask the Class Teacher for each survey class to help you supervise the Student Tests, if they are available.

To ensure that the correct teachers complete the correct instruments, it is very important that you carry out the following steps in the order described:

1. Identify Maths and English Teachers in the survey

Teacher Roster, Part 1: are the Wave 1 Maths and English teachers still teaching at the school?

In the example below, two teachers are no longer teaching at this school:

Teacher Roster, Part 2: are there any new Grade 10 Maths and English teachers who are teaching at Wave 2?

In the example below, there is one new Maths teacher and one new English teacher at the school.

Class Roster, columns 3-5: Is the Maths teacher for each survey class the same as at Wave 1?

In the example below, Classes C1 and C2 have the same Maths teachers as at Wave 1 (column 4 = 01). Classes C3 and C4 have new Maths teachers (column 4 = 00). The new teacher for these classes is Huynh Quy Nhiem, and so his Teacher ID (T40) is recorded in column 5.

Class Roster, columns 6-8: Is the English teacher for each survey class the same as at Wave 1?

In the same example, Classes C1, C2 and C4 have the same English teachers as at Wave 1 (column 7 = 01). Class C3 has a new English teacher (column 7 = 00). The new teacher for this class is Nguyen Thi Nguyet, and so her Teacher ID (T41) is recorded in column 8.

Class Roster: How many teachers will you include in the survey?

To identify the number of teachers you will include in the survey, you should count the number of unique Teacher IDs recorded for Wave 2 teachers on the Class Roster. In the example below, the unique IDs for the Wave 2 teachers are circled: T01, T40, T03, T41, T04.

2. Prepare instruments to be completed by Maths and English teachers

Teacher Booklets: Carefully record the Teacher ID for each Wave 2 Maths and English teacher on the cover page of the Teacher Booklet, using the Class Roster as a guide. In the example above, you would need to prepare **5 Teacher Booklets** for T01, T40, T03, T41, and T04.

Student Roster B2: Carefully record the Teacher ID for each Wave 2 Maths Teacher on the correct version of Student Roster B2 for each class, using the Class Roster as a guide. In the example above,

- T01 will complete Student Roster B2 for Classes C1 **and** C2
- T40 will complete Student Roster B2 for Classes C3 **and** C4

Student Roster B3: Carefully record the Teacher ID for each Wave 2 English Teacher on the correct version of Student Roster B3 for each class, using the Class Roster as a guide. In the example above,

- T03 will complete Student Roster B3 for Classes C1 **and** C2
- T41 will complete Student Roster B3 for Class C3
- T04 will complete Student Roster B3 for Class C4

3. Ensure the instruments are completed by the correct Maths and English teachers

- Use the Teacher Roster to match each teacher's ID and their name.
- Give each Maths Teacher the Teacher Booklet with their ID recorded on the front, and all copies of Student Roster B2 with their ID recorded on them. Explain how they should complete each instrument.

- Note that each Maths Teacher may teach more than one survey class, so they may need to complete more than one copy of Student Roster B2. In the above example, you would ask Nguyen Thi Hong Lieu (T01) to complete the Teacher Booklet with 'T01' on the front, and Student Rosters B2 for C1 and C2.
- Give each English Teacher the Teacher Booklet with their ID recorded on the front, and all copies of Student Roster B3 with their ID recorded on them. Explain how they should complete each instrument.
 - Note that each English Teacher may teach more than one survey class, so they may need to complete more than one copy of Student Roster B3. In the above example, you would ask Nguyen Thi Chung (T03) to complete the Teacher Booklet with 'T03' on the front, and Student Rosters B2 for C1 and C2.

4. Class Teachers

- Ask the principal to help you identify the Class Teacher for each survey class.
- Ask each Class Teacher to help you answer 'Information about this class' (3 questions) on Student Roster A, and to provide the school records so that you can complete information about student absence on Student Roster A (column 5).
- Give each Class Teacher a copy of Student Roster B1 which has been pre-filled with their Class ID, and explain how they should complete it.
- You can ask Class Teachers to complete Student Roster B1 while they are in the classroom during the student tests. This will mean that they can help you to supervise the students at the same time.

Please note: Ask all survey teachers to complete their instruments (Teacher Booklet and Student Rosters B2 and B3 for Maths and English Teachers; Student Roster B1 for Class Teachers) on the same day that you administer them, and make sure you collect the completed instruments before you leave the school that day.

