



YOUNG LIVES SCHOOL SURVEY

**VIETNAM
ROUND 1 (2011)**

**FIELDWORKER MANUAL
(ENGLISH TRANSLATION)**

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1. The School Survey

‘Young Lives’ is a longitudinal survey of children which began in 2002. It has followed 2000 children in Vietnam since their first year of life. The schools included in the school survey are schools that these ‘Young Lives children’ attend.

The school survey collects data about pupils in Grade 5, their teachers and their schools. It collects data on Young Lives index children (if they are in Grade 5) and some of their classmates (a total of 20 children per class).

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

There are seven instrument types to be completed. Instructions are given as to how to administer each, including question by question notes, where this is useful. This manual also explains how to organize administration with the school and gives guidelines on how to conduct the fieldwork appropriately.

Each fieldworker team has 3 members. Usually, each school visit will last 2 days.

Fieldwork will take place from 23rd October to 5th December 2011.

2. List of Instruments

The instruments to be used are listed below, with indications of their contents:

1. School booklet 1 (school roster, teacher roster, class roster, school observation schedule)
2. School booklet 2 (school principal questionnaire (interview))
3. Teacher booklet 1 (Grade 5 teacher questionnaire (interview))
4. Teacher booklet 2 (contains self-completion questionnaires about maths and Vietnamese teaching (completed under supervision))
5. Pupil booklet (self-completion questionnaire completed by Grade 5 pupils under supervision)
6. Pupil test in Vietnamese (self-completion test by Grade 5 pupils completed under supervision)
7. Pupil test in Maths (self-completion test by Grade 5 pupils completed under supervision)

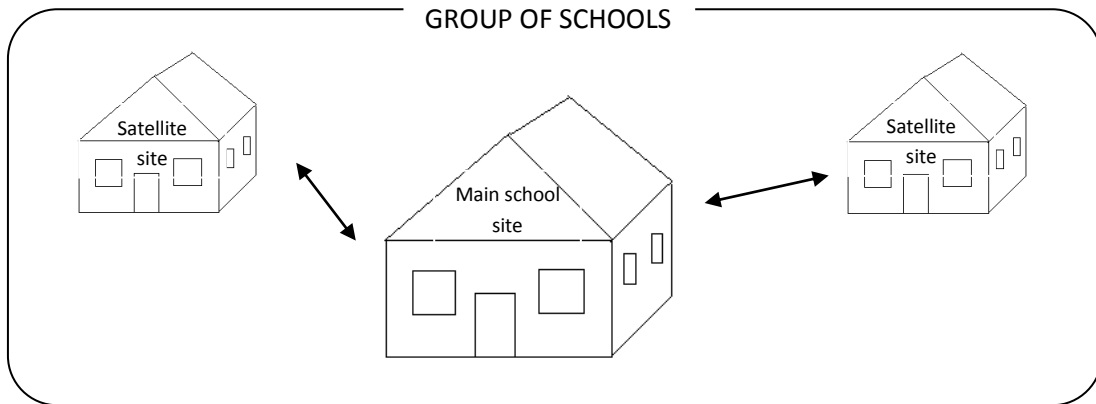
3. Preparing to Visit the Schools

Before you arrive, GSO will have sent a letter to the school explaining the survey and providing information sheets for participants.

Your team leader will have a list of schools for your team 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 Young Lives children we expect to find in each school-site and give some basic information about these children so that you can be sure to identify them correctly. The classes that these children are in will determine which classes in the school-group will be included in the survey. ***We will not know this precisely until arriving at the school.***

Therefore the team leader will need to estimate the number of instruments to take to the school. Please over-estimate to ensure you have enough.

Some schools in Vietnam have just one site. Others have a main site and one or more satellite sites. These satellites have the same principal as the main site, but are located in rural areas to be closer to pupils' homes. The group of sites with the same principal - main site and satellites we call the ***school group***, see below.



In each school site there may be one or more Grade 5 classes. In some large school-groups there could be 8 classes in Grade 5. These are often given numbers like 5A, 5B, 5C. Each Grade 5 class will be part of the survey if and only if one or more Young Lives children is in that class.

The team leader should contact the school prior to the visit with as much notice as possible. 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 classes only in the morning or both morning and afternoon?

GSO will estimate the number of days for each school visit on the prior information we have about the size of the school. However, the team leader may need to adjust this when he finds out about the number of classes to be surveyed, the number of satellites to be visited etc. Usually, fieldwork will require 2 days in a school. In a very small school, fieldwork could last 1.5 days and in a very large school up to 3.5 days. Fieldworkers should be flexible about visiting two schools in one day, if appropriate. It is up to the team-leader to organize the fieldwork schedule taking account of the expected workload in each school.

The telephone number of the school will not be pre-printed on the school roster. However, GSO will give the team leader the contact number of the Young Lives commune associate/informant (obtained from CAF). The commune associate/informant will be able to help the team leader to contact the school and will be able to obtain the school telephone number for you.

4. The Survey Sample

The classes in each school-group to be surveyed are all the Grade 5 classes in the selected school which contain one or more Young Lives pupil(s).

