

Socialist Republic of Vietnam  
Living Standards Household Survey  
1997-1998

Handbook

- Commune/Ward Questionnaire
- Health Center Questionnaire
- School Questionnaire

General Statistics Office  
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## Instructions for Commune/Ward Questionnaire

### **Part 1: Introduction**

#### **I. GENERAL OBJECTIVE:**

This booklet provides instructions to the interviewer on the contents and method of collecting data in the Commune/Ward Questionnaire. The information will be collected at the commune/ward level (commune/ward, health center and school questionnaires) along with information collected at the households allowing us to get a complete picture of many aspects of economic, cultural and social life of the people of Vietnam.

#### **II. SCOPE OF SURVEY:**

The survey sample consists of over 300 residential clusters of 156 communes or wards in both rural and small urban areas. The survey collects some information at the commune/ward level and some information at the village/block level.

The information collected in the Commune/ward questionnaire consists of the following 10 subjects:

- Section 0: Survey Information
- Section 1: Basic Physical and Demographic Characteristics of the Commune/ward and selected villages/blocks
- Section 2: General Economic Conditions and Aid Programs
- Section 3: Non-farm Employment Opportunities
- Section 4: Agriculture
- Section 5: Credit and Savings
- Section 6: Physical Infrastructure and Transportation
- Section 7: Commune Fiscal Information
- Section 8: Education
- Section 9: Health

#### **III. INTERVIEWERS, RESPONDENTS AND THE ORGANIZATION OF DATA COLLECTION:**

The interviewer in charge of carrying out the commune/ward level data collection is the Survey team Supervisor.

The number of respondents can vary greatly and includes the key officials in the commune/ward, village or residential block such as: Communist Party Secretary, Chairman and Deputy Chairman of the People's Committee, Financial cadre, Commune Statistical Cadre, Chairman of the cooperative of production group, Director(s) of the schools in the commune, health worker, cadres of various associations, village cadres, ... Depending on the locality, all or some of the above-mentioned officials may be asked to answer some questions or sections of the questionnaire.

The supervisor should ask the opinion of responsible officials in the commune/ward to set up the list of respondents, proposed questions/sections they should answer, proposed interview appointment and formal interview time and appointment.

Nevertheless, the best thing to do is to take advantage of leaders of the Communist Party organizations, and local commune/ward officials such as the Communist Party secretary, Chairman of the commune/ward People's Committee, in order to convene a meeting to introduce the content and significance of the Living Standard Survey in general, and the commune/ward, health center and school questionnaires in particular. At this meeting, the interviewer can ask some questions immediately, or set up a schedule of appointments for interviews.

Some information will require some preparation time therefore the interviewer can provide a list of the contents of each question in advance for them to prepare. Whenever you make an appointment with anyone, you must come on time and must never break an appointment.

All the information collected must follow the rule like with the household questionnaire: You are not allowed to publicize or reveal this information to anyone not involved in the survey.

#### **IV. DESIGN AND FILLING IN THE QUESTIONNAIRE:**

The design and method of filling in the commune/ward-level questionnaires is based on the same rules as for the household questionnaire and is explained in detail in the interviewer's handbook.

For convenience in designing the questionnaire, the words [VILLAGE, HAMLET, NEW SETTLEMENT, MOUNTAIN VILLAGE OR BLOCK] in the questionnaire has been abbreviated to [VILLAGE]. Depending on the location, the interviewer should substitute the appropriate term. Other specific details to pay attention to in the questionnaire design will be explained carefully in the specific section in part II of this handbook.

**V. COLLECTING INFORMATION ON VILLAGES THAT HAVE SPLIT OR MERGED SINCE THE 1992/1993 LIVING STANDARDS SURVEY:**

**Split villages:**

If a village from the 1992/1993 Living Standards Survey has split into two villages by the time of the 1997/1998 Living Standards Survey, choose the village with the most households in the household survey sample to be the subject of the Commune-level questionnaire. In the case that the number of survey households is the same in both villages, choose randomly one of the villages to be interviewed with the commune/ward, school and health center questionnaires.

**Merged villages:**

If a village from the 1992-1993 Living Standards Survey was merged with another village by the time of the 1997-1998 Living Standards Survey

If you come across the above-mentioned split or merged villages, the supervisor must write a report to explain clearly the way information was collected from the first and second village. This report should be attached to the Commune/ward questionnaire.

## Part II: Recording Methods

### I. COVER PAGE

The interviewer (in this case also the supervisor) should record in capital letters the name of the commune/ward, name of the first and second village/ hamlet/ new settlement/ mountain village/ block selected. The box for recording the code should be filled in with the code provided by the Central Steering Committee.

### II. SURVEY INFORMATION

#### 1. Objective:

To collect information about people interviewed about sections 1-9 of the questionnaire. At the same time, this section provides a place to record remarks about the reliability of the whole questionnaire, and detailed assessments about each section, or even particular questions.

#### 2. Respondent:

People interviewed in sections 1 through 9.

#### 3. Instructions on calculating and recording:

##### *a. Information on respondents*

It is possible that this section will be filled in over several days. For each respondent for a particular section or part, the interviewer must ask questions 1 - 9. If more than 13 people are interviewed, the interviewer should continue to record at the bottom of the page.

➤ Question 1 - 3: Full name of respondents recorded in capital letters, age in rounded years.

➤ Question 4 - 5: *Position in commune/ward* is the highest position currently held by them in government office, Party, Mass organization, socio-economic organizations... and likewise for the *tenure in that position*..

➤ Question 6: *Years of general and professional education*: Includes the total number of years in general education, the number of years in professional high school, university, junior college, and post-graduate studies. Years in “basic” education should only be included in the case that these “basic” classes are within the system of training of the Ministry of Education and Training or professional high school. Don’t include years studying in centers, years in training courses. The number of years studied includes years

repeated. If someone simultaneously studied two degrees, you should only count the actual years studied.

➤ Question 7: One person can have more than one different degree, only record the highest degree.

➤ Question 8: Count the total cumulative years that this person has actually lived in this commune/ward.

➤ Question 9: Record the ethnic group code that the person declares him/herself to be.

#### *b. Survey results at Commune/ward*

Record the time starting and completing each section. Record a colon between the hours and minutes (:).

**General comments on the commune/ward situation that are not reflected in the information collected:** Record remarks that point out specific features of this commune/ward such as: This commune/ward borders on China, local residents have income sources from tourism...

**Comments on reliability of data collected:** Assess the quality of information collected according to 3 levels: Reliable, reliable for some sections, not reliable. With the second and third level the interviewer must record the specific reasons in the following section: “Remarks/comments on specific questions”.

**Remarks/comments on specific questions:** Record detailed remarks about specific questions in specific sections.

### **III. BASIC PHYSICAL AND DEMOGRAPHIC CHARACTERISTICS OF THE COMMUNE/WARD AND SELECTED VILLAGES/BLOCKS**

#### **1. Objective:**

This section collects the most basic information about demography, main income sources, projects and programs being implemented in the locality.

#### **2. Scope of data collection:**

Information for this section should be collected for the Commune/ward and village/hamlet.

### **3. Respondent:**

Household or vital registration cadre, commune/ward statistical cadre, commune/ward police, village/hamlet cadre such as village chief, Party cadre...

### **4. Instructions on calculating and recording:**

➤ Questions 1-2: Usual number of people in the commune/ward is the total number of residents who usually live in a stable way in the commune/ward 6 or more months in the past 12 months. According to this concept, a person who has not registered residence in the commune/ward can still be considered a usual resident if they actually lived in the commune/ward for 6 or more months in the past 12 months. However, in reality you should pay special attention to the following cases:

-People who usually live in the commune/ward but are temporarily absent for less than 6 months.

-People who died in the past 12 months are not considered usual residents even though they may have lived in the commune/ward for more than 6 months.

-Newborn babies. Even newborn children, if they are the children of usual residents in the commune/ward, whether or not they have registered the birth, are considered usual residents.

-People with the intention of living long-term in the commune/ward with correct paperwork such as marriage certificate, work transfer papers, demobilization papers, ... or without correct papers such as newlywed daughter or son-in-law recently moved in with spouse's parents, children who have returned from the army less than 6 months ago, ... are still considered members of the household.

