



**How to Adapt and Implement the  
Adolescent Life Skills Assessment for Girls  
(ALSA for Girls)**

March 2022

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## Introduction

The purpose of this how-to guide is to help organizations adapt the Adolescent Life Skills Assessment for Girls (ALSA for Girls), pre-test it and administer it so that they have high-quality data to inform programs for young people. Life skills such as self-confidence, creative problem-solving and empathy are critical building blocks supporting the wellbeing of children, youth and adults.<sup>1</sup> Each skill includes multiple attributes, which makes measuring them challenging. This guide will help you through the process of ALSA adaptation and utilization. Each section of the guide describes one of the six steps in the process.

The guide was written for Room to Read's Girls' Education Program (GEP) and can be adapted for other programs. We generally refer to Room to Read's version of the assessment as the ALSA for Girls out of recognition of the fact that, to date, nearly all our development and testing efforts have been with female adolescent respondents. While we have begun some small-scale testing of these tools and processes with boys, we cannot yet state definitively how much adaptation is required to do this as effectively as possible. As such, if you intend to apply these methods with boys or mixed-gender groups, please take extra care in the adaptation process.

Room to Read began developing the ALSA for Girls in 2015 with a tool review followed by pilot tests beginning in 2016. For details on the ALSA for Girls development, see Room to Read's "Building the Adolescent Life Skills Assessment for Girls (ALSA for Girls): Synthesis Report on Lessons Learned (2022)." We continue to improve the ALSA for Girls through adaptation in different contexts and testing.

The ALSA consists of the student questionnaire<sup>2</sup> and supporting instruments (see Annexes) to collect information to triangulate with data from students. This guide focuses on how to adapt and use the student questionnaire. You can use the same techniques to adapt other tools in the ALSA, especially the roleplay tool, as it, too, is implemented with youth.

To move beyond students' self-report, we can also collect data from program staff (social mobilizers/mentors) about the students they support regarding Empathy, Expressing & Managing Emotions, Communication and Self-Confidence (see Annex: Social Mobilizer Ranking Tool). Asking staff to rank students relative to each other helps us to get less biased data, as program staff may give answers that are skewed toward the positive, thinking that that would make the program look good. We found that teachers, social mobilizers (GEP staff) and interviewers show the greatest promise for third-party validation.

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<sup>1</sup> What we refer to as life skills, other organizations may label as socio-emotional, 21st century, soft or transferable skills. We use "life skills" throughout this guide.

<sup>2</sup> The module referred to as "student questionnaire" in this document is referred to as the "girl questionnaire" in the synthesis report; use of more gender-neutral language here is intended to acknowledge the potential for adaptation and use with respondents of other genders.

Figure 1. ALSA for Girls Adaptation & Use Process

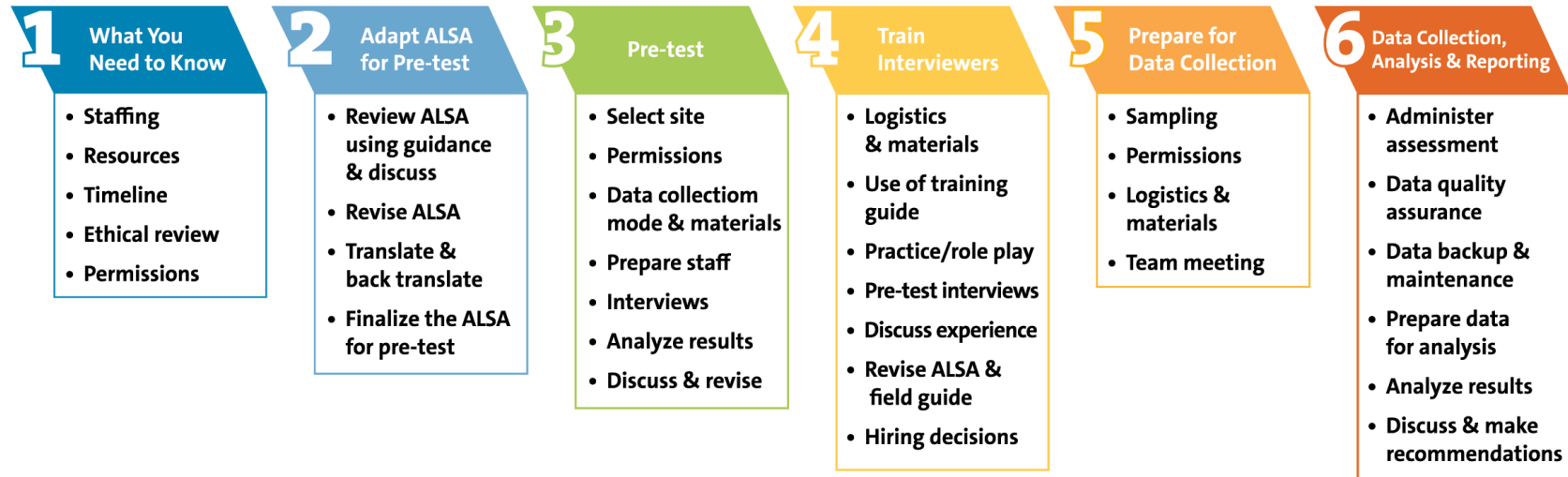
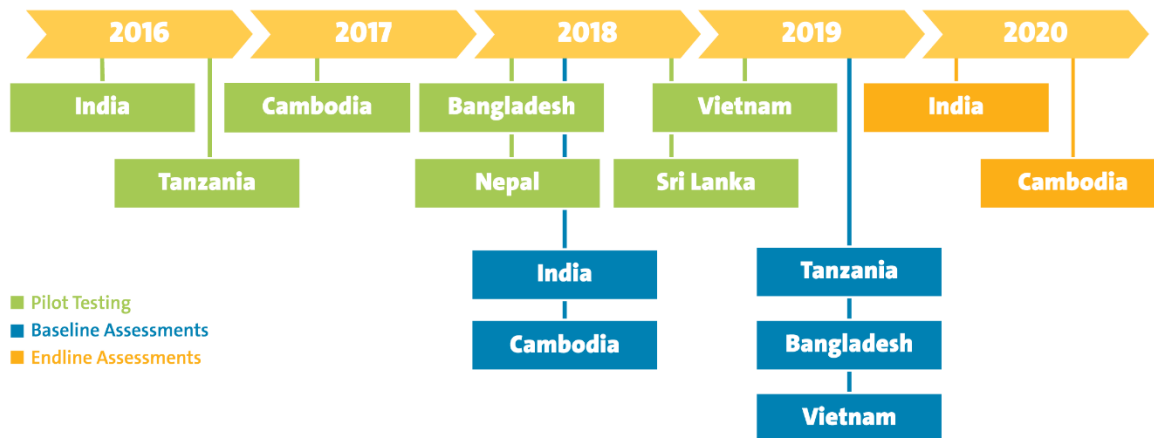


Figure 2. ALSA for Girls Development



### Student Questionnaire Description

Most of the student questionnaire items are closed-ended with Likert response options: *not true*, *slightly true*, *mostly true* or *completely true*. The questionnaire consists of the following modules:

- Demographics
- Introduction to scales used in the tool: warm-up for respondents
- Life skills modules for:
  - ✓ Decision-Making
  - ✓ Perseverance and Self-Control
  - ✓ Emotions and Empathy
  - ✓ Relationship-Building
  - ✓ Communication
  - ✓ Self-Confidence
  - ✓ Creative Problem-Solving
- Knowledge and attitude questions related to gender

Other modules we have used in some GEP evaluations include:

- Voice
- School and Career Aspirations
- Forced Choice Questions
- Anchoring Vignettes

See the Synthesis Report, Chapter 4, for more details on how we used forced choice and anchoring vignettes to identify and address bias to inform your decision of whether one or both might be useful in your ALSA.

## What You Need to Know

1

### What You Need to Know

- **Staffing**
- **Resources**
- **Timeline**
- **Ethical review**
- **Permissions**

In this section, you will learn about the people, resources and time needed to conduct the ALSA for Girls. The primary reason to use the ALSA is that your program seeks to teach young people essential life skills and you want to measure their achievements. You may be working with young people in or out of school or other institutions, in youth groups or in groups organized by your program. Room to Read's GEP works with girls in schools, so references to "schools" may be adapted depending on how young people are organized in your program. This is the first level of sampling for the ALSA. The "students" refer to program and non-program (for comparison) youth who meet program inclusion criteria for the ALSA. You may also want to change these references to match your needs.

### Staffing

Any effort's success is dependent on people with the appropriate skills who are committed to the activity. The people needed for ALSA adaptation and implementation are:

- ALSA Team Leader with monitoring, evaluation and research responsibility
- Program Staff who know the program curriculum and activities
- Program Mentors who recruit youth and interact with them and their families
- Interviewers or survey firm, e.g., to engage youth in interviewing young people
- Translators
- *If using CAPI (computer-assisted personal interviewing):* Devices will need to be programmed and tested, and the program revised following any changes made during the pre-test.
- *If not using CAPI:* Data entry clerks will enter data into a data shell (sometimes provided by the team leader or data analyst).

*Adapting the ALSA is a team effort.* The Roles and Responsibilities table below briefly describes what you can expect to be doing during adaptation and implementation.