In each school-group to be surveyed, the people to be included in the survey are

- All the Young Lives children *plus* their classmates (a total of 20 children per class including Young Lives children)
- The Grade 5 teachers of classes with Young Lives children in them
- The principal of the school-group

In every class in the survey, 20 pupils are sampled (with a few exceptions described below). These 20 are made up of the Young Lives children in the class plus extra children to make a total of 20. For example if the class has 2 Young Lives children in it then 18 extra children (non- Young Lives children) are selected. If it has 5 Young lives children, 15 extra children are selected. The extra (non-Young Lives) children are selected by a random procedure, described later in this manual.

In the rare cases where there are fewer than 20 children in the class or where the number of Young Lives children in the class is more than 20, the number of children in the class sample will not be 20. If one or more Young Lives children in the class is absent, they are still treated as part of the sample. **Always sample all the Young Lives children in the class.**

5. Arriving at the School

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

Explaining the survey to the principal or deputy:

- Explain that the first instrument to be completed will be the roster (in School Booklet 1). You will need the principal's help for this.
- Explain that you will need to conduct a maths test (45 minutes) and a Vietnamese test (45 minutes) with the 20 selected children in each Grade 5 class in the survey.
- Explain that you will need to interview the principal (30-45 minutes).

- Explain that you will need to interview each Grade 5 teacher in the sample (30-45 minutes) and that each teacher will need to complete two teaching questionnaires (maths and Vietnamese). A maximum of one hour is allowed for each of the teaching questionnaires.
- Explain that 20 pupils in each Grade 5 class will complete a questionnaire (45 minutes).
- Explain also that you will need to observe the school facilities (30 minutes).

Gathering the initial information you need:

- Check that the principal, teachers and pupils have received the information sheets sent by GSO and that they agree to participate in the survey
- Find out how many Grade 5 classes need to be surveyed (when you complete the rosters)
- Find out if any of these classes is in a satellite school (you may need to get information about the class from the satellite school itself if they are not kept at the main school)
- Find out the hours that the children in each class are in school (morning/afternoon or whole day?)
- Fix a time to administer the child tests and child questionnaire. The child maths and Vietnamese tests should not be administered on the same day to avoid pupil fatigue. One fieldworker should normally supervise each test with 20 pupils. You need three 45 minute slots for each class.
- Fix times to interview the principal and the Grade 5 teachers
- Fix times for the Grade 5 teachers to complete the questionnaires in Teacher Booklet 2 (this requires two appointments of a maximum of one hour each). The teachers **must** be supervised by you but can complete these questionnaires at the same time as each other in the same room if possible.

6. Arranging the Fieldwork Schedule

The schedule you arrange will depend on how many grade 5 classes are to be surveyed, whether any are in satellites and when the children attend school. Below is an example for a school with 3 classes in Grade 5 to be surveyed.

Don't arrange both pupil tests on the same day. Also, try to avoid teachers completing both the Vietnamese and maths questionnaires on the same day.

Complete the cover sheets for all instruments and tests in advance. This is especially important for the child instruments including the child test answer sheets. For each test answer sheet and questionnaire booklet, you will need to complete 20 cover sheets (one for each selected pupil). Do this in plenty of time before administering the instrument.

Example Fieldwork Schedule for a 3-Class School

Fieldworker		1	2	3
Day 1	morning	Complete rosters (School Booklet 1)	Complete rosters (School Booklet 1)	School observation (School Booklet 1)
		Pupil maths test (class 5A)	Pupil maths test (class 5B)	Pupil maths test (class 5C)
	afternoon	Teacher interview (Teacher T5A) (Teacher Booklet 1) (class roster)	Teacher interview (Teacher T5B) (Teacher Booklet 1) (class roster)	Teacher interview (Teacher T5C) (Teacher Booklet 1) (class roster)
		Teacher Vietnamese Questionnaire (teachers T5A, B, C)	Principal Interview	Checking instruments
Day 2	morning	Pupil Vietnamese test (class T5A)	Pupil Vietnamese test (class T5B)	Pupil Vietnamese test (class T5C)
		Pupil questionnaire (class 5A)	Pupil questionnaire (class 5B)	Pupil questionnaire (class 5C)
	afternoon	Teacher Maths Questionnaire (Teachers T5A, B, C)	Checking instruments	Checking instruments

Informed Consent

Pupils, teachers and principals should have the survey explained to them in language they can understand. They 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 non-Young Lives pupil does not wish to take part, select another pupil using the random procedure described later.

If a Young Lives pupil or a teacher does not wish to take part, record this by inserting the correct code in the fieldworker completed sections (see instrument cover sheets).

7. Detailed Instructions for Completing Each Instrument

7.1 School Booklet 1: Completing the Rosters

School booklet 1 contains the school and class rosters plus the school observation schedule. Complete the rosters first following the instructions below. You should do this with the help of the principal as soon as possible after arriving at the school.

It is essential that the rosters are completed correctly as they are the basis for the survey sample.