Interviewer should try to collect information on the current year. If unable to collect information for the current year, then obtain data for the most recent year and record the actual year the data were collected.

➤ Question 3: Use official national, provincial or district level documents to determine which ecological region the commune lies in. If there are no such documents, request the respondent to answer which type of region this commune/ward has always been considered to be.

The commune should be considered coastal only if it has a border on the ocean.

Questions 4-8 apply to the 2 residential clusters where the household survey is being implemented.

➤ Question 4: Record the total area of the village/hamlet, calculated in hectares. The total area consists of the total area within the boundaries of the village/hamlet.

➤ Question 5: Record the total number of households currently living in the village/hamlet at the time of the survey. (see the definition of household in section: the household roster in the household questionnaire)

➤ Question 6: The concept of usual resident in the village/hamlet should be consistent with the concept explained in question 1, the only difference being that this question refers only to the village/hamlet.

➤ Question 7: If the village/hamlet has many ethnic groups, then based on the number of people record up to 4 main ethnic groups living in the village/hamlet. In the case that there is only one ethnic group in the village/hamlet, then record the ethnic group code in column “first” and leave the remaining columns blank.

➤ Question 8: Record similar to question 7.

#### **IV. GENERAL ECONOMIC CONDITIONS, AID AND RELIEF PROGRAMS**

##### **1. Objective:**

This section collects basic information on the general economic situation of the commune/ward such as: sources of income, changes in living standards, projects and programs being implemented in the commune, and migration trends of the commune, at the same time it brings up some issues of urbanization trends that are occurring or may occur in the future.

##### **2. Scope of data collection:**

Information in this section should be collected in the survey commune/wards.

##### **3. Respondent:**

The respondent for this section is the Commune/ward People’s committee chairman or deputy chairman. Information on population could also be asked of the household/vital registration cadre of the commune/ward.

##### **4. Instructions on calculating and recording:**

➤ Question 1: Interviewer should ask the 3 main sources of income of the residents of this commune/ward and request the respondent list them in order of importance.

➤ Question 2: Compare the current living standard with that of 5 years ago and ask the reason why the living standards has improved, declined or remained the same.

➤ Question 3: After the respondent has made a list in order of importance, the answers may fit the options provided in the questionnaire, or not completely. The interviewer must find the most suitable answer in the list of codes to record in the questionnaire.

➤ Questions 4 - 5: Ask about forms of relief in the past 12 months up to the time of the interview.

➤ Question 6: List projects/programs currently being implemented in the commune. Projects can be from the government or non governmental organizations. If the poverty alleviation program exists then ask question 7, if not go on to question 8.

➤ Question 7: Record the total number of poor households in the commune/ward based on the criteria of the Ministry of Labor.

➤ Question 8: Record the total number of households benefiting from each of the programs listed in question 6. Note the words “*exemption/reduction*” which means either the household doesn’t have to pay at all, or only pay a part such as school fees, hospital fees, production taxes (including taxes). There are a few locations where it is common for the commune/ward officials to certify a household as poor to reduce or exempt them from hospital fees. In this case, question 8c will include the number of households the commune/ward certifies to reduce or exempt them from hospital fees.

Questions 9-27 reflect the tendency of migration of population in the commune.

➤ Question 9: Reflects migration trends in the past 5 years. Only people who have moved in during the past 5 years and are currently considered usual residents should be considered people moving in. Similarly, people who are usual residents of the commune/ward who are temporarily away are not considered to have moved out.

➤ Question 10 - 18: Asks about people who have temporarily gone to other locations to find employment. If the answer is 2, then skip questions 11-18 and go on to question 19.

➤ Question 10: This question asks about people who have temporarily gone to other places to find employment, or in other words, usual residents of the commune/ward who have temporarily left the area to go to other locations to find employment for a period of less than 6 months.

➤ Question 11: In the past 5 years there may be years in which many people go, or few people go to earn money because they lost their crop, or there was a natural disaster... but this question asks for an average year.

➤ Question 16: The column TIME records the number and column TIME UNIT record the code from the bottom of the page to record clearly that the number in the TIME column refers to days, weeks, months, quarters or year. For example, if the respondent answers that most people go away from the commune/ward for 3 months. Then the questionnaire should be filled in as follows:

TIME: 3  
TIME UNIT: 5

➤ Question 17: The interviewer should prompt the respondent to assess the ages of these people and record the three main age groups. If the respondent answers with an age group that doesn't fit with the ones provided in the questionnaire, such as from 20 to 30; in this case the interview must ask further to see if they are mainly from 20 to 24 or from 25 to 30 so the interviewer can decide whether to put these people in group 15-24 or 25-30.

➤ Question 19-27: Ask about people from other localities who temporarily come to this commune/ward to find employment. The method of filling in the questionnaire is similar to questions 10-18. If the answer to 19 is 2, then skip over questions 20-27 and go on to Non-farm employment opportunities.

## **V. EMPLOYMENT OPPORTUNITIES IN INDUSTRY**

### **1. Objective:**

This section collects basic information on employment opportunities in non-agricultural work: Non agricultural establishments that employ workers on a daily or regular basis, subcontracts or putting out operations and traditional and handicraft occupations.

### **2. Scope of data collection:**

Information for this section is collected at the commune/ward level.

### **3. Respondent:**

Respondents are people knowledgeable about economic activities taking place in the commune/ward and in the surrounding area within 10 km of the commune/ward surveyed.

### **4. Instructions on calculating and recording:**

➤ Question 1-8: Asks about factories or enterprises lying within 10 km, whether or not they absorb labor from the commune/ward or not. These enterprises can belong to the state, collective, private, individual, or foreign sector, joint stock or limited liability companies.

➤ Question 3: Includes all factories, enterprises or companies with 100% capital from the State, including joint ventures between state factories/enterprises/companies. These factories can be under central government management or local government management.

➤ Question 4: The collective sector includes factories/enterprises established with capital from the cooperative or production groups including joint ventures between collective sector enterprises with each other.

➤ Question 5: Includes all factories/enterprises/companies operating with a part or 100% foreign capital investment. The Vietnamese partner can be from the state, collective, private or individual sector.

➤ Question 6-7: Includes factories/enterprises/companies under the private company law. Question 6 should report factories/enterprises with 20 or more employees, question 7 records factories/enterprises with less than 20 employees.

➤ Question 8: Includes factories/enterprises established as joint ventures between domestic companies from different sectors.

➤ Question 9: Asks about factories/enterprises lying within 10 km that absorb labor from this commune/ward. These people can work on a contract basis, half time, ... but must be current usual residents of the commune/ward. If the response is 2, then there is no need to ask questions 10 to 17.

➤ Questions 10-17: Within 10 km from here there could be more than 5 factories or enterprises absorbing commune/ward labor in production, but you should only list the 5 factories that absorb the most residents of the commune/ward.

Question 11: Calculate distance according to main roads.

Question 12: Calculate the average cost using the most commonly used means of transportation.

Question 13 -15 if don't know write DK.

Question 16-17: Calculate the average wage that a commune/ward resident earns if they work in that factory or enterprise.

➤ Question 18-24: Questions here collect information about traditional industries and handicrafts and subcontracting.

Question 18 requires distinguishing between the concept subcontracting (putting out) and traditional and handicraft industries.

-Subcontracting (putting out) includes occupations operating in the form of a subcontract where the family is supplied materials to produce with at home and is paid after the products are delivered.

-Traditional industries and handicrafts are occupations that families organize by themselves, buying their own materials and marketing on their own produced handicrafts and traditional goods.

If the answer is no, record “1” (*error in Vietnamese*) and go on to questions 22 to 26 to ask about subcontracting. If the answer is yes then ask questions 19 to 21 regarding traditional industries and handicrafts.

➤ Question 20-21: To determine whether a household who wants to organize a small business must do some paperwork or not, and how much the average fee is to do so. Pay attention to avoid mistakes in recording the fees because these fees and all other monetary amounts are calculated in **thousands of dong**, not in **dong**.

➤ Question 24: Record clearly the name of the product produced by the 5 occupations operating in this commune/ward and find the respective occupational codes recorded in the Traditional occupation code table. Pay attention in the list of occupational codes only take level 1 codes (listed from 1 to 15), under level 1 is recorded a list of level 2 occupations for the interviewer to use as a reference. In the case that a respondent states an occupation not listed specifically in the level 2 list, the interviewer must determine by him/herself the most appropriate group to categorize that occupation and record the code.