Table 1. Roles and Responsibilities for ALSA for Girls Adaptation and Implementation

Staff	Roles & Responsibilities
ALSA Team Leader	<ul style="list-style-type: none"> <li>• Has ultimate responsibility for ALSA adaptation and implementation</li> <li>• Guides process and ensure its success, e.g., ensuring ALSA guidelines and data quality assurance measures are followed</li> <li>• Supports team in their efforts</li> <li>• Engages interviewers or survey firm</li> <li>• Ensures adequate resources are available</li> <li>• Consults with support staff as needed</li> </ul>
Program Staff	<ul style="list-style-type: none"> <li>• Discuss how ALSA needs to be adapted to fit context</li> </ul>
Program Mentors	<ul style="list-style-type: none"> <li>• Discuss ALSA adaptation</li> <li>• Obtain parental consent</li> <li>• Conduct pre-test and cognitive interviews with students</li> <li>• Obtain school permission for pilot/baseline</li> </ul>
Interviewers or Survey Firm	<ul style="list-style-type: none"> <li>• <i>If using CAPI:</i> Test devices and program during training and pre-test</li> <li>• Implement ALSA</li> <li>• <i>If a firm:</i> Conducts training and quality control in conjunction with program, and prepares data for analysis.</li> </ul>
Translators	<ul style="list-style-type: none"> <li>• Translate ALSA</li> <li>• Back-translate ALSA (separate translator than above)</li> <li>• Repeat the above process if there are any major revisions of the ALSA</li> </ul>
Other staff may be needed:	<ul style="list-style-type: none"> <li>• Perform data entry if the ALSA is done by hand on paper rather than with electronic data gathering, e.g., tablets</li> <li>• Program tablets/devices (programmer must have knowledge of the software you choose to program devices)</li> <li>• Back-check interviews and other data quality checks</li> <li>• Conduct data analysis</li> </ul>
<ul style="list-style-type: none"> <li>• Data Entry Clerk(s)</li> <li>• Data Analyst</li> <li>• Programmer</li> </ul>	

## Resources

Necessary resources depend upon the content of your ALSA and the decisions you make. Some ALSA activities require additional positions; for example, the roleplay exercise requires roleplay partners to engage with youth. Data collection mode affects resources, as it may be undertaken by an interviewer or be self-administered, or you may test both with different groups of students. If all data collection will be self-administered, then you only need “interviewers” to conduct the assent process with students, orient them to the questionnaire and collect the completed questionnaire (electronic device or paper). Table 2 below presents some of the decisions that affect resource needs.

*Table 2. Resource Implications of Decisions You Make*

Decision	Resource Implications
If you use electronic devices for data collection ...	Then you will need someone to program the ALSA on your devices and test the program. If your ALSA has skip and if-then patterns, consider having staff and/or interviewer trainees test the patterns to ensure the coding accounts for all possible patterns.
If you collect data by hand ...	Then you will need people to enter the data into a database or spreadsheet. Data must be entered twice by separate people (called double keying or double data entry). The person/people conducting data quality control will compare the two data sets for differences and check original paper interviews to reconcile differences and create the “clean” data set.
If you directly hire interviewers ...	Then you will need to conduct or hire additional people to conduct quality assurance such as backchecking interviews.
If you hire a survey firm ...	Then the firm’s scope should include working with you to train the interviewers. You may also want the survey firm to conduct quality assurance and data preparation, details of which should be included in their contract.

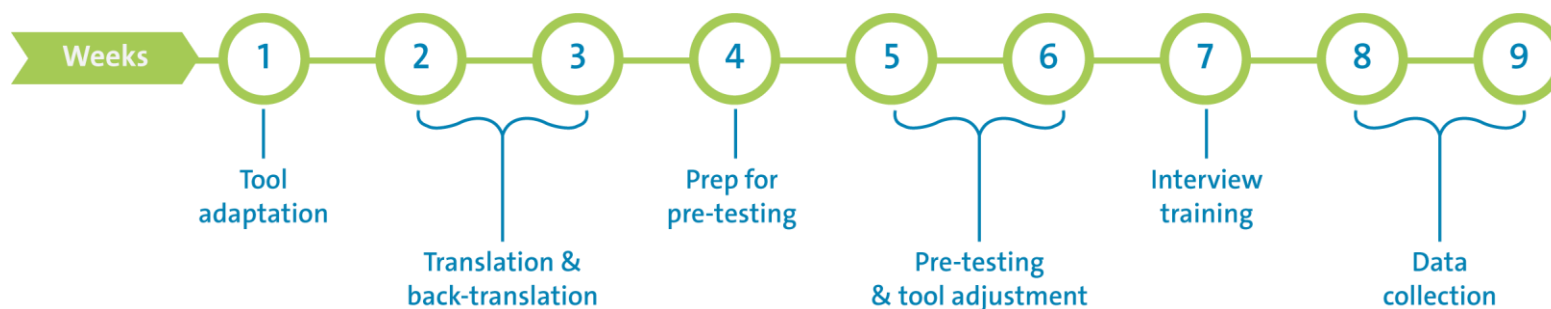
Data collection typically requires about two weeks for GEP during which backchecking and other quality assurance can be done including data entry if using paper questionnaires.

ALSA can be a holistic assessment, as one team GEP country staff member mentioned: “We can get holistic information: not just what girl says, but what her teacher, parent, and social mobilizer are saying. We can get all the information. That’s very important when we discuss with high-level ministers.”

## Timeline

Adapting the ALSA is a process, which is depicted below in Figure 3. While this timeline and the total number of weeks needed can vary somewhat based on many factors, we have found approximately nine weeks to be typical. The adaptation in Week 1 includes your team’s review of the tools, and discussion of each item in the student questionnaire and how it reflects the manifestation of life skills for students in your program’s context (See the next chapter, “Adapt ALSA for Pre-test”, for additional guidance). Some of these activities may slightly overlap, e.g., you may prepare for pre-testing by reaching out to the school(s) in which you wish to conduct the pre-test for permission and to parents for consent to interview their children. While revising tools after the pre-test, you may begin preparing logistics and materials for interviewer training.

Figure 3. ALSA for Girls Implementation Timeline



If data are collected manually, then data entry should begin during the first week of data collection to ensure completion within a day or two of the last interviews.

## Ethical Review and Permissions

Multiple approvals are typically needed for assessment implementation, including:

- Ethical Review and Approval
- School Approval
- Parental Consent
- Child Assent

There may be other requirements in your country. Documenting that you have followed all requirements will help you prepare a complete and accurate assessment report. See the *Note on Documentation* text box below for additional recommendations.

### Ethical Review and Approval

Ethical review protects students who participate in the ALSA by creating age- and other context-appropriate procedures to respect and protect them. These procedures include getting their assent to participate, respecting them throughout the ALSA, getting their parents' consent for them to participate and protecting their confidentiality by using protocols for securing data. The ALSA team leader is typically responsible for drafting and submitting the institutional review board (IRB) application that includes all the procedures and documents to be used in the ALSA. Each country's human subjects research protections differ, so be sure to follow your country's and IRB's requirements. IRBs are sensitive to data collection with children. You can expect your procedures, and especially your child assent and parental consent language, to be a focus of the ethical review.

All procedures, consent and assent scripts/forms and tools must be approved prior to data collection. In some cases, the pre-test can proceed while the IRB is reviewing the application. Be aware of your country's ethical review requirements. Your ability to conduct the ALSA is dependent on following IRB-approved procedures. Failure to do so can result in penalties for your organization.

#### **A Note on Documentation**

Document every decision you make, even if you think it is a minor one, or if you think the reason for the decision is obvious. This requirement of the ALSA adaptation and use process cannot be overstated. Despite our best efforts, valuable information is lost when we fail to record what we do, why we do it and how we do it. Sometimes we forget and mis-remember details by the time we write it down.

We recommend that each day, the ALSA team debrief and review all decisions made. Someone should record the decisions and update the decision log. The log can be a simple Excel or Word form that you start at the beginning of the ALSA.

Your work is critical to your program. What you learn during your experience adapting and using the LSA will help the next team's efforts. Include what went well, challenges and how you addressed them in your documentation.



## School Permission

As part of the permission process, you need to obtain permission from schools to meet with students. For GEP, social mobilizers with close ties to schools contact the appropriate school representative(s) to explain the purpose of the ALSA for Girls and its procedures and timeline. GEP obtains school permission prior to pre-testing or interviewing on school grounds and documents the permission.

If your “students” are organized by youth groups that, for example, are housed in your program’s space, then you may not have this institutional permission requirement. Keep in mind local government units or other permissions that may be required depending upon your area’s requirements.

## Parental Consent

Parents must provide consent for their children to be interviewed if their children are not legal adults. Follow the consent process approved by the IRB including the documentation process. If for any reason the consent process is not followed in some case(s) or documentation is lost, inform the ALSA team leader about the event and follow your communication protocol as needed.

Parental consent is documented in a written form, although GEP social mobilizers sometimes conduct the consent process verbally, e.g., if a parent is unable to read or understand the written form. As with the school permission, the parental consent process includes explaining the purpose of the ALSA and its procedures and timeline, including what their children will be asked to do. Assuming your IRB requires a signed consent form, the parent’s (or legal guardian’s) signature or mark is needed on the form for your organization’s records, with copy provided to the parent/legal guardian.

Typically, organizations must retain the forms for three years after the conclusion of the project. Check the timeline required in your context. Your application to the IRB will include the consent and assent processes and document retention requirements, including how long to retain signed forms, where to keep them, how to protect the confidentiality of the children, and what to do with the forms at the end of the retention period (shredding is most typical).

## Student Assent

The student assent process typically includes a verbal script followed by the interviewer. You, or the survey firm, will train interviewers (or staff) on the process and on your Child Protection Policy. If you do not have a Child Protection Policy, you can adapt one for your context and respondents. Interviewers should be required to agree to adhere to the Policy and sign a form acknowledging their understanding and agreement with the Policy as part of their work agreement.

## Adapt ALSA for Pre-test

2

### Adapt ALSA for Pre-test

- **Review ALSA using guidance & discuss**
- **Revise ALSA**
- **Translate & back translate**
- **Finalize the ALSA for pre-test**

Since 2016, we have learned a great deal about how to adapt and administer the ALSA for Girls. Some of the most challenging efforts include addressing how skills manifest in each context and language, and finding synonyms for interviewers to use when respondents do not understand.

A lot of your time will be spent contextualizing the ALSA to “get the words right” in the student questionnaire and roleplay exercise. To start the process, provide each team member with the ALSA so that they may familiarize themselves with the tools prior to the first meeting. Everyone should make notes on their concerns as they read and consider what other data are needed to complement the student questionnaire.

### Review and Discuss the ALSA

During the first meeting, determine what tools you need for your assessment. The student questionnaire is the core of the ALSA, so most of this guide is dedicated to helping you adapt and use this tool. You will need other data to triangulate with the student data to make the most of your assessment.