7.1.1 The School Site Roster

The school roster is pre-completed by GSO with the details of the school and of the Young Lives children we expect to find in the school. Check that the pre-filled details are complete and correct. Complete if necessary. These details are:

*** School site name * Young Lives School site code * School address * Site ID**
*** Commune ID *Principal Telephone *Principal ID * YL Child ID(s)**
*** Name of child *Age of child**

In addition, you will be provided with a supplementary roster sheet which gives more information about the Young Lives children (e.g. their address, parents' names) to help you identify them.

- You will need to complete columns 4-7 of the school site roster. See the example below.
- Check if each child is still enrolled at the school (column 4) and find out which classes they are in (column 5). Class ID refers to the name given to the Grade 5 class e.g. 5A, 5B. This could be different from school to school but please ensure that within schools this code is unique. In this example, there are four Young Lives children in two classes. If a child is not enrolled any more, give the reason why in column 7. Enrolled children should be coded '88' in column 7. Column 6 is completed later by copying the codes from the class roster (see Section 7.3)

SCHOOL SITE ROSTER – PLEASE COMPLETE ONE ROSTER PER SCHOOL SITE

School site name: School of Excellence Young Lives School code: PHY0100100

School address: 225 Fresh Water Road Commune ID: 01 Site ID: 01
 District ID: 01

Principal ID (first 8 digits of YL school code): PHY01001 Principal/HM/other contact telephone: 0123456789 (Mr Chi)

YOUNG LIVES CHILD ROSTER
 Young Lives children expected in school in Grade 5 (There may be other YL children in other grades, but they are not to be included in the survey):

1. YL CHILD ID	2. Name of child	3. Age of child	4. Is this child still enrolled in this school? 00=No; 01=Yes	5. If still enrolled, CLASS ID (ID of class in which YL child studies)	6. If still enrolled, PUPIL ID (ID of child within their class, as per class roster)	7. If no longer enrolled, where is the child? (f known) 00=not known; 01=dropped out; 02=moved schools; 03= other; 88=NA
VN010001	Ngo Duc Hinh	11	[01]	5A	CH01	[88]
VN010002	Vu Thi Quynh Hoa	10	[01]	5A	CH02	[88]
VN010003	Nguyen Ngoc Hung	10	[01]	5B	CH01	[88]
VN010004	Bui Thi Thuy Ngoc	11	[01]	5B	CH02	[88]
VN010005	Do Thi Thinh	10	[00]	5	CH	[02]

[please note that the Young lives school code is 8 digits not 10 digits as shown above. The principal ID is the first 6 digits of the school code, not the first 8 as shown above]

IDENTIFICATION OF YOUNG LIVES PUPILS. This should be done with the school principal using the school records and the rosters which GSO supplied to you. Use the dates of birth, address, parents names etc. to be sure you have identified the child correctly. When you arrive at the class, as a final check, ask the Young lives child whether he remembers participating in the Young Lives survey in the past.

WHEN A YOUNG LIVES PUPIL HAS MOVED SCHOOLS

When you complete the school site roster, you may be informed that a Young Lives pupil has left the school and moved to another school. It is possible that the child has moved to a nearby school in the Young Lives site. This school may be included in the Young Lives School Survey. If the school informs you that the child has moved to another school in the Young Lives site, please inform **Mr Son** at GSO.

7.1.2 School Booklet 1: The Teacher Roster

Usually, children in Grade 5 have just one main teacher. This is the homeroom teacher and is usually also the maths and the Vietnamese teacher. If the class is taught by a number of teachers, the homeroom teacher is the teacher who has the main responsibility for this class. For each class which is to be included in the survey, complete the homeroom teacher's name on the teacher roster next to the class ID. This roster assigns a teacher ID. Then complete the number of days each teacher was absent from school in the last academic year (2010-11) by asking the principal to get this information from the school records. See the example below:

<u>1. CLASS ID</u>	<u>2. HOMEROOM TEACHER NAME</u>	<u>3. TEACHER ID</u>	<u>4. Number of days on which teacher was absent from school in the last academic year (2010-11)?</u>
5A	Vu Son	T5A	3

When interviewing the Grade 5 teacher to complete the teacher questionnaire, ensure that you interview the homeroom teacher as described above.

7.1.3 School Booklet 1: The Class Rosters

One class roster should be completed for each class to be surveyed. In the example above there are two classes to be surveyed, so two class rosters will be completed. The rosters are completed in 3 stages:

1. Before you visit the classes, use the school site roster to transfer information about the Young Lives index children in each class to the class roster
2. When you first visit the classes before you begin administering the first questionnaire or test you will select the group of pupils to be sampled and record their details on the class roster
3. Working with the class teacher to extract information from pupil records

Stage 1: When Completing the School Site Roster

- Use one class roster for each class to be surveyed. Enter the school code and class code on each roster.
- Using the school site roster, insert the Young Lives children's IDs into column 3 on the class rosters.
- Enter code 01 in column 2 for the Young Lives children and 02 for all the others (*see below for how to select the non-Young Lives pupils*), totaling 20 children
 - **Unless** there are less than 20 children in the class (then include only the children in the class)
 - **Or**, if there are more than 20 Young Lives children in the class (a rare situation). In this case all of these children must be included in the sample. Use the 'Extra Lines Sheet' at the back of School Booklet 1 to write the extra names and details.