➤ Question 26: Unit of recording is thousand dong/ person/ day. If work is paid by the unit of output, then you must first ask on average how many pieces an individual can produce in one day, after that multiply by the piece rate and record the result in the questionnaire.

## **VI. AGRICULTURE**

### **1. Objective:**

This section allows us to draw a general picture of agricultural production activities including: Rights to land use, crops, output and markets, land in the commune/ward, wages and agricultural services,...

### **2. Scope of data collection:**

The data are collected in the commune/ward and the village/hamlet included in the survey.

### **3. Respondent:**

The chairman or deputy chairman of the commune/ward, head of the cooperative or production group, leaders of the village/hamlet.

### **4. Instructions on calculating and recording:**

➤ Question 1: First, you must check question 1 of section 2 to see if the codes are recorded correctly and whether the answer is correct. After that, check if the answer (question 1,

section 2) “agriculture” is a main source of income or not. If the answer is not, then skip section 4 and go on to section 5.

➤ Question 2: Year, record 2 final digits of the year.

➤ Question 3: This question asks the village cadre from the first village. Questions 3a to 3f are calculated with respect to the total number of households in the first village/hamlet. The unit of measure is percent (%).

➤ Question 3a: Determine within the first village/hamlet the percent of households, who for one reason or the other, currently don't have long term land use rights to agricultural land. They could be currently using agricultural land, but they don't have documents certifying their long term land use rights.

Calculate the percent by taking the households without land use rights in the first village and dividing by the number of households in the village/hamlet and multiplying by 100.

➤ Question 3b: Record the percent of households currently renting, borrowing or sharecropping agricultural land belonging to other households.

➤ Question 3c: Record the percent of households currently renting out, lending out or sharecropping out agricultural land for which they have long term rights.

➤ Question 3d: Record the percent of households hiring agricultural labor to prepare the land for planting, planting, weeding, harvesting,... These workers could be paid in kind or in cash. This question doesn't include labor exchange (which will be included in question 3F).

➤ Question 3e: Record the percent of households who specialize in hiring themselves out for agricultural work. Agricultural hired labor households are agricultural households who live in rural areas but don't have or have very little land, means of production and part or all labor in the household participate in hired agricultural work throughout the year - The main source of living of household members is based on income from hired work.

➤ Question 3f: Record the percent of households participating in labor exchange for preparing land, planting, tending and harvesting... The method of calculating percent for questions 3b, 3c, 3d, 3e, 3f is similar to that for 3a.

➤ Question 4 This question asks the village cadre from the second village. Questions 4a to 4f are calculated with respect to the total number of households in the second village/hamlet. The unit of measure is percent (%). The method of calculating is similar to question 3.

➤ Question 5: List a maximum of 8 main crops and record the code of each crop.

➤ Question 6: Record the number of harvests in one year.

➤ Question 7: If an annual crop, ask the time for planting and harvesting for each crop season. Record a maximum of 3 main planting and harvesting seasons in order of: spring crop, autumn crop, winter crop. The calendar for planting and harvesting for each type of tree can be found in part B1 of section 9 Agriculture in the household questionnaire.

If a perennial crop, ask the month of harvesting and record the respective code in the harvest[...] column and pay attention to consistency with question 6.

If there is a crop which is harvested or planted over several months, record the main month for planting, and the main month for harvesting. This question allows a maximum of 3 crop seasons, when recording in the questionnaire, record in turn according to order of time.

For perennial crops, some crops may not have a specific planting or harvesting season, then you can record 13.

➤ Question 8: Record the two main markets for selling products harvested in the year.

➤ Question 9: Compare the harvest of the main crops in the past 12 months up to the time of the survey recorded in question 5 with the average amount harvested in previous years to determine the percent increase or decrease of each type of crop. If the percent is equal to 100%, then go on to question 11.

➤ Question 10: Record a maximum of 3 main reasons, listed in order of importance.

➤ Question 11-Question 55: Collects information on the commune/ward level.

Question 11: Calculate the total area of the commune/ward. The unit of measure is hectare. Collect the total area of land, river, lake,... within the administrative borders of the commune/ward. Include:

		+Agricultural land
		+Water surface
<b>Total area of the</b>		+Forest land
<b>commune/ward</b>	=	+Residential land
		+Special purpose land
		+Unused land

➤ Question 12-20: Ask in turn about each type of land. In the case where you must determine the time when land use rights expire or auction contract expires, you should examine land transfer documents to do so.

➤ Question 13: Record the total area of each type of land. The unit of measure is the hectare. Include:

Agricultural land including annual and perennial crop and pasture land.

- a- Annual crop land: land for planting crops for which the time between planting and harvest does not exceed 1 year such as rice, corn, tubers, manioc,... Annual crop land includes rice land, settled rice land in the mountains, land left unused for up to 3 years, newly cleared land put into production.
- b- Perennial crop land: land used for agricultural crops which are planted once, and products harvested over many years such as tea, coffee, coconut, oranges, tangerines, longans, lychees, durian, mangosteens...
- c- Water surfaces: Area of water surfaces (excluding ponds on residential land) used for raising shrimp, fish, and other aquatic products.
- d- Forest land: Land determined to be used mainly for forest production including natural forest, afforested land, and land used for forestry purposes such as planting forest, protecting to restore its natural state, nurturing the forest wealth, research and experiment in forestry.
- e- Residential land: Includes residential rural land and urban areas.

-Residential rural land is land determined to be mainly used for building houses and amenities serving rural household activities. Residential land of a rural household includes land for housing and amenities for daily living.

-Urban land is inner city area of cities, provincial capitals and district capitals used for building houses, government agencies, organizations, business and production facilities, public infrastructure, national defense, security or other purposes.

- f- Land for special purposes: Land determined to be used for purposes other than agriculture, forestry, housing including: industrial, scientific or technical facilities, transportation system, irrigation system, dikes, cultural, social, educational, health, sports, service facilities, land used for national defense, security, mineral, rock and sand exploration and exploitation, land for making salt, land for making bricks and tiles, and other construction materials, historical, cultural and beautiful landscape sites, cemeteries, graveyards, water surfaces used for purposes other than agriculture.
- g- Unused land: Land without sufficient quality, or still not determined to be used for agricultural production, raising aquatic products, forestry; not yet determined to be rural residential area, urban area, special purposes, and the state has not yet allocated this land to households, organizations or individuals for stable and long-term use.

➤ Question 14: For each type of land, record the area of land allocated to households for long-term use. Unit of measure is hectare.

➤ Question 15: What is the most common way in which households obtain long term use land is calculated as follows: Suppose for annual crop land, 60% of the annual crop land was allocated, 20% was transferred, 7% was inherited, 8% was exchanged and 5% was obtained in other ways. Then in the row for annual crop land, information for question 15 should be recorded in the respective columns as follows:

FIRST:	60
SECOND:	20
THIRD:	--

In the above example, the third column should be left blank because each percent is less than 10%.

➤ Question 16: The interviewer must ask the length of time land use rights for each type of land have been allocated by the commune/ward to households for long term use. At the same time, request to see documents certifying land use rights to see the exact length of time determined for each type of land.

➤ Question 17: Record the area of land households in the commune/ward have been allowed to use through auction up through the time of the survey. The concepts and content of this type of land are explained in part A1 of Section 9, Agricultural, Forestry and Aquatic products.

The interviewer should request the respondent to supply documents (error) The unit of measurement is the hectare.

➤ Question 18: The interviewer should ask the respondent to show documents determining the auction land of the locality and see a few auction contracts to determine the length of the contract.

➤ Question 19: Record the land area currently being used by the commune/ward, cooperative, production group, not including the land area auctioned off.

➤ Question 20: Record the land area of the commune/ward used by organizations, government agencies, or individuals (including mass organizations of the commune, clergy, church, pagoda, school, health center or other government entity or individual belonging to or not belonging to the commune/ward including individuals bidding for land for a (error)

➤ Question 22-23: The interviewer should request to see documents that state the categorization of land according to quality in the commune/ward or materials for calculating agricultural taxes which also have the land quality classification for annual crops.