It is very important to make sure that no teacher instruments are misplaced or left incomplete.

5. Checking teacher instruments

When a Maths or English teacher returns a completed instrument:

- Check that their Teacher ID is recorded on the instrument.
- If there is no Teacher ID, ask the teacher to confirm their name, the class they teach, and their subject.
- Use the Teacher Roster and Class Roster to confirm their name and ID, and record the correct Teacher ID on the instruments.

Please note: it may be difficult to correctly record the Teacher ID on instruments after they are completed (for example, sometimes one teacher may give you copies of multiple teacher instruments completed by their colleagues). **It is therefore very important to ensure that you accurately record all Teacher IDs on teacher instruments before giving them to teachers to complete.**

Before leaving a school:

- Check that the number of completed Teacher Questionnaires = the number of unique Wave 2 teachers on the Class Roster.
 - In the above example, you should have **5 completed Teacher Questionnaires**.
- Check that the total number of completed Student Rosters B (B1, B2 & B3) = 3 x the number of survey classes.

- In the above example, you should have **12 completed Student Rosters B** (4 copies of Student Roster B1, 4 copies of Student Roster B2, 4 copies of Student Roster B3).

If you do not have the full numbers of Teacher Booklets or Student Rosters B, use the Teacher Roster and the Class Roster to identify the teachers and/or classes for which instruments are missing. Ensure that all Teacher Booklets and Student Rosters B are then completed and collected in before you leave the school. If any Teacher Booklets or Student Rosters B have not been completed, ensure that you record the code explaining the reason why in the space provided.

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. Please tell the principal to mark their answers with a tick or a cross in the corresponding box(es) for each question; they do not need to record their answer codes.

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. Ensure you record which member of staff completes the Principal Questionnaire on the cover page (01 = Principal, 02 = Vice Principal, 03 = Another senior member of staff).

When you collect the completed questionnaire from the principal (or vice principal), carefully check through the questionnaire to ensure that all questions have been completed. If any questions have been left blank, politely ask the principal to complete these questions. If the principal is unsure how to answer any questions, use the 'specific question guidance' below to guide them. Please note that you do not need to provide participants with this information before administering the questionnaire.

Specific question guidance

Q6 and Q7: 'In this school, who has considerable responsibility for...'

For these questions, please note that participants should tick all relevant boxes to indicate all those who play an active role in decision-making for the listed activities. If a participant only ticks 'MOET' for any of the options, please check with the participant whether any other of the listed individuals or organisations also play an active decision-making role in the listed activities. If so, ask them to tick the corresponding box(es) in addition to 'MOET'.

7.3 Teacher Booklet

One Teacher Booklet must be completed **by every Grade 10 Maths and English teacher recorded on the Class Roster**, i.e., every Maths and English teacher who teaches one of the survey classes. The Teacher Booklet is made up of a questionnaire, which will take 30 – 45 minutes to complete.

Please note: **if a survey teacher is absent on the first or second day of a school visit, it may be possible for them to complete the Teacher Booklet on a subsequent day. You should therefore only mark a teacher as absent on the Teacher Booklet on the last day of the school visit.**

if it is not possible for a teacher on the Class Roster to complete the Teacher Booklet, you do not need to ask another, non-survey teacher to complete the Teacher Booklet instead. Record the teacher's absence on the front of the Teacher Booklet and return the blank instrument along with the other completed instruments for the school.

The questionnaire is self-completed, but you will need to review the questionnaire and follow up on any questions which have not been completed. Please tell the teachers to mark their answers with a tick or a cross in the corresponding box(es) for each question; they do not need to record their answer codes.

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

When you collect the completed questionnaire from each teacher, carefully check through the questionnaire to ensure that all questions have been completed. If any questions have been left blank, politely ask the teacher to complete these questions. If the teacher is unsure how to answer any questions, use the 'specific question guidance' below to guide them. Please note that you do not need to provide participants with this information before administering the questionnaires.

Specific question guidance

Q19: This academic year (2016-17), which subjects do you regularly teach?

This question refers to subjects that are recorded on the teacher's timetable, and not subjects that they occasionally cover for other teachers.

Q21: 'This academic year (2016-17), how many periods of non-compulsory additional classes' do you teach each week?