You have completed the first stage of the class roster. Now transfer the child ID codes for the Young Lives children to column 6 in the School Site Roster.

You will need to visit the classes to complete the rest of the roster. Do this as early as possible so that you have the information you need to complete the codes for the pupil test answer sheets and questionnaires. These must be prepared before you begin the tests or questionnaires.

Stage 2: Visiting the Classes

On the first visit to a class you need to complete **stage 2** of the class roster. This will be before you administer the first test or questionnaire.

- Check that the Young Lives children you expected to find in the class are actually the Young Lives children.
- If there are less than 20 pupils in the class, all children will be included on the roster. Write the names of all the non-Young lives children in column 3 of the class roster. This assigns an ID to each child which you will use later.

- If there are more than 20 pupils in the class, you will need to select a number of non-Young Lives children to make a total of 20 for the sample. Do this using the ‘Pupil Random Selection Technique’ described below.
- Complete the names of the selected non-Young Lives children in column 3 of the class roster.
- If there are 20 or more Young Lives pupils in the class include only Young Lives pupils on the class roster. If there are more than 20 use the extra lines sheet at the back of School Booklet 1.

See the example below:

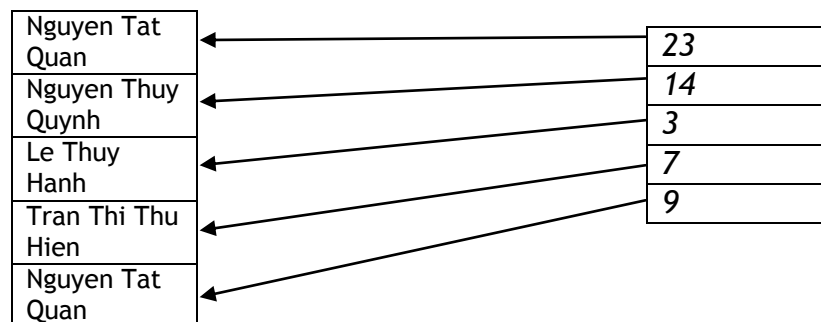
CLASS ROSTER								
YOUNG LIVES SCHOOL CODE: PHY0100100				CLASS: 5B				
TOTAL STUDENTS ENROLLED IN CLASS: _____				TOTAL ETHNIC MINORITY STUDENTS ENROLLED IN CLASS: _____				
1. PUPIL ID	2. Is this child a Young Lives child? 00=No 01=Yes	3. If YES, please insert YL Child ID from YL school site roster If NO, please write the name of the non-YL child from class register	4. COMPLETE THIS SECTION WITH THE HELP OF THE TEACHER AND CLASS REGISTER		5. ASK THE CLASS TEACHER TO RESPOND TO THIS SECTION USING THE CODES: 01=Very High; 02=High; 03=Medium; 04=Low; 05=Very Low			
			4.1 Test score in Vietnamese	4.2 Test score in Maths	5.1 Level of support at home	5.2 Academic ability	5.3 Motivation to succeed at school	5.4 Participation in class
CH01	[01]	VN010003	[09]	[08]	[03]	[03]	[04]	[01]
CH02	[01]	VN010004	[07]	[08]	[05]	[02]	[03]	[01]
CH03	[02]	Vu Son	[06]	[05]	[04]	[01]	[03]	[02]
CH04	[02]	Tien Nguyen	[07]	[06]	[03]	[04]	[05]	[05]

[please note that in the second column above code 02 should be 00]

Pupil Random Selection Technique

Follow the procedure below to select pupils for the class sample of 20 after you have completed stage 1 above.

- You need to use this procedure if there are more than 20 pupils in the class in total and if less than 20 are Young Lives children (this will be almost all classes)
- Use the ‘Random Number Lists’ on the last page of this manual (Appendix 1)
- Ask the class teacher for the class register (list of pupil names)
- Note which children on the list are the Young Lives index children
- Count the number of pupils present in the class
- Select the column on the Random Number List which is **closest but larger than** to the class size you counted above. *For example if there are 18 students in a class, select the random number list with 20 children. If there are 34 students in a class, select the random number list with 40 children.*
- Place this random number list next to the class register (and line up the two lists - they may have different spacing see below)



- Starting with the highest number on the selected random number list, select the child’s name next to the highest number (in the example above it is 23)
- This child will be included in the class sample
- If this child is absent from class or is a Young Lives index child or if there is no name next to this number ignore this selection and go to the next highest number
- Also, if a child does not wish to participate, ignore this selection and move to the child with the next highest number (try encouraging the child to participate first)
- write the selected child’s name on the class roster in column 3 (see above example)
- Repeat the process using the second highest number, then the third highest number and so on, until there are 20 children recorded in the class roster
- Check that all the selected pupils consent to participate. If a pupil does not wish to take part, return to the random number list to select an extra pupil to replace the pupil who has opted-out.