What other data are pertinent to your program’s successful assessment (e.g., grades, test results)? Whose perspectives should be considered (e.g., program staff, teachers, parents)?

Do you want a real-life assessment of your participants’ life skills? If yes, consider using a roleplay exercise (see Annex: Sample Roleplay Tool), though take note of the challenges with this approach: It is very demanding on data collectors and challenging to create relevant scenarios and an objective scoring rubric. In addition, it takes a lot of time, and may be stressful to participants. Just like the student questionnaire, you will also need to adapt this to your context and participants.

Also during the first meeting, review the student questionnaire (and the other tools you elect to use) in detail using the questions below to guide you. One person should take notes on concerns that one or more people have about the questionnaire, and the decisions taken. As noted in the *Note on Documentation*

“It’s important to understand all the tools thoroughly and adapt the questionnaire for context. Think through precise translations and consider adding synonyms to help girls understand better. When training enumerators, one needs to provide a lot of details: what they should and shouldn’t do, and how to make girls feel comfortable during the interview and ensure proper understanding. Take time to let the enumerators practice using the questionnaire. Practice with each other, but also with girls in non-program schools.”

–GEP Staff

above, documenting concerns and decisions will help you in student questionnaire revisions (next step below) and reporting (final step in the assessment). Review and discussion typically require about half a day for the questionnaire, so a full day may be sufficient for the adaptation before pre-testing.

Questions to discuss for each life skill (or skill group<sup>3</sup>) include:

- What does this life skill mean?
- How does this skill represent itself in your context?
- How does the tool seek to measure this?
- Does this measurement strategy make sense? Are there critical elements of this skill that are missing?

Questions to discuss for each scale or activity include:

- Will girls understand the instructions the interviewer provides to them?
- After hearing these instructions, will the questions/activity make sense to them?
- What further explanation might be needed to make sure girls understand?

Questions to discuss for each item include:

- How does this item relate to the life skill it is intended to measure? Is it a good measure of this skill?
- Is it locally relevant? Does it reflect the way this skill represents itself in your context?
- Is there any cultural sensitivity that needs to be considered in this question?
- Can all terms in the question be easily translated into the language(s) without changing their meaning?
- Once translated, will girls easily understand these terms? If not, are there synonyms that can be used for those girls who need more explanation?

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<sup>3</sup> Note that in the tool there are two groups of skills that have been combined because of the degree to which they overlap conceptually: 1) Perseverance and Self-Control; and 2) Empathy and Expressing & Managing Emotions.

## Revise the ALSA Tools

Review the documentation from the discussions. Revise the questionnaire and any other tools using tracked changes as a record of the changes made. Keep in mind that while changes can be made, you want to maintain the integrity of the ALSA tools that have been developed, piloted and tested over several years. Someone, typically the ALSA team leader, is responsible for tool integrity and will review and approve (or not) changes. Revisions typically take a day, depending on whether any are made during the review/discussion process. Save both the track-change and clean document(s) and share them per your organization's guidance.

“The ALSA tool was developed for global fit, so it's very important to country to contextualize. Even the questions, when asked in English may convey a different meaning than in a local language. In pre-tests, girls understood some questions differently than we expected. We had to do a lot of translation back and forth. It's very important to back-translate. Beyond language issues, conditions such as the education system may be different, so it's important to make sure the wording is locally relevant.”

-GEP Staff

## Translation, Back Translation and Finalizing the Tools for Pre-testing

Once you feel confident in the tools, translate them into the appropriate language(s). After you approve the translation(s), have another translator independently back-translate them. Review the three versions: the original in English, the translated version and the back translation.

In the questionnaire and roleplay exercise tool, keep in mind that the words or phrases in **bold** are important to the item's meaning and may also be challenging to translate directly in some languages. See the following examples:

- F2: I **try very hard** even when I don't see the results of my efforts.
- D2: My parents tell me I am **thoughtful** when completing a task.
- D11: When I feel nervous or **scared**, I know how to calm or relax myself.

Gather the team and discuss:

- What words or phrases did the translators translate or back translate differently than you intended?
- What questions or phrases are longer or more complicated than you think will work for students?
- How can you simplify or shorten them without changing the meaning of the question/item?



During the meeting, someone should take notes and document decisions. Save your final versions and notes. Share them as needed following your organization's guidance. This is the ALSA you will use for pre-testing.

Back-translation and in-depth discussion of terminology are essential. As one GEP team member said: "When we reflect on the process, it required a lot of sensitive work, especially regarding emotional terms and the way we asked [those questions to] the girls. To me, that was very challenging: to make sure the questions fit the context so that girls could respond meaningfully. It took a lot of time to make progress during the pre-test."

## Pre-test

3

### Pre-test

- **Select site**
- **Permissions**
- **Data collection mode & materials**
- **Prepare staff**
- **Interviews**
- **Analyze results**
- **Discuss & revise**

Pre-testing is critical to the success of the ALSA, because you can learn how students understand the instructions, scales, questions, activities, words and phrases. We found cognitive interviewing with students in groups and/or (ideally) one-to-one to be an essential approach. The process helps to identify when concepts and language need to be clarified and simplified, and how to explain and train respondents to understand the scales. The discussions also help identify misalignment between items as intended versus the respondents' understanding of those items. This can be a long process and it helps if the interviewers bring an attitude of humility to the work through active listening, respect and avoidance of judgment.

This section focuses on the student questionnaire as the essential tool in the ALSA. All youth-focused tools should be pre-tested. This section describes preparation for and conducting the pre-test, and how to learn from pre-testing.

### Select Pre-test Site and Obtain Permissions

Consider how many schools you have with the program. If you are conducting a baseline, are you including a comparison group? If so, pre-test in one program and one non-program school if possible. Select school(s) for the pre-test in which the students are most like the students in all the other

schools on your list. This will maximize the effectiveness of the pre-test as a means of creating a valid final student questionnaire.<sup>4</sup>

Contact relevant school authorities to get permission for the pre-test by explaining the purpose of the ALSA pre-test, timing and procedures. We recommend including 20 – 25 program schools in your sample if possible; or as many as available if your program operates in fewer than 20 schools. If you include an equal number of non-program schools, select them based on your program criteria so that they are as comparable as possible to program schools. In non-program schools (where appropriate), create a list of students who meet your program criteria from which to randomly select potential respondents.

Select students randomly (we recommend at least 25 students per school) from the lists of program and non-program students; random selection will help to achieve representative results. The easiest way to randomize a list is to use a random number generator (such as the one in Excel). Be sure to include the number of students you want to interview by location and as many as 50% more as alternates in case of absence, illness and parents/students who decline to consent/assent.

Contact the parents to get their consent for their children to participate in the pre-test. You can use a modified version of the consent in the annex. If they decline, select an alternate from the list.

Prior to beginning the pre-test interview, explain the purpose, process and timing of the pre-test with the student and ask for her/his assent. If s/he declines, select a student from the alternate list.

### Data Collection Mode, Materials & Timing



The choice of data collection mode is often made based on available resources. We feel that collection via electronic devices such as tablets is ideal, but if the required resources are not available, then paper questionnaires can be used during interviews. Review how the different modes can affect the resources needed in Table 2 on page 6.

The data collection mode and the tools selected will determine the materials needed. Consider those noted in Table 3 below and create a checklist for easy use (replace “# of” with the actual number needed) and reference for the materials needed, who signs them out (and back in), etc.

The Cambodia GEP team recommended having FGDs as part of a pilot with girls to see if the girls in FGDs understand the questions the same way as girls in interviews saying: “Maybe some students can understand better in groups, and the girls can learn from each other.”

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<sup>4</sup> At the same time, it is important that students who participate in the pre-test not be included in a full baseline assessment later. You can avoid this by pre-testing in the same grade and schools as the baseline but in a different academic year; in schools near to and similar to baseline schools but that won’t be part of the baseline; or simply by keeping track of these students and excluding them from your later sampling.

*Table 3. Materials Needed Based on Data Collection Mode*

Conditions	Materials Needed
Interviews with Paper Questionnaires	<ul style="list-style-type: none"> <li>• # of printed questionnaires with pre-test probes and space for notetaking plus extras for each social mobilizer (SM)</li> <li>• # of pens and # of pencils for each SM</li> <li>• # of assent forms plus extras for each SM</li> <li>• # of hard surfaces and # of organizers (e.g., clip board, notebook, folder) for each SM</li> </ul>
Interviews with Electronic Devices	<ul style="list-style-type: none"> <li>• # of devices and # of backup printed questionnaires for each SM (If the device will not permit SMs to take notes while talking with students, then they will need a notebook for notetaking.)</li> <li>• # of device chargers for each SM, unless they are being collected and charged daily by someone else</li> <li>• # of pens and # pencils for each SM</li> <li>• # of assent forms plus extras for each SM</li> <li>• # of hard surfaces and # organizers (e.g., clip board, notebook, folder) for each SM</li> <li>• # of data backup supplies, e.g., USB drive, internet access, secure computer/cloud-based backup</li> </ul>

### Pre-test Timing and Sampling

In terms of timing and sample size, we typically divide the questionnaire into manageable parts, e.g., demographics and one to two soft skills sections for each student respondent. This procedure allows ample time for probing how students understand terms and items. As noted above, be sure to include space for notetaking on the device or paper questionnaire, as these notes are what you will analyze to produce the final questionnaire (see the “Analyze Results” section beginning on page 31). Below is an example of a pre-test schedule.

- Day 1 – Pre-test questionnaire Part A with 10 – 12 students
- Day 2 – Pre-test questionnaire Part B with 10 – 12 students
- Day 3 – Pre-test questionnaire Part C with 10 – 12 students
- Day 4 – If there are substantial changes from the previous days, pre-test modified items with 10 – 12 students.

These pre-tests are ideally completed one-on-one, with each interviewer pre-testing with 3 – 4 respondents during a school visit.

## Prepare Staff/Interviewers

In addition to gathering materials, pre-test interviewers will need training on:

- Tools being tested
- Cognitive interviewing
- Student assent process
- Data collection mode

See “Annex: Training Guide” for resources to facilitate this training.