➤ Question 24-25: Perennial crop land doesn't have level 6 quality. The method of collecting is similar to that for annual crop land.

➤ Question 26-27: The total land area actually being planted in annual and perennial and industrial crops. Annual crop land includes:

a. Rice land, subsidiary crop land: Land which is planted with 1 or more rice crops includes:

-land with 3 growing seasons: 3 rice seasons; 2 rice and 1 subsidiary crop; 1 rice and 2 subsidiary crops.

-land with 2 growing seasons: 2 rice seasons; 1 rice and 1 subsidiary crop.

-land with 1 growing season: 1 spring rice crop or 1 winter rice crop (including mountain rice)

b. Land specialized in other foodstuff (staple grain and tuber) crops such as corn (maize), cassava (manioc), millet, caoliang.

c. Land specialized in other food crops such as leafy greens, root vegetables and fruits,...

d. Land specialized in annual industrial crops: soybeans, peanuts, sugarcane, tobacco, cotton, jute, ramie, sedge.

e (error in VN). Land specialized in other annual crops: Like flowers, landscape plants, medicinal plants, animal feed.

(concept, for what constitutes annual crops see section 9 of the household questionnaire.)

➤ Question 28-30: These questions ask about daily wages for each stage of work in a main staple grain crop, for each type of worker, male, female and children less than 15.

➤ Question 31-33: These questions ask about daily wages for each stage of work in a main industrial or orchard (fruit) crop, for each type of worker, male, female and children less than 15.

➤ Question 40-43: Record the current number of tractors, mills, motor-powered winnowers belonging to the cooperative, production group, individual commune resident, or private sector within the commune/ward not including those rented from other units, not including those broken and not yet liquidated.

- Question 46-50: Only ask the total number of floods, droughts, pest infestations, and other natural disasters leading to loss of crops 10% and above (from 1993 to 1998).
- Question 51-52: Land suffering from severe acidity or salinization, include cases where land and water sources are affected to the extent that it affects productivity and output of crops.
- Question 53: Soil erosion has a severe effect if it influences productivity and output of crops.
- Question 54: Assess the effect of waterlogging/flooding if it influences crop productivity and output.
- Question 55: The purpose of this question is to collect information reflecting the damage to agriculture caused by industrial discharge. This discharge from industrial facilities can be in the form of gases, liquids or solids.

For Questions 51 to 55, the interviewer should ask the respondent to assess the impact according to three levels: Severe, slight, and no problem.

## **VII. CREDIT AND SAVINGS**

### **1. Objective:**

This section collects some information on the ability of the survey commune/ward residents to obtain loans and deposit savings - an important factor influencing production and life of residents - in a few credit and savings institutions.

### **2. Respondent:**

The respondents for this section are specialized cadres especially finance cadre of the survey commune/ward.

### **3. Scope of data collection:**

This section is used in all survey commune/wards (including rural and urban). *Error, this means small urban, not all urban.*

### **4. Instructions on calculating and recording:**

- Question 1: List up to 2 institutions/organizations where commune/ward residents usually go to borrow money for any type of purpose, and up to 2 institutions/organizations where commune/ward residents usually deposit savings the most.

These institutions/organizations can be in the commune/ward or outside the commune/ward.

“Most” here should be based on the amount of money of commune/ward residents involved.

In many cases, one institution/organization can be both the biggest lender and biggest acceptor of deposits for commune/ward residents. In this case, that organization can be considered as both an institution for lending, and for saving.

Complete the list of institutions/organizations before going on to the following questions.

➤ Question 2: Ask if this institution/organization only lends without accepting deposits, or only accepts savings without lending or can fulfill both functions, both lending and ... (error)

If this institution/organization is only for savings, don't ask questions 3 and 4.

➤ Question 3: Ask if when this institution/organization provides loans, there are pre-specified purposes or not. For example, lending with the pre-specified purpose of developing livestock, changing residence, ... In the case that this institution/organization lends without pre-specified purposes, and commune/ward residents almost all use for the same purpose, then it should not be counted as lending with pre-specified purpose. The important thing is whether the purpose of the loan is specified in advance or not.

If the institution/organization lends without specific purposes, don't ask question 4.

➤ Question 4: Record a maximum of 3 specified lending purpose codes of this institution/organization in order of importance.

Record a maximum of 3 purposes in columns “first”, “second”, “third” in order of importance (regarding amount of money lent) for each (error) lending institution/organization.

➤ Question 5: Ask about the forms of accepting savings deposits. If they don't receive savings deposits record 1 “DOESN'T ACCEPT SAVINGS”.

Record a maximum of 3 forms in columns “first”, “second”, “third” in order of importance (regarding amount of money saved) for each (error) lending institution/organization.

➤ Question 6: Ask the distance from the Commune/ward People's Committee to each of these institutions/organizations. If an institution/organization has several different locations, then record the distance between the commune/ward People's Committee and the location where people have the most savings or lending transactions.

➤ Question 7: Ask which type of institution/organization this is according to the list. State programs are activity funds with specified programs. For example, Program for Resolving employment problems, Re-greening barren hillsides...

## **VIII. PHYSICAL INFRASTRUCTURE AND TRANSPORTATION**

### **1. Objective:**

This section collects some information on physical and service infrastructure related directly to the life of residents and the ability of these facilities to satisfy needs for daily living and production in the survey commune/ward.

### **2. Respondent:**

Respondents for this section are specialized cadres of the commune, especially village cadres from selected villages.

### **3. Scope of data collection:**

This section contains 2 parts:

-From question 1 to 19 is used to ask about each village/hamlet surveyed in the commune/ward, only belonging to rural areas.

-From question 20 to 25 is used to ask about all survey commune/wards (including both urban and rural).

### **4. Instructions on calculating and recording:**

Questions 1 to 19 ask about information on the village/hamlet selected. Ask questions and record information in turn for each village/hamlet.

First row: Record the name and code of the first and second villages/hamlets on the respective pages to ask about each of these villages/hamlets. Writing the names of the villages/hamlets is useful for the interviewer to use in asking questions, and for the respondent (error) source of information, avoid recording or answering information incorrectly for the two locations in the case where several locations are interviewed at once.

➤ Question 1: Ask whether there is a road passable by car that comes to the residential area of the village/hamlet or not, even if a car has never come to this village/hamlet. If there is a road to this village/hamlet passable by car, don't ask question 2.

➤ Question 2: If there is no road passable by car that comes to this village/hamlet, ask about the distance from this village/hamlet to the nearest road where a car could pass, following the path that people from this village/hamlet usually use to go there and calculated from the residential area. This distance should not be calculated according to a birds flight.

➤ Questions 3 and 4: Ask to find out whether the above-mentioned road has periods during the year when it is impassable by car. If yes, then usually how many months out of the year is it impassable by car.

In the case that there is a road passable by car to the village/hamlet, this time period is the number of months when a car cannot come to the village/hamlet.

In the case that there is no road passable by car directly to the village/hamlet, then this time period is the number of months when a car cannot pass by the section of road closest to the village/hamlet.

The number of months should be calculated according to the calendar, not cumulating number of days into months.

➤ Question 5: This question asks about the road surface material: In the case that the road passable by car comes to the village/hamlet, this refers to material of that road surface; in the case that the road passable by car doesn't come to the village/hamlet, this refers to the nearest road.

Asphalt is a hard tar, made with modern construction methods and is of high quality.

Tar on gravel is usually built with labor-intensive methods and is of poorer quality.  
[not yet finished]

➤ **Question 6:** Asked to see the assessments and opinions of village/hamlet officials on whether or not waterways are important in comparison with other transport means. If not, question 7 and 8 are not asked.

➤ **Question 7:** Ask to see whether there are any waterways going by the village/hamlet. Waterway must be a way that at least a boat/ship carrying passengers/commodities can go through. If yes, do not ask question 8.

- **Question 8:** In case there is no water way going through the village/hamlet, ask the distance from the village/hamlet to the nearest waterway using the path usually used by the local people. The distance should not be as the crow flies.
- **Question 9:** Ask to see whether there is a regular or routine passenger transport the people in the village/hamlet could use regularly. If any do not ask question 10.
- **Question 10:** In case there is no passenger transport route going through the village/hamlet, ask the distance from the village/hamlet to the nearest station (place the people could board such transport) by the route that is often used by the local people. The distance is not as the crow flies.
- **Question 11: Ask about the frequency of the passenger transport route:** In case there is a route going through the village/hamlet, this should be the frequency of the route. In case there is no transport route going through the village/hamlet, that is the frequency of the nearest transport station.