Example

There are 28 children in the class in this example. So the fieldworker selects the random number list for class size up to 30 and places the list next to the class register. There are four Young Lives index children in the class (highlighted). So the fieldworker must select 16 additional children. **See the example list below.**

- To select the first child the fieldworker finds the highest number on the list, 30, and sees which child's name is next to the number (Chau Quoc Hung). The fieldworker checks that the child is present in class. If so, he writes this child's name on the roster in column 3. This is pupil CH05 (CH01-CH04 are the Young Lives index children).
- To select the second child, the fieldworker finds the next highest number on the list, 29, and sees which child's name is next to the number. He checks whether this child is present. If so, he writes this child's name on the list (Nguyen Thao). This is pupil CH06
- To select the third child, the fieldworker finds the next highest number on the list, 28, and sees which child's name is next to the number. There is no child here (as there are only 28 children in the class). So the fieldworker moves to the next number on the list, 27. This is a Young Lives index child (Le Thi Loan). So again the fieldworker moves to the next highest number, 26. This child can be selected (Chu Minh Nguyet). This is pupil CH07
- To select the fourth child, the fieldworker finds the next highest number, 25. This child (Nguyen Tat Quan) is absent from class. So he finds the next highest number, 24 (Nguyen Ngoc Hung). This is a Young Lives index child. So he finds the next highest number, 23 (Nguyen Linh). This child can be selected and is added to the class roster as pupil CH08.
- The fieldworker continues this process until there are **a total of 20 children** on the roster

	Classroom register (Child name)	Random number list for class size up to 30
1	Bui Viet Hung	9
2	<i>Nguyen Ngoc Hung</i>	24
3	Chau Quoc Hung	30
4	Tran Thanh Huong	21
5	Tran Lan Huong	16
6	Nguyen Thi Thanh Huyen	8
7	Nguyen Thanh Huyen HR	13
8	Tran Minh Khon	11
9	Tran Thi My Linh	19

10	<i>Le Thi Loan</i>	27
11	Nguyen Thao	29
12	Nguyen Linh	23
13	Le Nghi	1
14	Phan Van Ngoc	2
15	Tu Bach Ngoc	12
16	Bui Thi Thuy Ngoc	15
17	Chu Minh Nguyet	26
18	Dang The Nhan	6
19	Trinh Chu Khanh Nhien	7
20	Dao Ngoc Ninh	5
21	<i>Le Tien Phong</i>	20
22	Luong Minh Phuong	22
23	Nguyen Tat Quan	25
24	Nguyen Thuy Quynh	18
25	Le Thuy Hanh	3
26	Tran Thi Thu Hien	14
27	Nguyen Duc Thang	17
28	<i>Tran Kim Thu Thao</i>	10
29		4
30		28

SELECTION OF NON-YOUNG LIVES PUPILS. As this procedure is complex and can be time-consuming, you should complete this BEFORE visiting the class to administer the child questionnaire or tests. Ask the class teacher to supply the class list and to indicate who is absent today. Take this to a quiet place (e.g. the staff room) to identify the selection of non-Young Lives pupils. You can then enter the identifiers on the child questionnaire cover sheets and the test answer sheets and take these to the class with you.

Stage 3: With the Class (Homeroom) Teacher

Columns 4 and 5 of the class roster are completed together with the class teacher. You should ask the teacher to collect the necessary class and pupil records to complete column 4. It will take around one hour to complete the data for columns 4 and 5, so be sure to arrange a convenient time for the teacher to do this. You should make the instructions clear to the teacher as follows:

Column 4: Complete a score (out of 10) for each child using your records for the first 45 minute test in this school year (2011-12) in Vietnamese and maths.

Column 5: Using your knowledge of each pupil on the list, complete column 5 by entering a score from 01 (very low) to 05 (very high) for each of the four categories.

Please ask the teacher to identify the number of pupils enrolled in the class and the number of ethnic minority pupils and complete this at the top of the class roster.

Dealing with Pupils with Identical Names

Sometimes there will be more than one pupil in a school with the same name. It is important that every Grade 5 Young Lives pupil in the school is correctly identified and located in the appropriate class.

GSO will provide supplementary information on each YL child - name, address, parents' names to help confirm the child's identity.

If necessary, confirm by asking the child individually. Check whether the child's household was visited by a fieldworker 2 years ago (in Round 3 of the survey).

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

7.2 Pupil tests in Maths and Vietnamese

These tests should be administered in a class group of 20. In exceptional cases (very large schools) you may combine two groups and administer in a group of 40 (two classes together).

Be careful to take with you enough of the child test papers and answer sheets. You will not know exactly how many classes will need to take the test until you arrive at the school. So please overestimate.

Follow the instructions below:

- Don't administer both child tests on the same day. You can administer one test before or after the child questionnaire, however.
- 20 selected pupils will complete the tests. Pupils who are not selected should leave the room. Explain that the selection is purely random so that pupils do not feel excluded. If there are 21 or 22 pupils in the class, you can allow the 1 or 2 non-selected pupils to take the test. Please do not complete the fieldworker section of the test answer sheet and please destroy the answer sheet for these pupils immediately. Do not return it for data entry.