The pre-test can test the quality of data entry (if using paper), as well as the interviewers. It is also an opportunity to further map out the data analysis plan.

## Conduct Interviews

During the pre-test, interviewers will interview students, capture their responses, and ask them about their interpretation of terms and items, what they found easy or challenging, and their interest and fatigue levels. When gaining assent, interviewers will explain the purpose of the pre-test.

Interviewers will ask questions or probe about what the student was thinking about when s/he answered the question. Useful probes include:

- Can you restate the question in your own words?
- Can you tell me a little more about your answer?
- What did the question mean to you?
- What does [key word/phrase] mean to you?
- What were you thinking about as you answered that question?

An example questionnaire format for pre-testing is provided in in “Annex: Pre-test Probes”). During pre-testing, an interviewer would read each statement, allow the girl to respond, then follow up with some or all of the probe questions to confirm understanding.

Taking detailed notes while maintaining rapport and survey flow is demanding. It is also critical to the success of the pre-test with cognitive interviews. If possible, audio record the interview. Find a quiet space and expand on your notes immediately after each interview even if you have an audio recording since much of human communication is non-verbal.

If that is not possible, then immediately after each pre-test interview, the interviewer should review and expand on the notes s/he took on: 1) each survey section/life skill; 2) each item; and 3) each probe. Ideally, the notes would be on a computer and submitted daily to the ALSA team leader.

## Analyze Results

The pre-test provides multiple types of data to be managed and analyzed. Below are some suggestions for data analysis based on our experience developing and using the ALSA for Girls. Depending on the size of your pre-test (and we recommend a *minimum* of around 30 or more for the girl questionnaire, given the need to split it into sections), you may want to enter the data into a database or spreadsheet for analysis.

Table 4. Pre-test Data and Analysis Methods

Data Source	Data Type	Data Analysis	Staff
Interviewer	Documented observations	Read notes and determine if they should be coded. Otherwise, look for commonalities across interviews and discuss unusual observations, especially respondent discomfort.	Interviewers and ALSA team
Respondent	Survey responses	Enter the data into database of choice. Review aggregate summary statistics for each life skills measure and individual items. Look for expected patterns at aggregate and individual levels; check for ceiling and floor effects (too many responses clustered at the top or bottom of the response scale), or items that show very little variation among respondents. These may need to be rewritten or removed.	Data Analyst
Respondent	Responses to cognitive interview and probes	Review notes or transcripts. As with interviewer observations, decide if there is value in coding the data. Otherwise, organize the information by survey section and item. Look for commonalities and atypical answers.	Interviewers and ALSA team

If the pre-test is more than two days, then you will need *daily debriefs with interviewers*. The ALSA team and interviewers will also discuss what was learned and what that means for adapting the student questionnaire. See “Administer Assessment” on page 28 for guiding questions during debriefs.



These are your first datasets. They offer an opportunity to *test your data management procedures*. Computer files should be password protected. All data should use a unique identifier (e.g., student identification number), and no name or other personal identifier should be on the paper survey or in the computer data file. ALSA data should only be accessible to the ALSA team. This will help you maintain respondent confidentiality.

## Discuss Results and Revise the ALSA

You will have quite a lot of data and results from the pre-test of the student questionnaire, so organize them in a way that facilitates discussion, such as by survey section and item or activity. During the results discussion, refer to the questions that guided your adaptation process (see

“Review and Discuss the ALSA” on page 10) so that you maintain fidelity to the life skills definitions and what each item is meant to address.

It can be easy to get distracted by compelling data suggesting that an item is misunderstood by respondents and needs to be dropped or rewritten. Before dropping or entirely rewriting an item, consider all the pre-test findings about that item. How was it difficult? Identify the source(s) of the challenges and address those before taking drastic action. Keep in mind that a major change to the life skills scales can affect a measure’s reliability and validity.

### **Examples of Changes Resulting from Pre-test**

Most pre-tests reveal some dissonance between what a survey item means to the assessment team and what it means to your study population. The efforts made in conducting a full and detailed pre-test with well-trained interviewers who listen carefully with a non-judgmental attitude will result in a better tool and higher quality data than without a well-implemented pre-test. Below are three examples of wording changes that arose from pre-test findings in particular contexts.

“I understand my moods and feelings” → “I understand my emotions”

- Pre-test response: “When a girl feels bad, she cries and then she feels better”
- In focus groups, girls did not understand “moods” and they thought “feelings” were about being touched or being hungry
- Girls understand “feelings” as physical feelings; amended to use the word “emotions” instead

“I have a plan to achieve my goals.” → “I have a plan to achieve what I want in the future.”

- Word “goals” not understood as intended, changed to a more explicit rephrasing

“I feel that I have a lot of good qualities.” → “I feel that I have a lot of good qualities (good points about me).”

- “Good qualities” not well-understood; added an explanation to help respondents.

Keep in mind that while respondents’ age may range from early adolescent to young adulthood, survey items should mean the same to each of them and be relevant for all.

## **Train Interviewers**

Training interviewers helps you get good data. It follows the theory that what you put into it is what you get out of it. If you do not: 1) adequately train people; 2) spend the time necessary to adapt the ALSA; 3) conduct a well-prepared pre-test; 4) carefully analyze the results; and 5) use them to review the ALSA, then you will not get high-quality data from your pilot or baseline.

You will need to train *at least* 10% more candidates than the number of interviewers you need for data collection. Some candidates may not perform adequately during training, and you should only proceed into data collection with interviewers you are confident can produce high-quality work.

This section refers to training materials and the manual interviewers should have and use during data collection. It assumes that the ALSA will not be wholly self-administered, but if you have elected self-administration, interviewers must still conduct the assent process, orient students to the questionnaire, and collect the completed questionnaire in whatever form that may be.

## Logistics and Materials

Preparing for training means having the following in place:

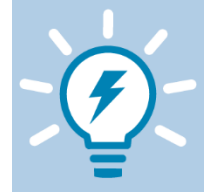
*Table 5. Logistical and Material Needs for Training*

Needs	Keep in Mind
Space	<ul style="list-style-type: none"> <li>• A U shape formation for tables helps trainees to see the slides and trainers (at top of the U) to take notes (on a tabletop), and to engage with each other.</li> <li>• For roleplaying where space is needed such that trainers and trainees do not disturb each other, chairs should be placed into groups of two that are well-spaced apart.</li> </ul>
Slides	<ul style="list-style-type: none"> <li>• Using slides with handouts is better than handouts alone; slides help to focus everyone’s attention on the material while the trainer is talking about it.</li> </ul>
ALSA Tool(s)	<ul style="list-style-type: none"> <li>• Hard copies of tools in easy-to-read format with space for notes.</li> </ul>
Other Materials	<ul style="list-style-type: none"> <li>• Multi-media projector for slide projection</li> <li>• Flip charts and markers</li> <li>• Bags with hard copies of the instrument and the training materials</li> <li>• Writing pads and pens/pencils</li> <li>• Videos modeling best practice in assessment</li> </ul>
Meals and Beverages	<ul style="list-style-type: none"> <li>• Trainees and trainers need breaks, but keep them short and on site, so that everyone returns on time. Consider having a beverage station in the room for people to access when needed. The trainer can offer a “clear the mind” break at any time by asking everyone to stand up, get away from the table to have space to move, and stretch or march in place (some physical activity appropriate to your environment) and take some deep breaths (yoga style, for example). These will help keep everyone fresh and focused.</li> </ul>



Think about your environment and the surveys you have done. You might need:

- Mobile or internet time for interviewers and staff
- Travel and other logistics arranged for the team
- Oversight by the ALSA team or survey firm
- Supervisory schedule so that there is always someone at the school (or interview site) where interviews are taking place. This is important since respondents are typically children or youth.



## Use Training Guide

Interviewers need to be knowledgeable about the study topic, objectives, questionnaires/tools and consent and assent processes. They must establish trust and a good rapport with respondents and effectively use the student questionnaire by asking all questions and describing activities as they are written in the questionnaire. The only deviation permitted for the student questionnaire is to use approved synonyms, which can be found in the data collection manual. Otherwise, if a respondent is having difficulty, they can restate the question or use a different tone of voice. They cannot change the words in the items.

Your training should also include information on what interviewers should do when things don't go according to plan. This includes serious situations such as cases where research ethics are breached or a child is being harmed, but also more routine issues like misplaced materials or questions from respondents the interviewer does not know how to answer.

Training requires about four days in the classroom and then a day in a school in which each trainee conducts one or two interviews with students while observed by one of the ALSA team or supervisor. The following table illustrates a possible training schedule including in-school practice. As you draft the training guide for your ALSA, consider having a section for each session and include slides and handouts as needed. Be sure to make clear that being accepted for training does not mean a contract for data collection.