In cases where both waterway and road transport way go through the village/hamlet and there is no transport route going through the village/hamlet, and the distance from village/hamlet to transport station of water way and transport way is nearly the same, record the combined frequency of both.

Record number of trips by the most appropriate time duration.

- **Question 12:** This question asked to identify, not including regular or period transport, are there any other motorized transport means not operating on regular schedules or periodic schedules that passengers/commodities could be transported on. For example if someone in the commune has a car not usually used for transporting passengers, but would
- **Question 13:** To identify kinds of transport means in question 12.
- **Question 14 - 19:** Used to ask information on some establishments/agencies that are directly and regularly related to the life of the village/hamlet people. Question 19 is only asked about periodic markets.
- **Question 14:** Asked to see whether there are such establishments/agencies in or near the village/hamlet. Near the village/hamlet means it borders on the village/hamlet territory. If any, ask the next establishment/agency.
- **Question 15:** In case there is no such establishment/agency in or near the village/hamlet area, ask the distance from the village/hamlet center to the nearest station on the path usually used by local people. The distance is not as the crow flies.
- **Question 16:** Ask the most common means of transport used by the local people to go to each establishment/agency.
- **Question 17:** According to the above identified means of transport, how long does it take to get to station. Record in full information to both minute and hour columns, if hour is zero (0) record "0" to hour column, if minute is zero (0) record "0" to minute column.

- **Question 18:** If hiring the above identified means of transport, how much does it cost.
- **Question 19:** Ask to see how the periodic market is organised with what frequency. This question refers to both period markets in and near village/hamlet and the nearest one not lying in or near the village/hamlet.

Questions from 20 to 25 are commonly asked to the whole commune/ward.

- **Question 20:** Asked to identify whether or not there have been any public works newly built or upgraded including work that is not managed by the commune/ward in the last 3 years (in the last 36 months as of the interview time). These public works should serve most of the population.
- **Question 21:** Identified what public works. Record to the maximum 3 public works in order of importance (in term of positive impact on local people's life) of these works.
- **Question 22:** Asked to identify the main water source (in term of time, and secondly in terms of amount used) that most commune/ward people use for drinking and eating by dry and rainy seasons. Record a main source for each season.
- **Question 23:** Ask to identify whether or not the commune/ward has electricity. The electricity source may be from the national network, small or big hydro generators serving many people, do not include electricity from generators or batteries.
- **Question 24:** Identify what percent (%) of local people have access to electricity.
- **Question 25:** Ask to identify the frequency of power outages in the whole commune/ward.

## **IX. COMMUNE/WARD FINANCIAL INFORMATION**

### **1. Purpose**

This section aims to collect information on collection and expenditures of the commune/ward budget and contributions and payments made by the local people to the commune/ward.

### **2. Respondent**

The respondents for this section are those who are specialty commune/ward staff particularly staff of the surveyed village/hamlet and commune/ward financial staff.

### 3. Scope

This section applied to all surveyed commune/wards.

### 4. Instructions for calculating and recording

This section comprises 3 parts:

- First part (from question 1 to 9) asked about budget collections of the commune/ward in the past year, as calculated by fiscal year.

- Second part (from question 10 to 17) asked about budget expenditures of the commune/ward in the past year.

- In the part on household payments and contributions made to the commune/ward asked about payments/contributions of each selected household to the commune/ward. This part is asked only about surveyed households to supplement the household questionnaire, since in fact most households can only remember the total contributions, not each item in detail.

- **Question 1:** Record the value of agricultural tax collected for the commune/ward budget.
- **Question 2:** Record value of various kinds of taxes contributed to the commune/ward budget. For example: housing tax, commerce tax, handicraft tax . . .
- **Question 3:** Record value of regular fees and payments made to the commune/ward budget. For example: bridge, ferry toll, road fees, market fees, administrative procedures, exploitation fees. . .
- **Question 4:** Record value of payments from renting out assets of the commune/ward which contribute to the commune/ward budget. For example: renting out machinery, workshop, land renting, (including auction payments),...
- **Question 5:** Value of payments made to the commune/ward in lieu of corvee working days.
- **Question 6:** Record value of collections contributed by the local people for constructing public works which are added to the commune/ward budget.
- **Question 7:** Record value of collections contributed to the commune/ward budget by the local people for establishing hunger eradication and poverty alleviation fund.
- **Question 8:** Record value of different contributions of the local people made to

commune/ward budget. For example: security fund, management fees, school fees, natural disaster control fund,...

- **Question 9:** Record value of other contributions made to the commune/ward budget. For example: service operation payment, business and production, budget collection supplemented by higher level authorities, aid from organizations, factories, enterprises, individuals, asset selling, financial fines,...
- **Question 10:** Record value of expenditures from commune/ward budget for rural transport works of the commune/ward.
- **Question 11:** Record value of expenditures from commune/ward budget for irrigation work of the commune/ward.
- **Question 12:** Record value of expenditures from commune/ward budget for administrative work of the commune/ward.
- **Question 13:** Record value of expenditures from commune/ward budget for school construction and repairs.
- **Question 14:** Record value of expenditures from commune/ward budget for Commune Health Center construction and repairs.
- **Question 15:** Record value of expenditures from commune/ward budget for information, cultural and sports activities.
- **Question 16:** Record value of expenditures from commune/ward budget for administrative management.
- **Question 17:** Record value of expenditures from commune/ward budget for other activities.

*Payments and contribution made by the households for commune/ward.*

This part requires record books of village/hamlet cadres and commune/ward financial cadres to record detail information for each household during the past year.

First row: Record name and code of the first and second village/hamlet in respective pages to ask questions for each village/hamlet .

- Column: Agriculture tax: Record agriculture tax already paid by the household.

- Column: Housing tax: Record housing tax already paid by the household.

Similarly, other columns recorded with other taxes, irrigation fee, plant protection fee, field protection fee, veterinary fee, security fee and other service fees paid and contributed

by the households.

## **X. EDUCATION**

### **1. Purpose**

This section aims to collect data on the general education situation (school facilities, school non-attendance situation, difficulties in education), illiteracy eradication and nursery education of the selected commune/ward .

### **2. Respondent**

Respondents for this section are cadres of branches, departments of the commune/ward, especially cadres from schools, cadres in charge of culture and education activities and village/hamlet cadres.

### **3. Scope**

This section applies to all surveyed commune/wards.

### **4. Instructions for calculating and recording**

➤ **Question 1:** Record name and code for schools or satellite schools attended by most village/hamlet children. Do not record nursery or kindergartens.

- + A school is a place that has a directorate board.
- + Satellite school has one or more classes; in communes with large area or to create conditions for children to go to school closer to home, the school establishes another location of the school (satellite school) to attract more pupils, but still under the management of the school.

Coding:

bbb. Primary school (record maximum 3 schools) coded with number from 10. For example: if there are 3 primary schools, the first school coded 10, the second coded 11, the third coded 12.

ccc. Lower secondary school (record maximum 2 schools) coded with number from 20. For example: if there are two lower secondary schools, the first school coded 20, the second coded 21.

ddd. Upper secondary school (record only one school) coded 30.

eee. Mixed Primary and lower secondary school coded 40.

fff. Mixed Lower and upper secondary school coded 50.

In case an inter-level school/satellite school is recorded, it is understood as recording 2 schools for 2 respective school levels. For example: when we record a mixed primary lower secondary school, then it is as if we had recorded a distinct primary and lower secondary school/(satellite school), and we only have to record 2 more primary schools and one more lower secondary schools(satellite school) (if any)

- **Question 2:** Asked to identify whether or not this school/satellite school is located in the area of the first village/hamlet. If not, do not ask questions from 3 to 5.
- **Question 3:** In case these schools/satellite schools are not located in the area of the first village/hamlet, ask to see the distance from village/hamlet center to the school/satellite school.
- **Question 4:** Asks to identify how pupils in the village/hamlet usually go to the school/plot.
- **Question 5:** Ask how long does it take when going by such means of transport in the above sentence. Record in full information to hour and minute columns.
- **Question 6 - 9:** Ask the way for questions 2 to 5, but for the second village/hamlet.
- **Question 10:** Ask to see whether or not there are any children at school age but not attending any respective school levels.
  - School age:
    - Primary school from 6 to 10 years old.
    - Secondary school from 11 to 14 years old.
    - High school from 15 to 17 years old.
- **Question 11:** Ask to identify the maximum of 3 most important causes (as assessed by the level of impact on non-school attendance of pupils ) by each school level.
- **Question 12:** Asks to identify a maximum of 3 most difficult issues (assessed by the level of impact on education) by each school level.