- Explain that this is not a school test. The results of the test are confidential and will not be linked to the pupil's name.
- Complete the IDs at the top of the answer sheet for the 20 pupils. Use the school/class roster to get the information you need. Complete the answer sheets before the class as pupils will need the full 45 minutes to answer the tests. a space is being added to the answer sheet for 'child is absent'. The Fieldworker should complete this if the Young Lives child is absent on the day of the test or in the case of a non-Young Lives child who was present on the first day (selected by the random process) but not on the second day (for the second test). Also mark absent any pupil who refused to complete the test.
- Give the correct answer sheet to each selected pupil on the class roster. Note that pupil names are NOT written on the answer sheets, so you must be sure that the correct sheet is given to the pupil according to the roster.
- Explain to the class how to complete the answer sheet - the box of the correct answer is crossed as in the example on the sheet
- Explain that pupils should not write on the question booklet, only on the rough paper.
- Provide a sheet of rough paper for pupils' notes/calculations.
- If pupils want to change an answer, they should cross the new box and shade in the old one. For example:

Câu hỏi				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D

- Distribute the question booklet face down
- Begin the test, write the start and end time on the blackboard (45 minutes)

- Pupils should be instructed to attempt all the questions. If they cannot answer a question, they should select what appears to be the best answer and move to the next question.
- No calculators may be used
- Do not help the pupils with the questions
- Do not allow the pupils to talk to each other or to see each others' answers
- If pupils complete the test early they should remain seated and wait quietly to the end of the test
- 10 minutes before the end of the test, ask pupils to check their answers if they have finished
- Keep the answer sheets for the class together and label the package carefully with the school details (including id).

7.3 Pupil Booklet (Pupil Self-Completion Questionnaire)

The pupil booklet must be completed by all 20 sampled children in each surveyed class. The booklet is self-completed, supervised by the fieldworker. The booklet will take around 45 minutes to complete. It contains a background questionnaire plus a set of attitude items.

Prepare the pupil booklets before administration. Complete the details on the cover page (see below). This pupil is in class 5D. All these details are taken from the school/class rosters. note that the final version of the pupil questionnaire will also have a space to complete for if the child is absent or refuses to complete the questionnaire.

	YL School code	PHY0100100
	Grade 5 Class	5D
	Pupil ID <i>(from roster)</i>	CH02
	Is this a Young Lives child? 00=No; 01=Yes <i>(from roster)</i>	[01]
	If yes, what is the YL child ID? <i>(from roster)</i>	VN010003
	DATE OF INTERVIEW	01 / 11 / 2011

[please note the school code is 8 digits not 10 digits as shown in this example]

- ***Explain to the children that none of their responses will be linked to their name and that no information about them will be given to the school or teacher.***
- Encourage them to answer all questions as honestly as possible. Ask the class teacher to leave the room during the administration of the questionnaire so that children feel free to respond honestly.
- You can help pupils to understand and to answer the questions but you should be careful not to lead them to particular answers on attitude/opinion questions

Pupil Questionnaire Part 1

If the class are good readers (ask the class teacher about this) then allow the pupils to complete this section quietly by themselves. Allow 25 minutes. Ask pupils to raise their hand if they need help understanding any question. The fieldworker should walk around the class to check that the questions are being understood correctly.

If the class are weaker readers (check with the class teacher) you may read each question and ask the pupils to select their answer as you go along.

Ask pupils to check that they have answered EVERY question before completing part 1 and moving to part 2.

Please complete the front page before giving the booklets to pupils. Ensure that the correct booklet is given to the student with that pupil ID (using the class and school roster).

Fieldworkers are encouraged to help pupils both as a group and individually to understand these questions and to select the appropriate response category. However, pupils should not discuss their answers with each other and should not allow other pupils to see their responses.

Specific Question Guidance

Q 1 Pupil's date of birth. Please note that some pupils may not readily recall their date of birth. Write an example of a date of birth on the board in the class and help the pupils to work out their dates of birth if necessary.

Q 10 Please include only biological brothers and sisters

Q 18 If using more than one method of transport to get to school, pupils should select the method that is used to cover the largest distance.

PUPIL QUESTIONNAIRE - please note changes to the questions on extra classes and include the guidance below:

'Extra classes' are classes which some children in the grade 5 class attend and which are outside of the compulsory school day. Please explain this carefully to the class before allowing them to answer the questions on extra classes. There are many different cases. For example, some children attend full-day schooling but at 430, after the full day ends, they go to English and Computer classes in the school (for which they pay extra). These are extra classes. Some attend half-day schooling but in the afternoon go to other classes 2 days a week (for which they pay extra). Others may go to a teacher's house on Saturday morning. These are extra classes. If the WHOLE class attends and the class is COMPULSORY and no EXTRA PAYMENT is required, this is not an extra class.

If a parent is blind and can read braille, the child should answer that the parent can read and write Vietnamese.

Pupil Questionnaire Part 2

For part 2, pupils respond to a series of attitude statements. Explain to the pupils that there are no correct answers to this part of the questionnaire. Explain that you will read a sentence aloud and then they should select the response which best describes how they feel in relation to that sentence.

The attitude items come in three boxes. Note that the response categories are different each time.

- ***Before you read the sentences, carefully explain the response categories for the set of sentences you are about to read.***

This part of the questionnaire should take around 15 minutes. At the end, ask pupils to check that they have responded to all the items before concluding.