'Non-compulsory additional classes' in this question refers to classes which are provided for students at school in addition to regular teaching periods. It does not refer to private tuition which occurs outside school.

Q22: 'This academic year (2016-17), are you the class teacher for a Grade 10 class?'

If the participant ticks 'Yes' for this answer, please ensure that they write the name of the Grade 10 class for which they are the class teacher (e.g. 10A, 10B, etc.) in the space provided next to the 'Yes' option.

Q31 (c): 'Providing tutoring for pay'

This option refers to any private tuition which teachers provide for a fee outside school, and does not include non-compulsory additional classes or any other additional teaching that they provide at the school.

Q32: What do you think is the ONE most important characteristic of a good school?

Please check that participants only tick one box for this question. If they have ticked more than one box, please ask them to return to the question and tick one box which they think reflects the most important characteristic of a good school.

Q36: Which of these statements is most similar to the ONE main reason why you decided to become a teacher?

Please check that participants only tick one box for this question. If they have ticked more than one box, please ask them to return to the question and tick one box which reflects the one main reason why they decided to become a teacher.

Q39: What do you think is the ONE most important goal of secondary education?

Please check that participants only tick one box for this question. If they have ticked more than one box, please ask them to return to the question and tick one box which they think reflects the most important goal of secondary education.

Q40: What do you think is the ONE biggest challenge to achieving universal secondary education? (Tick one box)

Please check that participants only tick one box for this question. If they have ticked more than one box, please ask them to return to the question and tick one box which they think reflects the one biggest challenge to achieving universal secondary education.

Q41 – Q44:

If participants are unsure about how to answer any of these questions, please inform them that there are no right answers to these questions; we are interested in their personal opinion. Please ask participants to answer the questions as honestly as they can.

7.4 Student Tests and Answer Sheets

The three Student Tests (Maths, English and Transferable Skills) 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 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).

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.

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 180 tests (60 Maths tests, 60 English tests, 60 Transferable Skills tests). You are responsible for this set of tests; please take care of your set, as you will re-use it 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.

At Wave 2, students will complete a total of 4 instruments (Maths test, English test, Transferable Skills test, Student Questionnaire). To ensure that they perform to the best of their ability, **students should not complete two instruments in one day**. When arranging the fieldwork schedule, ensure that there is time for all students to complete the Maths Test on Day 2, and the English Test on Day 3.

Students can complete the Transferable Skills test or the Student Questionnaire after completing a test. Make sure that you allow students to have a 10 minute break after completing the first test and before starting the second instrument.

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; use Student Rosters A to record this information accurately for all survey students who are still enrolled in each class; i.e., students who are marked as '01' in column 3 of Student Roster A. 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 and clearly.

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

All students recorded on Student Roster A should complete all three tests (i.e., all students who were in the survey classes at Wave 1). 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.

Students who are not recorded on Student Roster A

There may be students in survey classes who are not recorded on Student Roster A, because they were not enrolled in the class at Wave 1. To ensure minimum disruption to the class, you should ask these non-survey students to complete the tests as well. After handing out the prepared Answer Sheets to survey students, check if there are any students who do not have answer sheets. Check these students' names against Student Roster A to ensure that they are not survey students. If their name is not recorded on Student Roster A, take a blank Answer Sheet (e.g., one which does not have School ID, Class ID or Student ID completed) and record '99' as the Student ID. Give each new student an Answer Sheet with Student ID '99', and ask them to complete the test. You should return these Answer Sheets to GSO with the rest of the completed answer sheets for this class.

ĐIỀU TRA TRƯỜNG HỌC TẠI VIỆT NAM
Môn: TOÁN



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

1. Tỉnh/Tp: Phu Yen 2. Tên trường học: _____

Mã YL của Trường			
1	3	0	2
	0	X	0
X	1	1	1
2	2	2	X
3	X	3	3
4	4	4	4
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	1
		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

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 Student Roster A. **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 Student Roster A.** You should make sure that you are using Student Roster A, so that you do not call out the names of any students who are no longer enrolled in the class (e.g. Student Roster A, column 3 = 00). Using the example above, you would call Trần Kim Anh's name, and then give him the answer sheet which is marked 'ST01'.

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.

Once you have handed out the Answer Sheets, 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.

