

Vietnam - Young Lives: School Survey 2011-2012, Round 1

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Sampling

Sampling Procedure

Multi-stage stratified random sample

The final sample is formed of 3,284 Grade 5 pupils in 176 classes in 92 school sites (both main and satellite sites); 1,138 of these pupils are Young Lives index children.

Weighting

No weighting used.

Questionnaires

Overview

The instruments included in the survey are:

Questionnaires - Wave 1

- School roster
- Class and teacher roster
- Child questionnaire (background information)
- Child Maths test
- Child language test (Vietnamese)
- Teacher questionnaire
- Teacher content knowledge test (Maths)
- Teacher content knowledge test (Vietnamese)
- Head teacher questionnaire

Questionnaires - Wave 2

Child class and peers questionnaire
Child Maths test
Child language test (Vietnamese)

Survey documentation and questionnaires will be provided shortly at
<http://www.younglives.org.uk/content/vietnam-school-survey>

Data Collection

Data Collection Dates

Start	End	Cycle
2011-10-30	2011-12-14	Wave 1
2012-04-18	2012-05-18	Wave 2

Data Collection Mode

Face-to-face interview; Self-completion; Educational measurements; Observation

Data Collectors

Name	Abbreviation	Affiliation
Centre for Analysis and Forecast		Vietnamese Academy of Social Sciences
General Statistics Office		Ministry of Planning and Investment

Data Processing

No content available

Data Appraisal

No content available

Related Materials

Reports

Making Progress: Report of the Young Lives School Survey in Vietnam

Title	Making Progress: Report of the Young Lives School Survey in Vietnam
Author(s)	Caine Rolleston, Zoe James, Laure Pasquier-Doumer, Tran Ngo Thi Minh Tam
Date	2013-08-01
Country	Viet Nam
Language	English
Publisher(s)	Young Lives, Oxford Department of International Development (ODID), University of Oxford
Description	<p>Achieving universal access to good-quality basic education is a key priority for Vietnam, as it is for other rapidly developing countries. Improving educational opportunities may be expected to play a role in reducing economic and social inequalities. However, school is only one set of influences on a child's learning development, and even in an equitable education system, home background and contextual influences may perpetuate or widen differences in learning progress between more and less advantaged pupils. This report provides new evidence on these issues from Young Lives – a longitudinal study of childhood poverty following the lives of 12,000 children in Ethiopia, India (in the state of Andhra Pradesh), Peru and Vietnam over 15 years (www.younglives.org.uk).</p>
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Filename	YL-WP100_Rolleston.pdf

Making Progress: Summary of the Young Lives School Survey in Vietnam

Title	Making Progress: Summary of the Young Lives School Survey in Vietnam
Author(s)	Caine Rolleston, Zoe James, Laure Pasquier-Dourner, Tran Ngo Thi Minh Tam, Le Thuc Duc
Date	2013-06-01
Country	Viet Nam

Language English

Filename Vietnam-School-Survey_Summary.pdf

Other materials

Note on Questionnaires and Technical Documents

Title Note on Questionnaires and Technical Documents

Author(s) Cathrine Machingauta (World Bank Microdata Library)

Filename Note on Questionnaires and Technical Documents.txt