Dealing with Pupil and Teacher Absence

- **Always complete the cover sheets for all instruments for absent pupils and teachers and return these along with the completed instruments. Be sure to identify the pupil or teacher as absent on the cover sheet (a box will be inserted for this).**

If a Young Lives pupil is enrolled in school but absent on the first day of fieldwork, complete the rosters as normal including for this pupil. Include this pupil in the sample of 20 pupils. Complete the cover sheets for the tests and pupil questionnaire for this pupil.

On each subsequent day of the survey fieldwork, check whether the pupil is present. If he is present, ask him to complete both the tests and the pupil questionnaire if possible.

If at the end of the fieldwork, this Young Lives pupil has not attended, include the uncompleted test answer sheets and questionnaire booklets in the package of instruments to be returned for data entry.

If any non-Young Lives children do not complete all three child instruments, for example because they are absent on the second day of fieldwork, please return the uncompleted instruments with the others for data entry.

If there is one or more Young Lives children on the class list, even if no Young Lives children are actually present, please continue to conduct the survey with that class.

If a grade 5 teacher of a class which contains a Young Lives child (one of the classes in the sample) is absent on the first day of fieldwork, complete the rosters as normal and also the cover sheets for the three teacher questionnaires.

On each subsequent day of the survey fieldwork, check whether the teacher is present. If he is present, ask him to complete all three questionnaires if possible.

7.4 School Booklet 1: School Observation Schedule

One infrastructure observation schedule should be completed for each school site in which young lives children study in grade 5.

It is to be administered by the fieldworker through *observation*. That is, the fieldworker should walk around the school site and complete the questionnaire by observing the facilities.

Please complete the cover sheet including the correct school site ID. The school site ID is pre-completed on the school roster.

Specific Question Guidance

Q1.0

A school in need of ‘Major repairs’ could include a school where there is damage to the building which may make render 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. assembly room) have to be used as classrooms 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.

Q1.1

Separate classroom here means that the grade 5 class is not taught in a room shared with other classes.

Q1.2 - 1.4

Observe the facilities here. If it is not possible - e.g. no access to computer rooms, ask children as well as teachers whether the internet is used by pupils.

A library here could include a book-cupboard or store if children borrow books regularly from it.

Q1.5

Note this question applies only to drinking water, not water for other purposes. It applies to drinking water for children not school staff.

7.5 School Booklet 2: Principal Questionnaire

One principal questionnaire should be completed for each **school group**. Sometimes, when there are satellites and a main school, a principal is in charge of more than one school site. These sites have one principal, so the questionnaire is completed only once.

This questionnaire is fieldworker administered. Therefore you need to arrange a time to interview the principal. The interview should last around 45 minutes.

Please ensure that the cover sheet is correctly completed. Please note that codes for all the school sites which this principal is in charge of should be completed on the cover sheet.

If the principal is absent during the fieldwork time, please interview the deputy principal and ask him to answer with reference to the principal. Try to find a deputy who knows the principal well.

Specific Question Guidance

Q 0.1 Write the codes for the main school plus any satellites which belong to this school group and which are headed by this principal. The first 6 digits of all the codes entered here should be the same.

Q 0.2 The principal code can be copied from the school codes in 0.1 (removing the last two digits).

Q 1.6 Including working in any kind of school in any location as a teacher.

Q 1.8 and 1.9 If no exact match is found, choose the closest alternative.

Q 1.10 Total number of equivalent full-days that training was undertaken.

Q 1.11 This is a professional award that can be given at several levels. Teachers are required to enter formally for the selection process. If a teacher has been awarded the title of 'excellent teacher' at more than one level (e.g. province and district) enter the highest level only.

Q 2.1 This should refer to the maximum range (if there are satellites). E.g. the main school may offer grades 1-5 and a satellite grades 1-2. If so enter 01 to 05.

Q 2.7 P135 is a government programme to support poor communes

Q 3.1 Full-day schooling means two shifts - before and after lunch on most days of the week.

Q 3.2 This question asks about classes in Grade 5. If some classes are full day and some are half day, answer for the full day classes here.

Q 3.3 Free of charge here means that the pupils pay no extra fees for attending school for a full day when compared to attending for a half day.

Q 4.1 This question is intended to examine how serious these challenges were in a particular school. So the principal should be asked to think about how often each one of these difficulties presented a problem for him, but especially for the children's learning. Child labour here means work outside of school e.g. domestic work, paid work, farming work.

Q 5.0 This question asks if all parents who wish for their children to attend this school are able to send their children here or if there are restrictions on entry.

Q 5.2 Please enter figures in VND (000s) for the annual amount payable to the school in the current school year. If expenses are paid but not to the school (e.g. to a shop for school uniform or textbooks), do not include these expenses here.

Trai Tuyen: This fee will only to apply to a child who has joined the school in Grade 5. Otherwise it will have been paid in Grade 1.

Please note that while most of the fees should be entered as annual figures, extra classes and full-day schooling fees should be entered as monthly fees.