*Table 6. Sample Training Schedule*

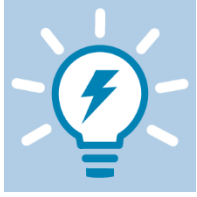
Time	Session	Objectives
Day 1		
9.30 – 10:30	<b>Session 1: Welcome and Introductions</b>	
	Participant and facilitator introductions	Participants get to know each other and feel comfortable working with one another and the facilitators
	Training schedule and objectives	One person is selected to be the reporter for the next day
10.30-10.45	BREAK	
10.45-11.30	<b>Session 2: Learning about the Program</b>	
	Explanation about the program	Participants have a good understanding of the Life Skills program and how this assessment fits within it
11.30-1.00	<b>Session 3: Learning about the Research</b>	
	About the assessment and purpose of the survey	Participants understand the purpose of the assessment and the critical role they will play
	Outline of the training and its objectives	
1.00-2.00	LUNCH	

Time	Session	Objectives
1.30-3.00	<b>Session 4: Role of the Enumerator</b>	
	Define and detail enumerators' role	Participants are clear on their role and responsibilities
	Detail enumerator etiquette	Participants are clear about the protocol
3.00-3.15	BREAK	
3.15-4.30	<b>Session 5: Introduction of the Questionnaire</b>	
	Review: Introduction, assent, practice questions and vocabulary	Participants are comfortable with vocabulary and instructions
	Practice in front of class	Participants know what to do and not to do
	Practice in groups of two	Participants are comfortable conducting the survey
Day 2		
9.30 – 10:30	<b>Session 6: What Did You Learn Yesterday</b>	
	Ask the reporter from yesterday to report on what was learned; ask if anyone has something to add	Enumerators are reminded of takeaways from Day 1. New reporter is named.
10.30-10.45	BREAK	
10.45-1.00	<b>Session 6: Section 1 of the Questionnaire</b>	
	Review: Section 1 item by item	Participants are comfortable with vocabulary and instructions
	Practice in front of class	Participants know what to do and not to do
1.00-2.00	LUNCH	
1.30-3.00	<b>Session 7: Section 2 of the Questionnaire</b>	
	Review: Section 2 item by item	Participants are comfortable with vocabulary and instructions
	Practice in front of class	Participants know what to do and not to do
3.00-3.15	BREAK	
3.15-4.30	<b>Session 7: Section 2 of the Questionnaire (continued)</b>	
	Practice in groups of two	Participants are comfortable conducting the survey
Day 3		
9.30 – 10:30	<b>Session 8: What Did You Learn Yesterday</b>	
	Ask the reporter from yesterday to report on what was learned; ask if anyone has something to add	Enumerators are reminded of takeaways from Day 2. New reporter is named.
10.30-10.45	BREAK	
10.45-1.00	<b>Session 9: Section 3 of the Questionnaire</b>	
	Review: Section 3 item by item	Participants are comfortable with vocabulary and instructions
	Practice in front of class	Participants know what to do and not to do
	Practice in groups of two	Participants are comfortable conducting the survey
1.00-2.00	LUNCH	
1.30-3.00	<b>Session 10: Section 4 of the Questionnaire</b>	
	Review: Section 4 item by item	Participants are comfortable with vocabulary and instructions
	Practice in front of class	Participants know what to do and not to do
3.00-3.15	BREAK	
3.15-4.30	<b>Session 10: Section 4 of the Questionnaire (continued)</b>	
	Practice in groups of two	Participants are comfortable conducting the survey

Time	Session	Objectives
Day 4		
9.30 – 10:30	<b>Session 11: What Did You Learn Yesterday</b>	
	Ask the reporter from yesterday to report on what was learned; ask if anyone has something to add	Enumerators are reminded of takeaways from Day 3. New reporter is named.
10.30-10.45	BREAK	
10.45-1.00	<b>Session 12: Paperwork and Logistics of the Survey</b>	
	Review: Survey procedures and schedule	Participant knows what to do during data collection, who to go to and logistics
1.00-2.00	LUNCH	
1.30-3.00	<b>Session 13: What to do when something goes wrong?</b>	
	Review: Common challenges: student is sick; lies; discloses s/he has been a victim of violence; concerned her/his parent does not want her/him to answer, etc.	Participants have some strategies ready for any unusual situations
3.00-3.15	BREAK	
3.15-4.30	<b>Session 14: Practice Interview</b>	
	Practice entire questionnaire in groups of two	Evaluation of enumerator abilities (if more enumerators than needed)/fine tuning the way they administer the questionnaire
Day 5		
9.30 – 10:00	<b>Session 15: Practice Day</b>	
	Ask the reporter from yesterday to report on what was learned; ask if anyone has something to add	Enumerators are reminded of takeaways from Day 4.
10:00 - TBD	Travel to interview site for practice interviews with students	
TBD	Trainees each conduct 1 interview	Practice and assess trainee
1.00-2.00	LUNCH	
TBD	Trainees each conduct a second interview	Practice and assess trainee
TBD	Travel back to training site	
TBD	Discuss trainees' experience with questionnaire	Learn from experience and be better prepared to conduct interviews
TBD	Discuss potential changes to questionnaire	Finalize questionnaire
TBD	Discuss trainee performance as a group	Participants are prepared to conduct interviews
TBD	Discuss trainee performance individually	Participants learn how they performed and if they are hired

Practice in groups of two (roleplay) is built into most days so that trainees grow accustomed to the questionnaire by section.

## Practice among Trainees



Roleplay is standard in survey training where one trainee plays the role of the respondent, and another plays the interviewer. Then they switch roles. You may want to prepare materials for the respondents by giving them a card with a likely respondent profile, e.g., age, grade, gender and other relevant descriptors. Be sure to include the assent process in the roleplay. Consider truncating the demographic section if trainees have survey experience.

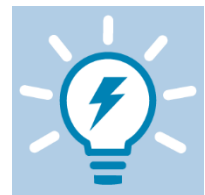
As trainers observe the roleplay pairs, if they find that some are struggling as interviewers, consider asking one of the pairs with a relatively strong interviewer to the front of the room to continue their roleplay while others observe. Call out what you observe as good interviewer skills. GEP staff recommend observation of trainees' understanding of the questions and the terms used in the questionnaire to be sure the trainees understand them correctly and the same way as one another so that they do not introduce bias.

You can also have two people (a trainee and a trainer, two trainees or two trainers) simulate an interview. This modeling behavior is built into the schedule above. When trainers do it, they can simulate good and poor interviewer practices, and easy and challenging respondent behavior. You can follow this up with group discussion.

When closing out the formal training, be sure to use a combination of visual and verbal reminders of good interviewer behavior including basic guidelines appropriate to your context (e.g., how to dress and be respectful).

## Trainees Conduct 1 – 2 Interviews Each

Interviewing skills, knowledge and attitudes displayed during the roleplay do not always carry over into interviews with respondents, especially when respondents are young people. Sometimes good interviewers act differently with children than they do with their co-trainees. It is important to hire the best interviewers for your ALSA, so consider having each trainee conduct one to two interviews with respondents from your survey list (then drop those people from the list before sampling).



Observe the interviews as discretely as possible while still listening. You may make the respondent feel more comfortable by explaining to her or him that the interviewer is learning the questionnaire and you are there to observe the interviewer.

## Discuss Experience and How it Affects the ALSA

Return to the training space as soon as possible after the training interviews to:

1. Discuss interviewers' experience with the student questionnaire in terms of challenges: Were there any "problem" items or words or phrases? Did respondents understand instructions and scales? What concerns do trainees have?
2. Reflect on whether additional questionnaire refinement is necessary, and if so, what changes are needed.
3. Discuss interviewer performance as a group: what observers saw that worked well and what did not. Because some people learn better with verbal information and others with written, use flip charts to write down "Do's" and "Don'ts."

## Make Hiring Decisions

Following the interviews, which the ALSA team members should observe, finalize the team. Consider having the ALSA team meet or travel back in the same vehicle to discuss the trainees' performance. Rank the trainees in order from best to poorest performer.

Meet with each trainee privately and include the appropriate person/people (e.g., a human resource person who will provide an agreement to those you wish to hire). In that meeting:

- 1) Acknowledge the trainee's efforts and provide performance feedback.
- 2) Review the data collection timeline, locations, travel, compensation, etc.
- 3) Ask if s/he is willing to commit to the work based on them, and if so, offer her or him a position.
- 4) Provide appropriate paperwork and/or information about the contracting process.

Repeat with the next trainee in rank order until you fill your roster of interviewers. Consider asking one or more of the remaining trainees to serve as backup interviewers. Meet with each remaining trainee and follow Step 1 above and then inform her or him that s/he is not being offered a position.

## Revise the ALSA and Data Collection Manual



Finalize the student questionnaire, other instruments and the data collection manual to match any changes made prior to data collection. Test all revisions with adolescent respondents to ensure your changes haven't introduced new problems. Provide final versions to the programmer if conducting the survey with an electronic device. Prepare and print final materials for interviewers, including by referencing the checklist you created (see Table 3. Materials Needed Based on Data

Collection Mode on page 15).

## Prepare for Data Collection

5

### Prepare for Data Collection

- Sampling
- Permissions
- Logistics & materials
- Team meeting

You can prepare for data collection simultaneously with interviewer training to maintain a good timeline. These activities will most likely be led by different people, so they do not strain staff.

### Sampling Schools and Students

The ALSA team leader is responsible for following the sampling guidelines provided by your organization. The team leader will either conduct the sampling or guide someone else in doing so. The sampling should be representative of both program (and non-program) schools and students.

Regarding *students*, consider other strata of interest to your program, such as students' grade levels or time in program. Once you have lists of students by strata within each program (and non-program) school, students should be randomly sampled from the lists within each stratum. The number of students you want to complete the questionnaire is based on a power calculation that considers the number of strata you decide to include in your analysis and the number of students within each stratum. That calculation must be done by a qualified statistician.

Regarding *schools*, are program schools like one another? How many are there? If there are few and they are close together, then no sampling is needed, as all schools should be selected. If, however, they are far apart or there are many schools, then sampling is appropriate. If there are few schools with one far away, then the team should discuss the relative value of expending resources to include the remote school.

Again, *document* your questions, discussions and decisions. If there are many similar schools and the students within those schools are alike, then you can randomly sample based on your organization's or ALSA Team Leader's guidelines.



Consider other strata

### Obtain Parental Consent and Permission from Schools

Program staff who recruited students and work closely with schools should request permission from school authorities to conduct interviews on-site and arrange logistics. They should also conduct the parental consent process as approved by the IRB and document consent and refusal to consent. They should inform the appropriate team member and the ALSA Team Leader about any issues that arise during the process and make sure students whose parents refuse consent are removed from the sampling list.

Follow your organization's guidelines about storing consent documents, which are typically signed paper documents. They might be scanned and saved in a standalone computer in a password-protected file and/or the hard copies are stored in a locked file cabinet to which only the ALSA Team Leader has access.

## Finalize Logistics and Prepare Materials

A lot of work goes into survey preparation and logistics. You want:

- High-quality data
- To maintain respondents' confidentiality
- Respondents to have a positive interview experience
- To efficiently use your resources and limit waste
- To be and appear professional

Each of these goals requires some preparation beyond training interviewers.