- **Question 13:** Ask to see whether or not there has been any illiteracy eradication program in the commune/ward in the last 10 years. That is, classes for illiterate people aged 15 to 35 in the commune/ward to eradicate illiteracy.
- **Question 14:** If there has been an illiteracy eradication program in the last 10 years in the commune/ward ask when that program first started. The time it started could be prior to the last 10 years.
- **Question 15:** Ask to see whether or not the program has finished.
- **Question 16:** Ask to see whether or not there are any other classes that involve local people apart from illiteracy eradication classes or general education. Other classes may be high school classes for dropouts, foreign language teaching, knowledge fostering, . . .do not include nursery or kindergarten.
- **Question 17:** Ask to see how many persons in the commune/ward are participating in such classes as of the interview time.
- **Question 18:** Of all participant, record number of female participants.
- **Question 19:** Before asking this question, record name and code of each village/hamlet in the first column. This question aims to identify whether there are any nursery schools/ kindergartens in each village/hamlet. Nursery school/kindergarten includes such kinds as: state, semi-sponsored, collective, people founded, private, and a group of children cared at home. A group of children is a form where a private individual is allowed to organize taking care of many children at home.
- **Question 20:** This question refers to children at nursery school age involved in village/hamlet nursery school/groups of children. Do not include those of kindergartens learning with nursery children. Nursery age includes children from 3 months to 36 months old.
- **Question 21:** Ask to see how much on average, a child has to pay for the nursery school. Record payment by the most appropriate time unit.
- **Question 22:** Ask to see how many hours does this nursery/group of children keep children in a day, not including variations due to harvest season.
- **Question 23 -26:** Ask the same way as questions from 19 to 22, but for kindergarten.

Kindergarten also includes various types with children at kindergarten age (children from 3 to 5 years old ).

In many cases, a kindergarten includes children of both nursery and kindergarten, in this case children should be separated into their respective classes and recorded.

If there are many classes, take the total children, and calculate average contributions and hours.

## **XI. HEALTH**

### **1. Purpose**

This section aims to collect general information on health, health service providers or individual provider for the commune/ward people.

Details of commune/ward health center will be interviewed in *Commune/ward interview form*.

### **2. Data collection scope**

Information is collected within or outside the commune/ward but it is related to health care for the commune/ward people.

### **3. Respondent**

Question can be put to commune/ward chairman or vice chairman or a staff in charge of cultural and social activities of the commune/ward.

### **4. Methods for calculating and recording.**

- **Question 1:** Diseases of great concern are that should be immediately financial and equipment invested in for prevention, they may be diseases that spread and outbreak into big epidemics affecting health of the local people or social diseases.... Record code for 3 diseases of greatest concern in order of importance.
- **Question 2:** If the commune has no Commune Health Center, record code 3 and move on to question 5.
- **Question 3:** This question aims to finding out the reasons for not utilizing health services of CHC by patients, list 3 most basic reasons and rank in order of importance.
- **Question 4:** This question deals with health care provider, what difficulties is the CHC facing. Record code 3 basic difficulties and rank in order of importance.

- **Question 6 -10:** Identify health care provider or health stations in the commune/ward.
- **Question 6:** If the answer is yes, record code 1 to column Code and ask question 10 , if not, ask questions 7, 8,9.

If row(a) recorded code 1, interview using the commune/ward health center interview form.

- **Question 7:** Record address of health station and provider.
- **Question 8:** If there is no provider or health facility in the commune/ward area, ask the distance from commune/ward to the nearest facility or health care provider. In case there are many health facilities or providers of the same type, for example: there are two doctors operating private practice, ask the distance to the most popular doctor. Or if there are two Commune Health centers A and B in two commune/wards close to the selected commune/ward, the distance from surveyed commune/ward to commune/ward A is 1km, to commune/ward B is 2 km, but in fact people of the surveyed commune/ward do not come to commune/ward A but to commune/ward B then the distance recorded in the form will be 2 Kms.
- **Question 9:** This question combined with question 8 to identify road conditions of commune/ward to health care facility or provider.
- **Question 10:** Record year health facility was established or year starting practice of health service provider. If don't know, record “KB”.

## **XII. INSTRUCTIONS FOR FINISHING THE INTERVIEW:**

Upon the completion of an interview with a respondent for any section, interviewer should check all the responded questions for correctness. If any mistaken or illogical answers found, check the question to the respondent. Thank the respondent for their cooperation in the interview.

## **SCHOOL QUESTIONNAIRE**

### **OBJECTIVE:**

This questionnaire aims to collect some information about the physical facilities, teaching staff, pupils, teaching activities, quality of teaching and contributions of pupils to the school/satellite school that the pupils of the village attend the most.

### **INTERVIEWER AND RESPONDENT**

This questionnaire is utilized by the supervisor who interviews directly leaders, management staff and teachers involved in a particular school/satellite school.

### **SCOPE**

This questionnaire is used to ask each school/satellite school of each level that was identified in question 1, section 8 (education) of the commune/ward questionnaire.

When interviewing a school, only collect information related to grades, pupils, staff, teachers, .. directly of that school. Do not include satellite schools in other locations.

Likewise, when interviewing a satellite school, only collect information related to the classes, pupils, staff, teachers, of the satellite school. Do not include information on the main school.

### **INSTRUCTIONS ON RECORDING**

The supervisor must interview to complete the commune/ward questionnaire prior to interviewing the schools and satellite schools. In each school/satellite school the main school must be interviewed prior to the satellite school.

#### **Cover page**

1,2. Supervisor record the name and code of the commune/ward and school/satellite school (from question 1 section 8 of the commune/ward questionnaire) prior to doing the interview

3. If the school/satellite school is in one of the surveyed villages the supervisor should record the name and code of that village prior to interviewing. If the school/satellite school is not in the area of either village, the supervisor should record the name of this new village and record code 0 in the box reserved for question 3.

4. The concept of school and satellite school are the same as that explained in the instructions for the commune/ward questionnaire (section 8)

5. If it is a satellite school, identify whether the main school was interviewed?
6. If the main school is interviewed, record the school code (from question 1, section 8, commune/ward questionnaire).
7. Record the day, month and year of the interview and full name of main respondent.
8. Record the code for the position of the main respondent whose name was recorded above.
9. Record the name and code of the person undertaking the interview. In this case it should be the supervisor.
10. Record the time the interview begins. Record full information in the hours and minutes according to a 24 hour clock. For example, starting at 1:30 PM the interviewer should record 13 in hours and 30 in minutes boxes.
11. Record the time the interview ends. Record full information in the hour and minute box.
12. Record comments when necessary after the interview.

## I. GENERAL SITUATION

**Question 1:** This question asserts which level this school/satellite school is.

**Question 2:** Determine the year the school/satellite school was established

In the case of a school, this is the nearest date a decision was made on establishing the school, even in the case that the school used to be in a different location. This decision is related only to a change in the nature of the school. In the case the decision is only related to a name change but no change is made in the nature of the school, should

In the case of a satellite school, record the year when teaching started for that level. If there was some break in the teaching at this satellite school, record the most recent year that teaching began.

**Question 3:** Ask to determine the form of school/satellite school. The forms include:

- *Public:* The form in which the government organizes, manages, invests in physical facility, pays salary and pays for other usual expenditures of the school.
- *Semi-public:* With this form of school, the government transfers a physical facility to use and operates according to the rule that they must cover costs based on payments made by parents of pupils in the form of tuition and voluntary payments

- *Sponsored*: The form in which the government allows an organization to open in order to mobilize the ability of the society to contribute along with the state to the development of education.
- *Private*: This form of school is set up by individuals or a group of individuals under the permission of the Ministry of Education and Training. The Ministry of Education and Training supervises the educational curriculum, textbooks and reference materials. Students must pay school fees to pay salaries of teachers and other fees.