1. $2 + 2 =$	
a. 4	b. 6
c. 5	d. 8

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') carefully and firmly 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.



- 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. Students must not write on the Answer Sheets except to record their answers as demonstrated.
- 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, English or Transferable Skills), and date of instrument completion.
- Remember to keep any Answer Sheets completed by non-survey students (e.g. which do not have School ID, Class ID or Student ID recorded on them) separately, and to dispose of these carefully after you have left the school.
- **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, 60 English Test Booklets and 60 Transferable Skills Test Booklets. This is the responsibility of each individual fieldworker.**

7.5 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	1234
0.2	Mã Lớp Học (như ghi trong danh sách học sinh)	C 01
0.3	Mã Học Sinh (lấy từ Danh sách học sinh)	ST 05
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	09 / 03 / 2017 (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. **It is very important that you emphasize that no-one at the school will read their questionnaires; this will encourage students to answer more honestly.**
- 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.

- From page 5 onwards, the Student Booklet ask students to respond to a series of attitude questions about school.
 - Explain to students that there are no correct answers to this part of the questionnaire. They should read each statement carefully, think about how they feel about the statement, and respond according.
- 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

Q14 and 15: 'Non-compulsory additional classes'

'Non-compulsory additional classes' in these questions refers to classes which are provided for students at school in addition to regular teaching periods. It does not refer to private tuition which occurs outside school.

Q16 and 17: 'Private classes outside school'

'Private classes outside school' in these questions refers to any private classes or tuition which students or their parents pay for outside school. It does not include non-compulsory additional classes or any additional teaching that is provided at school

8. Compensation for participants and schools

GSO will provide instructions to the team leader on how 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 the School, Teacher and Class Roster with the help of the school records and the principal.
4. Ensure the principal (or vice principal) completes the Principal Questionnaire.
5. Identify the survey teachers using the Teacher and Class Rosters, and ensure that all survey teachers complete one Teacher Questionnaire and Student Rosters B for each class they teach.
6. Complete cover sheet information for all student Answer Sheets and Student Questionnaires the day before administration.
7. Ensure that your set of laminated Student Tests (60 Maths, 60 English, 60 Transferable Skills) 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 Student Rosters A for each class.
2. Complete cover sheet information for all student Answer Sheets and Student Questionnaires the day before administration.
3. Ensure that your set of laminated Student Tests (60 Maths, 60 English, 60 Transferable Skills) 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.
4. Check all instruments (including cover sheet information) before leaving a school.
5. 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.

10. What if..?

What if the principal says s/he did not receive the letter from the DOET?

The team leader will have a copy of the letter that the DOET sent to schools. You should apologise for the letter's late arrival, show the principal a copy of the letter, introduce Young Lives and the school survey, and explain what you would like to do in the school. If the principal still does not want the survey to go ahead because they have not received the letter, contact GSO for further advice.

What if the principal is absent when we arrive at the school?

You should ask to meet the vice principal instead. The vice principal can also complete the Principal Questionnaire if the principal is absent – there is a question that will allow them to identify their role. If neither the principal nor the vice principal is available, ask the principal's assistant or another senior member of administrative staff to help arrange the fieldwork schedule, and to complete the Principal Questionnaire.

What if the principal or teachers insist on selecting Grade 10 classes themselves, or do not want certain Grade 10 classes to participate in the survey?

You should politely explain that the classes were selected randomly at Wave 1 of the survey in September/October 2016, and to ensure that the survey can be completed successfully, the same classes must be included in the survey at Wave 2. This is so that we can measure the same students' learning progress over the course of Grade 10. If necessary, you can also explain the importance of the original random selection of classes:

Random selection is the fairest and most equal way of ensuring that all students have a chance of being selected for the survey. If the principal or teachers think that it is unfair to include a class because they are low ability (e.g. they do not study English, or it is a low ability Maths class), explain that we are interested in including students of all ability levels. You should also emphasize that student test results are anonymous, and will not be linked to the school.

Please note: If you face any other challenges during fieldwork and you are unsure what to do, you should contact the assigned GSO supervisor for your team. They will provide you with guidance on how to proceed.

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.
- You are being asked to participate in this survey because you participated in Wave 1 of the survey in September – October 2016 (or, for teachers, because your Grade 10 students are participants in this survey)
- 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, an English test and a Transferable Skills 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.
- 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.