*Table 7. Key Data Collection Goals*

Goals	Means of Achieving the Goal
High-quality data	Fidelity to the instrument is essential. All staff and interviewers interacting with respondents should maintain a positive, respectful and non-judgmental attitude. If using electronic devices, be sure they are fully charged before going into a school each day. Back up data daily.
Maintain respondents' confidentiality	Do not speak with anyone outside of the ALSA team about interviews, respondents or data. Have a documented process about how to keep paper surveys, electronic data and other documents secure while in schools and traveling.
Efficiently use resources and limit waste	Once the instruments are adapted and finalized after interviewer training, they are "locked." This means taking great care to follow the processes to adapt and revise the tools until you feel confident in your adaptation. Then print and program using the final tools. Take time to follow these processes deliberately and thoughtfully to avoid having to take additional time to repeat them. Data are useful if and when they are submitted following a data submission protocol; this also mitigates against data loss and potentially needing to ask a respondent to be interviewed a second time, which may appear disrespectful and unprofessional.
Respondents to have a positive experience	Respondents are more likely to feel good about the interview when interviewers have a good attitude, do not rush them, and behave respectfully. If there are any problems, follow the communication protocol and/or contact your supervisor and document the issue.
Be and appear professional	Appropriate dress and attitude render non-verbal communication that everyone with whom the ALSA team members and interviewers interact will notice and infer meaning from. Be thoughtful about appearances and save any outward appearance of frustration or disappointment for either the daily debrief or when you are away from the interview site. Keep in mind that you should not talk about the ALSA in public.



Checklists are helpful when conducting the ALSA. Consider, for example, the following list:

- |                                     |                            |                    |
|-------------------------------------|----------------------------|--------------------|
| ✓ Adapt                             | ✓ Pre-test                 | ✓ Collect data     |
| ✓ Translate                         | ✓ Analyze pre-test data    | ✓ Prepare data     |
| ✓ Back translate                    | ✓ Revise the ALSA          | ✓ Analyze data     |
| ✓ Review translations and reconcile | ✓ Train interviewers       | ✓ Discuss findings |
| ✓ Finalize the ALSA for pre-test    | ✓ Practice interviews      | ✓ Prepare report   |
|                                     | ✓ Revise/finalize the ALSA |                    |



These represent the ALSA steps. You could develop a checklist for each of these steps. Some checklists are provided in this guide, which you can customize, and others you will likely develop for your ALSA. Making the effort to do so may save your team time and resources over the course of adapting and implementing the ALSA.

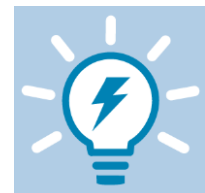
### Team Meeting to Review Schedule and Logistics

Just before the team starts collecting data for the ALSA, everyone involved will meet to:

- Provide interviewers with their schedules and travel details
- Review protocols for communication, emergencies, data backup and submission
- Team assignments and who to report to
- Finalize agreements and materials interviewers need

Do not assume that interviewers have everything they need: Look at each interviewer's materials to be sure they have the correct information and materials, especially if you are using paper questionnaires.

If you have a concern about an interviewer, discuss the issue with the interviewer and with your team leader. Do not let an interviewer who seems unprepared go into a school. Remember that it is generally not possible to derive high-quality insights from low-quality data, so the role of the interviewer is among the most critical.



Verify  
readiness

## Data Collection, Analysis & Reporting

Conducting interviews is just one part of the data collection process. The high-quality data you want to use means conducting data quality checks, backing up data daily, preparing the data for analysis and conducting the right analyses. Each of these activities are described in this section.

### Administer Assessment

Interviewers will take notes immediately after each interview (and before the next one) about the experience, such as the challenges they or respondents had, any unexpected events or interactions, and what items, instructions, activities, words or phrases were difficult. The ALSA team should conduct or sit in on daily debriefs with interviewers and discuss some or all the following:

- How did today's interviews go?
- What questions did respondents ask?
- What challenges did you experience?
- What did you do in response to those challenges?
- What would help you tomorrow?

Capture the discussion in notes. These notes will help you write the section of your report about the data collection experience. If you hear something that conflicts with what you expect — such as an interviewer describing how a respondent hesitated to answer a question and the interviewer pressed the respondent until s/he answered — then take note and return to that topic before closing the meeting.

When you return to the topic, take an open and curious approach. Remember that you are modeling the behavior you want interviewers to use. Ask the interviewers about encouraging respondents and how respondents behave when they do not answer a question: What do respondents say? Do they look down, turn away, or stop meeting your eyes? Do they sit still or fidget? Ask them how they think the respondents feel when they behave this way. Then ask them to brainstorm how they can encourage respondents to answer questions, complete the interview and respect their right to refuse to answer questions.

If you think the behavior of an interviewer is egregious, talk with her or him separately and let her or him know that you are documenting the discussion. Give her or him a warning in a way that is appropriate in your context so that s/he knows that if s/he acts in a way that conflicts with the training, then s/he will be immediately dismissed. Consider: 1) looking at the data from her or his interviews for patterns compared with other interviewers; and 2) contacting a few of her or his respondents to backcheck some questions and ask them what they thought of the interview experience. Document what you do and the results. Take follow-up steps with the interviewer as appropriate.

## 6 Data Collection, Analysis & Reporting

- **Administer assessment**
- **Data quality assurance**
- **Data backup & maintenance**
- **Prepare data for analysis**
- **Analyze results**
- **Discuss & make recommendations**

## Data Quality Assurance

Assuring data quality requires interviewer spot-checks, which is typically done by the team leader at the school. During the first week of data collection, each interviewer should be observed for at least part of two to three interviews. The ALSA Team Leader or data collection supervisors typically will observe interviewers: to 1) give them feedback to improve their performance by observing their demeanor, tone, etc.; 2) check that they are correctly administering the questionnaire; and 3) check that they understand the items.

The results of interviewer spot-checks can be given in daily debriefs, or if there are particular concerns, one-on-one with the interviewer. In addition, you may backcheck some of the interviews by randomly selecting a small percentage of respondents to contact and ask a few questions from each section of items, e.g., those that should not change and are essential to the stability of the life skills constructs. Backchecking questionnaires incurs a financial but not a time cost as it can be done during data collection.

Data accuracy can be tested through backchecking and, for paper questionnaires, with double data entry (see below). Completeness is tested with daily review of the data either after questionnaires are keyed in or after data from the day's interviews are merged into one data set.

You will make many decisions during this process that can affect ALSA outcomes. Teamwork by dedicated people mitigates the chances that any one decision will harm the fidelity of the ALSA.

## Data Entry and Review

If you collect data with paper questionnaires, you need at least two data entry clerks to key the data into the database or spreadsheet you decide to use. If you keyed the pre-test data, then you will already have a data shell prior to data collection. It needs to be revised based on the final questionnaire(s).



Critical actions  
for data quality

Once this is complete, data entry should begin on Day 2 of data collection so that: 1) data entry clerks can keep up with the data collectors and complete data entry a day or two after the interviews are done; 2) you can easily review data by interviewer for quality assurance measures; and 3) review data for patterns and discuss if interviewers may have misunderstood item(s). The latter allows you to identify and address the issue before completing data collection, so long as data review is done at least every other day.

## Data Backup and Maintenance

Have and use a procedure for backing up data and data security to maintain student and other respondents' confidentiality and data fidelity. Procedures typically include the following activities designed as a checklist that can be modified:

Activity	Possible Responsible Person(s)
✓ Daily backup of electronic devices	Interviewers or IT
✓ Daily submission of questionnaires	Interviewers to Team Leader
✓ Daily scanning of completed questionnaires	Data Entry Clerks
✓ Daily backup of databases	Data Entry Clerks
✓ Daily review of questionnaires	ALSA Team Leader
✓ Daily review and comparison of databases	Data Analyst reports to Team Leader

Successfully completing the ALSA depends on the ALSA team. Create a diagram for each responsibility and assign a backup for each critical action. Mistakes happen — mitigate them in advance.

## Data Analysis & Reporting

Everything from adaption, pre-testing, training data collectors and managing and conducting data collection is done by an in-school team. Data analysis and reporting may also be done by the in-school team or they may be supported by staff from a central office. Regardless of who is responsible, before data are collected, you will likely have an assessment plan or protocol approved by an IRB that includes the following:

**Data security plan:** This plan describes how you will protect confidential data, back up data and store data and consent/assent forms, as briefly described in Data Backup and Maintenance. The plan should include how and when the data will be destroyed and who has access to the data. Plan to have someone responsible for checking the data at regular intervals to be sure the plan is followed and that the data are destroyed per your approved protocol.

**Data preparation plan:** This plan describes the variables expected in each data set (by respondent type), the nature of the data and the range or values for each variable. It will include if and how to merge data sets for analysis. It should include some basic if-then statements, e.g., *if* data are missing from electronic data, *then* inform supervisor or team leader who determines how to proceed, such as if the respondent should be contacted so the information can be completed. This is especially important as missing information in the student questionnaire for a life skill may mean the inability to use that student's life skill in the analysis. Dropping one life skill for one student may not sound problematic, unless there are several students and perhaps you uncover a pattern, e.g., missing data from one interviewer or one school.

**Data analysis plan:** This plan describes the analyses to be run once the data are available. These are linked directly to your reasons for conducting the assessment. You will likely want a combination of

descriptive statistics and analyses comparing different groups, such as program and non-program students or across genders.

This section focuses on preparing data for analysis, analyzing data and documenting and using results that will make the most of the efforts made by everyone involved in the ALSA.

### Prepare Data for Analysis

At this stage, we assume that the interviews were completed with high fidelity and the data are complete and accurate, i.e., they reflect what the students and other respondents said or did. The next step is preparing the data for analysis (sometimes called data cleaning). You should have a data preparation plan that was developed before data collection and often revised during data collection as issues arise.

The basic steps include checking: 1) that your data are complete, e.g., contain no missing data; and 2) if the data are within the allowable range for each variable. This may have been done throughout the data review process during data collection. Once you have all the data for each respondent type, check again.

If there are unallowable data in any variable, look at the original (if there is a paper version) or double check the electronic survey file. If you cannot “clean” the data so that it is accurate (what is written/circled on the paper survey or in the electronic version), then follow procedures in the plan. They should include when to mark the data as missing or unreadable or to contact the team leader about how to proceed.