In practice, usually based on the name of the school one can know the form of school.

*From question 4 to 8 there are 3 rows, one for each level of general education for recording the relevant information. If you are interviewing during the summer, ask about the school year that just ended. Only for question 7 always ask about the past completed school year.*

Question 4: Ask to see whether the school/satellite school organizes classes according to how many shifts for all classes under the management of the school/satellite school for each level. Do not include classes of other schools organized at the same location and don't include extra classes outside of the general curriculum.

Each shift includes: Shift 1 (morning), Shift 2 (afternoon), Shift 3 (lunch or evening)

Question 5: Ask to determine how many periods are in one shift for each level of school.

Question 6: This question record the length of one period in minutes for each level of schooling, only include teaching time, don't include play time.

Question 7: Ask to see in practice in the past school year – **completed school year**- how many weeks of teaching were there for each level of schooling. The number of weeks should be according to the calendar. For example: The first week was 2 days, the second week 3 days, although the total cumulative days in those 2 weeks is equal to one week, should still record 2.

Question 8: This question determines in each region with many ethnic minorities whether in the teaching program, in addition to Kinh language, is there a decision to also use other ethnic languages to transfer knowledge to pupils.

*Questions 9 to 17 aim to collect information related to the beginning of the school year. If the interview is during the summer holiday then ask about the just completed school year.*

Question 9: Record the total number of classes and classes for each grade 1,2,3,... In case of multi-grade classrooms, classrooms where children of different grades are in the same classroom for teaching, should still count as separate grades. For example: if there is one multi-grade classroom with grade 2 and 3, then grade 2 and grade 3 should each have one

grade counted.

Question 10: Record the total and number of pupils for each grade. For multi-grade classrooms, record the appropriate number for each grade. For example: If there is a multi-grade classroom for 10 children in grade 2 and 15 children in grade 3 then record 10 for 2<sup>nd</sup> grade and 15 for third grade.

Question 11: Record the number of girl pupils out of all pupils for each grade in question 10.

Question 12: Record the total number and the total number of repeaters for each grade in the previous year who repeat again in this year out of all pupils in question 10.

Question 13: Record the number of repeaters who are girls out of all pupils repeating for each grade recorded in question 12.

Question 14: Ask to determine the school/satellite school has multi-grade classrooms.

Question 15,16,17: Record the number of classes, pupils and girl pupils for each type of multi-grade classroom in schools and satellite schools. Record the number for each type of multi-grade class, do not separate by grade level.

## II. STAFF AND EMPLOYEES OF THE SCHOOL/SATELLITE SCHOOL

Question 18: Questions 18 to 24 are recorded for each school level available at the school/satellite school.

Question 18 asks about the number of teachers directly involved in teaching of the school/satellite school, that is the people who were trained at pedagogical schools, directly participate in teaching lessons in each class of the school. The number includes formal teachers, interns, contract teachers. Don't include management staff, even if they participate in teaching, and don't include service people.

Question 19: Out of all teachers directly involved in teaching at the school/satellite school identified in the above question, record the number of teachers directly involved in teaching who are women.

Question 20: Ask to record the number of teachers who meet the standard qualifications for teaching of the specific level. Teachers meeting the standard training level are those who have been trained in pedagogical schools according to the Ministry of Education and Training standards which are:

- For primary school teachers (Level 1), should be trained:

- pedagogical high school or
- pedagogical school 10+2 or 12+2

-For lower secondary school teachers they should be trained:

-pedagogical junior college

-For upper secondary school teachers they should be trained at:

-Pedagogical university (5 years for foreign languages, 4 years for all other subjects)

Teachers meeting the training standards are teachers who are teaching a particular level who have met the training standard for that level. If a person was trained to teach upper secondary, but is teaching lower secondary then they are considered to not have reached the standard training level.

Question 21: Ask the number of teachers directly involved in teaching by the years of seniority in teaching. Seniority here should be calculated according to the cumulative number of years of direct teaching. Don't include gaps when no direct teaching was done.

The total of column 3 A,B,C should be equal to the total number of teachers in question 18.

IF THIS IS A SATELLITE SCHOOL AND THE MAIN SCHOOL WAS INTERVIEWED (COVER: QUESTION 4 HAS CODE 2, AND QUESTION 5 CODE 1), SKIP TO QUESTION 25.

Question 22: Used to ask main school or satellite school where the main school is not interviewed to determine the sex of the school director.

Question 23: Ask the number of years devoted to direct teaching of the director. The cumulative number of years. Years as director combined with teaching a few hours should not be calculated as direct teaching experience.

Question 24: Ask the number of years as director for that level of school for the director. The number of years should be cumulative **for being a director of that level, don't include years as director of a different level** and include years as director even if directly involved in teaching at the same time. For example: Interview a director of lower secondary school who has previous experience of 2 years as director of lower secondary school, then became director of primary school for 1 year, then became a director of lower

secondary again continuously for 5 years prior to the interview. The number to be recorded in question 24 for lower secondary level is 7 years (2 previous years and 5 years currently working, don't include the 1 year when worked as director of primary school).

### III. Physical Facilities

Question 25: Ask to determine how many classrooms the school/satellite school has, that is rooms where pupils usually sit for classes to listen to teachers teaching.

Question 26: Asks the opinion of the school/satellite school staff member on how many of the classrooms are of poor quality.

Rooms of poor quality are rooms in permanent or semi-permanent buildings which have been damaged or have been used over a long time and are now the structure is damaged. (for example: the walls sinking, cracked, leaking roof, etc.) or fixtures are heavily damaged and in need of major repairs, the value for use is only about 40%. Or all newly buildings of a temporary structure with low duration of use.

Question 27: Ask to determine out of all classrooms in the school/satellite school, how many rooms have blackboards that can still be used for teaching. These blackboards should have an appropriate size, and all pupils in the classroom should be able to see them easily and clearly.

Question 28: The purpose is to see whether pupils of the school/satellite school have enough places to sit. Place to sit here includes having both a table and a chair. If a set of chair and table has 5 places to sit, but more than 6 pupils have to sit there then it is considered to be lacking. If enough chairs, but lacking tables or the opposite then it is also considered lacking.

Question 29: If there are not enough places to sit, determine about how many percent of pupils don't have a place to sit.

Question 30: The school/satellite school has electricity from the network or from a large generator to use usually, whether only use in the office of the director. Don't include if only includes a small generator or battery.

Question 31: Whether there is clean water at the school/satellite school means that the water used for all needs of the school/satellite school meets the Ministry of Health Standards and is sufficient at least ½ of the time in the school year and the distance between the school/satellite school to the water source is less than one hour on foot (round trip)

The standard for clean water of the Ministry of health is as follows:

- Water has the necessary level of clarity
- There is no color, no smell nor strange taste
- No pollution of surface or underground water

The source of water (excluding from a water purifying factory) must be at least 7 meters from a source of pollution (livestock shack, toilet, cemetery)

Usually clean water includes: factory water, rain water which is in covered basin, well water with a water filter system.

Question 32: Having a hygienic toilet means a school/satellite school has a toilet that guarantees the hygiene standards of the Ministry of Health which are as follows:

- Does not cause pollution to the surface land
- Does not cause pollution to surface or ground water
- No flies, mosquitoes
- No stink, not dirty
- Does not allow animals to come in contact with the feces.

Usually hygienic toilets include 3 types: Toilets going out to septic tanks or sewage pipes, toilet which flows into a hole, not to outlying areas.

#### IV. Teaching facilities

Question 33: Ask to determine whether the school/satellite school has one or more than one room or place separated from the larger room used to put books or materials for the pupils and teachers which is actually operating. Do not count if only a storage place for books.

Question 34: Count the number of sets of books that the school/satellite school has lent or rented out to pupils. Do not count sets of books that are not lent or rented out such as books that are sold, reserved for teachers, kept as extras...

Question 35: Ask to determine whether the school/satellite school has one or more than one room or place separated out in a larger room used for making experiments and which is actually operating.