7.6 Teacher Booklet 1: Grade 5 Teacher Questionnaire

This questionnaire is for the homeroom teacher of the sampled Grade 5 class. Interview the teacher to complete it. Some of the questions are similar to those asked of the school principal. Be sure that you have read the notes on the principal interview (above). again, the final version of the teacher questionnaire will have a space to complete for absence or refusal on the cover page. We will not include this for the principal. If the principal is absent the fieldworker should interview the deputy.

The final section of the questionnaire asks the teacher to respond to a list of attitude items. Give the questionnaire to the teacher and ask him to complete this section by himself. Ask him to respond as honestly as possible and allow him to do this without you looking at the responses. Explain to the teacher that this information will not be linked to him individually or shared directly with the school.

Specific Question Guidance

1.16 Applies to any meeting at which the teacher's work was evaluated during the year, including at the end of the semester or at the end of the year, by the principal or by an inspector etc.

2.11 Refers to formal meetings planned in advance, not ad hoc individual meetings with parents.

2.5 This question ask about fees only, not other costs of attending full-day schooling, for example paying for school lunch.

What if the Homeroom Teacher does not teach maths or Vietnamese to the Grade 5 Class?

If a teacher who is not the homeroom teacher teaches maths or Vietnamese to a selected Grade 5 class, follow these instructions:

- The homeroom teacher should always be the teacher to be interviewed for the teacher questionnaire
- If the homeroom teacher does not teach maths to his Grade 5 class, do not ask him to complete the maths teaching questionnaire. Ask the maths teacher to complete it.
- If the homeroom teacher does not teach Vietnamese to his Grade 5 class, do not ask him to complete the Vietnamese teaching questionnaire. Ask the Vietnamese teacher to complete it.

7.7 Teacher Booklet 2: Teacher Questionnaires on Maths and Vietnamese teaching

Each grade 5 teacher should complete the maths and Vietnamese teaching questionnaires. Arrange a time for the teachers to complete the questionnaires under your supervision. **ONLY** the homeroom teacher should complete the teaching questionnaires (teacher tests). If the homeroom teacher does not teach maths or Vietnamese to the class, fieldworkers **SHOULD NOT** ask any other teacher to complete the test in his/her place. For simplicity, **ALWAYS ASK THE CLASS TEACHER (HOMEROOM TEACHR) TO COMPLETE THE MATHS AND VIETNAMESE TEST.**

- Explain to the teachers that at least 45 minutes is required to complete the questionnaires. The questions require careful thought.
- Allow up to one hour per questionnaire.
- Try to arrange for teachers to complete the questionnaires on different days
- Do not allow the teachers to discuss their answers or to see each other's responses
- Do not help the teacher to answer the questions
- The time allowed for each of the teaching questionnaires (tests) is one hour. Instruct the teacher to attempt every question and leave no responses blank if possible.

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.

9.1 Basic Principles

There are a number of basic principles that the fieldworker must follow throughout the survey:

1. Ensure participants have seen information sheets and understood why you are conducting a survey in their school
2. For questionnaires, ensure you ask the questions exactly as they appear in the questionnaires
3. Make sure that you thoroughly check test and attitude items and follow-up on any incomplete sections
4. Never make answers or information up
5. Keep a neutral attitude with the respondents
6. Avoid any harm to the respondent
7. Treat everything the respondent tells you as confidential
8. Never make promises to participants that you cannot keep
9. 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.

9.2 General Conduct

CONDUCT OF THE FIELDWORKER

1. Be polite towards everyone and treat all participants with respect. Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
2. Avoid disturbing or upsetting anyone by your behaviour.
3. Be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. Arrive at the stated time, and never keep the respondents waiting.
5. Never attempt to sell anything to the child or school and its representatives.
6. Never lend or borrow money or goods from the school and/or its representatives.
7. Never bribe the child or school in order to get them to cooperate.

10. What if...?

- One of the selected pupils has learning difficulties and cannot complete the instruments or tests? *Help the pupil to complete the pupil questionnaire and ask him to complete any questions he can on the maths and Vietnamese tests. Leave any questions that the pupil cannot understand unanswered (blank).*

APPENDIX 1: RANDOM NUMBER LISTS

Class size:	up to 30	up to 40	up to 50	up to 60
	9	11	36	28
	24	10	15	8
	30	3	3	47
	21	39	37	48
	16	25	30	24
	8	19	42	45
	13	26	38	3
	11	22	27	15
	19	4	40	41
	27	31	2	2
	29	13	19	33
	23	38	48	39
	1	33	23	6
	2	23	12	54
	12	18	41	53
	15	16	46	42
	26	8	16	30
	6	37	7	7
	7	28	9	35
	5	6	44	40
	20	17	4	25
	22	12	45	55
	25	15	10	37
	18	34	13	4
	3	29	6	56
	14	21	47	32
	17	1	25	31
	10	30	18	60
	4	27	5	11
	28	9	11	10
		35	21	16
		36	31	9
		24	1	59
		20	14	50
		5	20	23
		2	32	34
		32	29	57
		40	35	49
		14	49	26
		7	39	29
			43	5
			8	38
			50	18
			26	44
			33	22
			34	58
			24	17
			28	1
			17	52
			22	14
				21
				51
				12
				43
				19
				27
				46
				13
				36
				20