### Analyze Results

This section provides some analyses you will likely do, but they are by no means the only analyses that could be performed. Whether your “students” or “schools” were randomly selected for the program, we recommend running balance tests between treatment and comparison groups to determine how comparable they are at baseline or the time of the assessment. We recommend including demographic variables in the balance tests. T-tests and chi-squares may suffice to examine the means between your groups of interest.

We also recommend assessing the life skills of your program and non-program groups at baseline to see if they are starting out at the same or similar levels for each skill. Each life skill is measured by a set of items in the student questionnaire. To obtain the student’s score on one skill area, average the Likert scale values from each item in the corresponding section of the questionnaire. Each item corresponds to a value between 1 and 4. Using the variables you create, you can compare the levels among groups using a t-test.

“This [ALSA] is a scientific approach that we can use at a high level in discussions with the Ministry of Education in support of our program. Even with success stories, it can be hard to break through without real data. I’m excited to be able to show the ALSA results [to the Ministry], and to use them in my strategy and annual planning.”

-GEP Staff Member, Cambodia

When analyzing data from the student questionnaire, include basic descriptive statistics for all questions by sub-groups of interest to your program. In addition, we recommend examining the questionnaire's reliability of the life skills measures using Cronbach's alpha, skewness and kurtosis. "Reliability" here means that the items in each section hold together and correlate well with one another, suggesting that the various questions are all getting at the same underlying construct (e.g., the identified life skill). For example, respondents who rate themselves highly on one item related to self-control should be more likely to rate themselves highly on another question related to self-control. Where this is not the case, it suggests that the two questions are measuring different things or are not well understood. In psychometric tests like this one, reliability is estimated using Cronbach's alpha. As a rule-of-thumb, an alpha of 0.7 or higher is considered a good level of reliability. If your alphas are lower, you might want to look at how each item is loading on the life skill area using factor analysis.

We also look closely at the distributions of results. Low variability and skewed distributions of responses can indicate desirability bias, i.e., the attempt by the respondent to give answers s/he thinks the interviewer wants to hear. It could also indicate other issues including ceiling or floor effects, in which responses cluster at the top or bottom values because your scale does not adequately cover the full range of variation in your respondents. Greater variability in responses also means that the assessment could more clearly distinguish between those with higher and lower skills in a particular area. We assess distributions in part through skewness and kurtosis. Skewness measures asymmetry of a distribution, with a well-balanced distribution having a skewness of zero. Kurtosis measures the shape of the distribution in terms of the width of its tails and the sharpness of its peak; it takes a value of 3 for normally-distributed variables.

If we assume life skills follow a normal bell-curve distribution, we should expect our life skills measures to have a kurtosis of roughly 3 and a skewness of roughly zero. Distributions with skewness below -0.5 and above 0.5 can be considered asymmetrical. See the Synthesis Report for descriptions of how Room to Read sought to validate the ALSA, address internal consistency in the life skills measures, and address bias within the ALSA.

## Discuss and Make Recommendations

You may want to write the report as you proceed through the process. If you wish to learn from every step of the process, a full report could be outlined as follows:

- Purpose of the ALSA
- Adaptation Process
  - Changes made and reasons for them
  - Translation challenges and how they were resolved
  - Recommendations for future adaptations
- Pre-testing Process and Results
  - Where, when, how and who conducted the pre-test
  - Summary of results
  - Summary of discussions, changes to the ALSA and reasons for them
  - Recommendations for future pre-tests
- Training Process
  - Number, experience and quality of trainees

- Satisfaction with training materials and trainer(s)
- Recommendations for future trainings
- Description of changes made to the ALSA following interviews and reasons for them
- Data Collection Process
  - Where, when and how permissions were obtained
  - Satisfaction with interviewer performance
  - Challenges and how they were handled
  - Recommendations for ALSA data collection in future
- Results and Recommendations
  - Summary of results
  - Recommendations for changes to the ALSA or for second ALSA
  - Program recommendations

Your program team and ALSA team will want to discuss results and what they mean for your program.

### Using ALSA Results

Before deciding how to design your ALSA evaluation, consider how you may want to use the assessment results. Do you want a snapshot of incoming youth? Do you want to know how they are progressing after six months, one year, or 18 months? Discuss these considerations with program and evaluation staff, as your ALSA design will depend on the specific questions you want to answer, your program design, and the resources available.

The ALSA design will likewise have implications for your interpretation of results. This interpretation must be done thoughtfully. For example, if you are measuring the same life skills for the same youth over time, be aware that as young people grow through younger and older adolescence and into young adulthood, their capacities change in ways that often have them analyzing themselves more harshly. On the other hand, if you are comparing different groups of girls through a repeated cross-section design, and/or through the use of comparison groups, it is important to assess (and where possible reduce) sources of systematic difference between these groups that result from factors other than your program.

When appropriately designed and carefully interpreted, using the ALSA as part of your program's evaluation can provide critical insights regarding participants' life skills. We have found that program staff greatly appreciate having the means to take a snapshot of their participants' life skills, and to see how these skills may change through intervention.

We hope that the ALSA will represent a valuable resource for the evaluation of your programs, as it has for ours.



## **Annex: Consent and Assent**

This is an example of the consent/assent process and forms from one assessment.

### Process of Consent

Enumerators will seek verbal assent from subjects (adolescent students) at time of interview. Passive consent forms will be distributed to parents/guardians at their households or other locations.

### Subject Capacity

All or nearly all subjects are expected to be below the age of majority and so will not have the capacity to give informed consent. They are therefore asked for informed verbal assent. Data collectors are trained to accept only active, affirmative responses and only if the girl seems to have fully understood the assent language when read aloud. Subjects with significant apparent learning difficulties such that they are unable to consent or to understand or respond to the survey questions will be excluded from the study.

### Subject/Representative Comprehension

Language used to secure assent from respondents and consent from guardians has been designed to be as simple and straightforward as possible and has been and will continue to be pre-tested to ensure comprehension. Both respondents and their guardians are also explicitly given the opportunity to ask any questions.

## Parent Consent Form

PHONE NUMBER(S): Typically, this is the team leader

Dear Parent or Guardian,

Room to Read is a non-profit organization that has been supporting education in Vietnam since 2001. One of Room to Read's goals is to help girls develop important "life skills" like self-confidence, decision-making, communication and others so they can be more successful in school and throughout their lives. In the coming weeks, Room to Read will be interviewing girls in your daughter's school about their experiences, their thoughts and their feelings. The purpose of these research interviews is to understand more about girls of this age, so that Room to Read can keep improving its programs to help girls.

### What are the interviews about?

Room to Read has developed a set of questions for interviewing girls on this topic. We will ask each girl about her awareness of different skills. We will also ask some household information, including questions about the name, age, gender, occupation and education of each person living in the girl's house. All information is kept as confidential between Room to Read and the girl being interviewed. The interview will take about an hour at her school, and has been approved by the school director.

A total of approximately XXX girls are expected to participate.

### What are the risks and benefits of your daughter's participation?

These activities will help Room to Read organization to understand girls' awareness of life skills, and to improve our life skills program to strengthen girls' knowledge. You may not receive a direct benefit if you agree to participate. There is no significant risk to your daughter in participating, but there is some risk that your daughter's answers will mistakenly be shared with others. We work hard to protect against this risk (see "Confidentiality" below). Your daughter has the right to decline to participate or to stop at any time. The interview will be conducted by a female interviewer in a safe, friendly, space at her school.

### What are the alternatives?

Your alternative is to not be in this study.

### What is being asked of you?

As parent or guardian, you can decide whether to allow or not allow the girl to participate in the Room to Read interviews. This participation is voluntary. Neither the school nor Room to Read will fine or otherwise punish your daughter if you do not allow her to participate and your decision will not result in any penalty or loss of benefit to which they are otherwise entitled. Girls will be chosen for interview through lottery drawing. Your daughter will not be interviewed if she is not chosen in this lottery. This consent form requests your permission in advance *if* she is chosen in the lottery.

Your daughter's participation in this study may be stopped at any time by you, your daughter or by Room to Read at any time and for any reason.

### Confidentiality

Information from this study will be given to Room to Read, and may also be given to any persons or companies that are contracted by Room to Read to have access to the research information during and after the study.

Records which identify you and the consent form signed by you may also be looked at and/or copied for research or regulatory purposes by:

1. [Insert relevant list]
2. ...

Whenever possible, your identifying information will be protected; for example, your name replaced by a study number. Absolute confidentiality cannot be guaranteed because of the need to give information that identifies you to these parties. The results of this research study may be presented at meetings or in publications. Your identity will not be disclosed in those presentations.

You will not be paid for being in this study. There are no anticipated costs for participating in this study.

If you have any questions, concerns or complaints, or think there is a research-related problem, please contact us by phone:

- Insert appropriate people/numbers

**If you do not consent to your daughter's participation:** Do not send back this consent paper back to class teacher.

**If you consent to your daughter's participation:** Sign or make your thumbprint on this form and send it back to the class teacher.

Please sign or make your thumbprint below if you do consent to \_\_\_\_\_  
(*girl's name*) participating.

Date: \_\_\_\_\_

Signature or Thumbprint of Parent/Guardian: \_\_\_\_\_

---

Signature of person obtaining consent                      Date

## Verbal Assent Language for Student Participants

The following is read to the student by the person conducting assent (could be the social mobilizer or student).

Hello, my name is \_\_\_\_\_, and I am working with an organization called *Insert your organization*. I am here today to understand a little bit more about you and other girls your age so that *insert organization name* can design programs that help girls succeed.

If you agree to help, I am going to ask you questions about you, and your opinion about some stories. You can always say “no” and choose not to answer a question if you don’t want to; just ask me, and I’ll move to the next question. But if you answer, please take your time and answer honestly. This is not a test about what you’ve learned in any lessons, it’s only about you, how you think, how you feel and what happens in your life. There are no right or wrong answers, we just want to understand how girls your age act and think. Your answers will not be shared with anyone and will remain between you and me. Your name will not be linked to your answers after this survey. If you are willing to participate, we will be talking for about an hour.