## V. Results of teaching, examinations

*Questions 36 to 40 will be recorded for each level respectively of the school/satellite school and in regard to the last examination period where results are available.*

Question 36: Asks to record the number of pupils taking examinations at the end of a level which has been completed the most recently. Only ask the number of pupils who actually attended the examination at the end of a level, do not include those who registered but didn't take the exams. Pupils who attend exams include also pupils who had failed in the previous year and are taking the exam again.

Question 37: In the total of pupils taking exams asked above, how many are female?

Question 38: In the total of pupils taking exams, how many passed?

Question 39: In the total of pupils who passed, how many were females?

Question 40: In the total of pupils who took examinations (in question 36), based on scores, how many would be classified as excellent, good, average and poor. The total of the four columns should add up to the number in question 36.

## VI. Finance and School fees

CHECK: CASES WHICH MUST BE ASKED QUESTION 42 INCLUDE:

1. MAIN SCHOOL
2. SATELLITE SCHOOL WHEN MAIN SCHOOL IS NOT INTERVIEWED
3. SATELLITE SCHOOL WHERE MAIN SCHOOL IS INTERVIEWED, BUT FEES AND CONTRIBUTIONS ARE DIFFERENT BETWEEN THE MAIN AND SATELLITE SCHOOLS.

Question 41: In the case of satellite schools, the main school's information was collected, then ask to determine whether the contribution regime of pupils is the same between the satellite and main school.

Question 42: Ask about contributions of pupils to the school/satellite school in one school year which are relatively mandatory according to regulations of the school/satellite school. These amounts should be recorded for each grade the school/satellite school teaches.

Question 43: Asks to determine whether there are pupils, according to regulations of the school/satellite school, who pay only part, or don't have to pay contributions for some items to the school/satellite school. This question asks generally for all cases of exemptions and reductions in fees.

Question 44: Determine how many pupils belong to the reduced fee category. Don't include cases where the contribution was not complete, when they didn't belong to the category of reduced fees. This question only asks about those allowed reductions.

Question 45: Record the 3 most common reasons in order that are used to allow reductions in school fees and contributions.

Question 46: Determine how many pupils are exempt from school fees and contributions to the school/satellite school. Don't include cases where fees were not paid, but the pupil didn't belong to the exempt category. This question is only in relation to the pupils who are allowed exemptions.

Question 47: Record the 3 most common reasons in order, that are used to allow exemptions in school fees and contributions.

## COMMUNE/WARD HEALTH CENTER QUESTIONNAIRE

### A. Introduction

#### 1.1 General objective

This section instructs the interviewer on the contents and method of collecting data in the commune/ward health center questionnaire. This information collected in this questionnaire along with other questionnaires used at the commune/ward level and the household questionnaire allow us to describe a complete picture about the social/cultural/economic life of the people of Viet Nam.

#### 1.2 Scope of survey

Interview all commune health stations and ward health stations in small urban areas of the communes/wards selected in the sample of the household living standards survey.

This information is collected in the commune/ward questionnaire is divided into 5 sections.

I. General situation

II. Health workers and hours of work at the center

III. Services and equipment

IV. Ability to supply medicine

V. Fees

#### 1.3 Interviewer and respondents

**The interviewer for this questionnaire is the team leader** of the survey team.

The respondent could be the director of the health station, doctor, physician's assistant of the health station.

### B. Instructions on recording

Cover:

**Name of commune/ward:** Interviewer (in this case the team leader), record the name of the commune/ward in capital letters.

**Code of commune/ward:** Record the code the Central Steering committee assigned the commune.

**Day/month/year of interview:** The year should be written with 2 digits of the year undertaking the survey.

**Name of respondent:** Record in capital letters.

**Position:** Record the code of the position.

**Code of interviewer:** Record the code the same as that recorded in the household questionnaire.

**Time to start and end the interview:** Recorded according to 24 hour clock.

### **I. General situation**

**Name of first and second village:** Look back at section V: Collecting information on villages which have been separated or merged compared to the 1992-93 VLSS.

➤ **Question 1- question 4:** Aims to determine the average distance from each residential area to the commune health station.

The distance is calculated in kilometers by the main path that the people in the first or second village/hamlet usually use to go to the clinic.

### **II. Staff and hours of operation of the clinic**

➤ **Questions 5 to 6:** Record the number of staff by training level of employees of the commune health station. These people should have been issued a certificate or diploma according to the training standards of the Ministry of health

➤ **Question 7:** This question only calculates the number of hours the commune health station usually works to supply usual health services according to regulations, does not include emergency cases, or hours open to serve emergency cases. Pay attention to calculate hours worked for 1 week not for 1 day.

➤ **Question 8:** Calculate the total actual hours worked in the past week, not including hours for emergency cases or hours open to deal with emergency cases.

### **III. Services and Equipment**

➤ **Question 9:** Inpatient beds are beds used to serve patients who sleep overnight at the clinic.

➤ **Question 10:** Ask about the services the commune/ward health clinic can perform:

-Obstetrics are delivery services

-Immunization are to immunize against 6 childhood diseases (according to the new regulation that should be 8 diseases)

-Traditional medicine: Services of mixing various herbal medicines.

-Malnutrition training: Services to education mothers and fathers on how to take care of children and prepare food to guarantee the nutrition of parents and children to prevent malnutrition, training mothers to breast feed their children...

➤**Question 11 to Question 12:** Asks about some basic equipment of the commune health station and current situation of equipment.

**Clean water:** The commune health station has clean water if the source of water used for all needs of the clinic is guaranteed the hygiene standards of the Ministry of health.

The standard for clean water of the Ministry of health is as follows:

-Water has the necessary level of clarity

-There is no color, no smell nor strange taste

-No pollution of surface or underground water

The source of water (excluding from a water purifying factory) must be at least 7 meters from a source of pollution (livestock shack, toilet, cemetery)

Usually clean water includes: factory water, rain water which is in covered basin, well water with a water filter system.

**Hygienic toilet:** Having a hygienic toilet means a school/satellite school has a toilet that guarantees the hygiene standards of the Ministry of Health which are as follows:

-Does not cause pollution to the surface land

-Does not cause pollution to surface or ground water

-No flies, mosquitoes

-No stink, not dirty

-Does not allow animals to come in contact with the feces.

Usually hygienic toilets include 3 types: Toilets going out to septic tanks or sewage pipes, toilet which flows into a hole, not to outlying areas.

1. **Electricity:** The commune/ward health center can be considered to have electricity if they use electricity from the national network, generator of the commune or its own generator with at least 1 KVA capacity.

**Growth chart:** This is a printed sheet which allows one to assess the physical size of children through monitoring the relationship between weight and age in months.

**Delivery bed/table:** This bed is used for delivering babies.

**Examination bed/table:** Does not include the patient beds included in question 9. Want to distinguish between delivery bed and examination beds.

➤ **Question 11** Includes all equipment currently available at the clinic including equipment that can still be used and that which is broken.

#### **IV. Ability to supply medicines**

➤ **Questions 13 to 14:** Asks about 10 types of common medicines

For this section, please take a look at the anthropometrists handbook on collecting prices of medicines.

The specified types (units) of medicines are determined by those that are most common, however in reality at the commune health station they may be different from those written in the questionnaire. For example Ampicillin used to collect in the questionnaire is for 1 card of 10 capsules, 250mg each produced domestically in Vietnam. But, in reality at a commune health station, Ampicillin is sold in 5 pill cards of 250 mg produced in Vietnam.

in this cases we should calculate the equivalent price for 10 pills if the quality and units of the two types are the same. If the price of 5 pills is 10,000 dong, then the price of 10 would be 20,000 dong.

In the case that the quality is different, the country of production is different, and the units are different, try to come up with an equivalent in order to calculate the price. For example, if the clinic has vitamin A on capsules of 100.000 UI with the price of 2000 dong per pill, then the price of a 50.000 UI would be 1000 dong.

#### **V. Fees**

➤ **Questions 15 to 17:** Collect information on amounts charged for services of services at the commune health center.

**One time of general consultation:** Includes health check or examination in case of illness for a patient who doesn't require an operation, do not include emergency cases, or serious cases that a physician's assistant could examine and treat.

**Normal delivery:** Do not include cases of breech birth, ectopic pregnancy, metrorrhagia.

➤ **Question 16:** Calculate the share of visits/patients who are exempt from all fees out of the total number of patients.