Do you have any questions? If yes, listen carefully and respond to them. If a question is asked that you cannot answer, follow the instructions from training or in your data collection manual.

Are you willing to participate? Circle student’s response:      Yes      No

\_\_\_\_\_

Signature of person obtaining assent

\_\_\_\_\_

Date

## Annex: Student Questionnaire

The following is a version of the Life Skills Assessment Pilot Tool used in Vietnam in 2019.

NOTE: Words in **bold** are important for the sentence’s meaning. They require specific attention while translating and training interviewers.

### General Information

S. No.	Questions	Responses
001	School name	
002	Girl ID	_ _ _ _ _ _ _
003	Name of the child (copy from the roster)	
004	Date of interview	_ _ / _ _ / _ _
005	Start time of interview	_ _ : _ _
006	End time of interview	_ _ : _ _
007	Enumerator name	
008	Enumerator ID	
009	District Name	

ENUMERATOR READ: Hello, my name is \_\_\_\_\_, and I am working with an organization called Room to Read. I am here today to understand a little bit more about you and other girls your age so that Room to Read can design programs that help girls succeed. You heard this before from [name of person who obtain assent], but I’d like to go over what the questionnaire is about.

If you agree to help, I am going to ask you questions about you, and your opinion about some stories. You can always say “no” and choose not to answer a question if you don’t want to; just ask me, and I’ll move to the next question. But if you answer, please take your time and answer honestly. This is not a test about what you’ve learned in any lessons, it’s only about you, how you think, how you feel and what happens in your life. There are no right or wrong answers, we just want to understand how girls your age act and think. Your answers will not be shared with anyone and will remain between you and me. Your name will not be linked to your answers after this survey. If you are willing to participate, we will be talking for about an hour.

Do you have any questions? If yes, listen carefully and respond to them. If a question is asked that you cannot answer, follow the instructions from training or in your data collection manual.

Are you willing to participate?                      Circle student’s response:      Yes      No

### Section 1: Demographic Information

Enumerator Instructions: Ask the girl the following background questions

	Questions	Responses	No Response
Z1	How old are you?	_ _	
Z2	Have you ever seen your mother or female guardian read? (ENUMERATOR: If girl does not understand, explain: "Female guardian' means a woman who lives with you and takes care of you, if you do not live with your mother.")	1. Yes 2. No 3. No mother or female guardian	
Z3	Have you ever seen your mother or female guardian write?	1. Yes 2. No 3. No mother or female guardian	
Z4	Have you ever seen your father or male guardian read? (ENUMERATOR: If girl does not understand, explain: "Male guardian' means a man who lives with you and takes care of you, if you do not live with your father.")	1. Yes 2. No 3. No father or male guardian	
Z5	Have you ever seen your father or male guardian write?	1. Yes 2. No 3. No father or male guardian	
Z6	Are you currently receiving academic tutoring outside of school?	1. Yes 2. No	
Z7	What is your religion?	1. Buddhist 2. Catholic or Christian 3. Other/No religion	

ENUMERATOR Instructions: For each respondent, we want to capture information about all the members of their household, including parents, siblings and extended family. Information should be collected for anyone living in the respondent's household at the time of this interview. It is important to ask specifically about the respondent's household/people living in their house. For "Relationship to Respondent," use the following codes:

- |            |                |                      |
|------------|----------------|----------------------|
| 1. Father  | 5. Grandfather | 9. Cousin            |
| 2. Mother  | 6. Grandmother | 10. In-law (all)     |
| 3. Brother | 7. Uncle       | 11. Domestic servant |
| 4. Sister  | 8. Aunt        | 12. Other            |

You should first take all names (fill first column) and then go line by line for details.

ENUMERATOR READ We are now going to discuss about the people you live with. This information will not be used to contact any of your family or household members. This information will only be used to help us understand more about our program participants and their background. This information will not be shared with the school or other students.

Can you tell me how many people you're living with? The people that share the same food, and sleep under the same roof as you most of the week, can you give me their name?

ENUMERATOR INSTRUCTIONS: Once you have all names, then ask questions to complete the table.

(ex you said “John” was living with you? how is “John” related to you? how old is “John,” what is his age? What is the last grade “John” completed? Is “John” married? Does he work for an income?)

Questions for All Household Members				Household members age 4+	Household members age 15+	
No.	Relationship to Respondent	Sex	Age	Last grade completed	Marital Status	Work outside the home
1	(use codes from above)	1. M 2. F	_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
2			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
3			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
4			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
5			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
6			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
	Add more rows as needed					





Adapt items below to your context.

ENUMERATOR READ: Thank you for telling me about the people living in your household. Next, we want to understand a little more about the place where you live. Again, we are only asking this information to help us understand more about our program participants. This information will not be shared with the school or other students. Which of the following is present in your household (owned by anyone living in your house)?

	Item	Response	No Response
1	Radio/radio cassette	1. Yes 2. No	
2	Smart phone	1. Yes 2. No	
3	Television	1. Yes 2. No	
4	Motorcycle/Tuktuk	1. Yes 2. No	
5	Automobile/Car	1. Yes 2. No	
6	Refrigerator	1. Yes 2. No	
7	Computer	1. Yes 2. No	
8	Washing machine?	1. Yes 2. No	

ENUMERATOR READ: We also want to understand more about the place where you live. This information will not be shared with your school or other students.

	Question	Response	No Response
1	What type of roof does your house have?	1. Natural (thatch, palm leaf, sod, etc.) 2. Rudimentary (mat, bamboo, wood planks, etc.) 3. Finished (metal, wood, tile, etc.)	
2	What type of floor does your house have?	1. Natural (earth, sand, etc.) 2. Rudimentary (mat, palm/bamboo, etc.) 3. Finished (metal, wood, tile, cement, shingles, etc.)	
3	Does your house have electricity?	1. Yes 2. No	

\*\*\*\* Introduction to the questions in the tool

Enumerator instructions: The following questions are for the girl to learn how to answer the questions. Please do not rush through these questions; make sure she understands this before proceeding.

ENUMERATOR READ “During the time we are going to be together, I am going to read some statements. Please indicate whether each statement is *not true*, *slightly true*, *mostly true* or *completely true* for you. If you don’t know, or you don’t understand the question, that’s okay too. You can just tell me.

Enumerator instructions: Show the printed-out scale to the girl with the gradation in different options.

ENUMERATOR READ: This paper shows the different ways you can answer each question, arranged in a line. After I read each question, you can either say your answer out loud, or you can just point to it on the paper. There are four options:

- **Not True** means that you feel the statement I read is not true at all for you.
- **Slightly True** means that you feel the statement I read might be true sometimes, or a little bit true, but is mostly not true for you.
- **Mostly True** means that the statement I read is true most of the time, or in most situations, but sometimes it might not be true for you.
- **Completely True** means that the statement is totally true for you, in all situations all the time.



Adapt the practice questions to your context.

Before this starts, we will first try some practice questions so you know how to give your answers. Remember, there are no right or wrong answers; we just want to know how you feel and think about some things. Please answer based on your own thoughts and feelings, and remember that this is private, so your answers will stay just between you and me. We want to know how true these statements are *for you*, so you don’t have to answer based on what you think is right or wrong. If you don't understand a question you should always tell me, and I can explain more. If you don't want to answer, just tell me and I'll go to the next question.

Practice Questions

		<b>Not True</b>	<b>Slightly True</b>	<b>Mostly True</b>	<b>Completely True</b>	<b>No Response</b>
	I like ice cream.	1	2	3	4	
	I like spending time with my friends.	1	2	3	4	
	I know how to speak <b>Chinese</b> .	1	2	3	4	
	It is easy for me to wake up before five in the morning.	1	2	3	4	

Choose something difficult for youth

## Section 2. Life Skills

### 2.1 Decision-Making

ENUMERATOR READ: “Thanks a lot. I am going to read some more sentences now. Please tell me for each of these statements how true that statement is for you. Is it *not true* for you, *slightly true* for you, *mostly true* for you or *completely true* for you?”

		<b>Not True</b>	<b>Slightly True</b>	<b>Mostly True</b>	<b>Completely True</b>	<b>No Response</b>
E1	When I have problems at school, I am good at <b>finding ways to solve them</b> .	1	2	3	4	
E2	If someone I trust asks me to do something I know is wrong, it is easy for me to say “no.”	1	2	3	4	
E3	When I make a decision, I think about what might happen as a result.	1	2	3	4	
E4	If I have a <b>big problem</b> , I try different solutions to solve it.	1	2	3	4	
E5	I can admit when I have made a mistake.	1	2	3	4	
E6	When I am around my friends, I change the way I act so that I will <b>fit in</b> .	1	2	3	4	

		Not True	Slightly True	Mostly True	Completely True	No Response
E7	If someone I trust asks me to do something I know is wrong, it is hard for me to say “no.”	1	2	3	4	
E8	If I need to buy something, I know how to <b>save my money</b> .	1	2	3	4	
E9	I do not change the way I act around my friends just to <b>fit in</b> .	1	2	3	4	
E10	I know what I want to be in the future.	1	2	3	4	
E11	I have a plan to <b>achieve my goals</b>	1	2	3	4	

## 2.2 Perseverance & Self-Control

ENUMERATOR READ: “Now I’m going to read some more statements that can describe how different people think and act. Some of these statements will apply to you a lot and some will not apply to you as much. Please tell me for each of these statements how true that statement is for you. Is it *not true* for you, *slightly true* for you, *mostly true* for you or *completely true* for you?”

		Not True	Slightly True	Mostly True	Completely True	No Response
F1	I make sure that I finish whatever I start to do before starting something new	1	2	3	4	
F2	I <b>try very hard</b> even when I don’t see the results of my efforts.	1	2	3	4	
F3	Even if I <b>feel like quitting</b> , I keep working hard.	1	2	3	4	
F4	<b>Big difficulties</b> do not discourage me. I try again.	1	2	3	4	
F5	When I do something, I <b>work hard at it</b> .	1	2	3	4	
D1	I try to <b>focus</b> on the lesson in class.	1	2	3	4	
D2	My parents tell me I am <b>thoughtful</b> when completing a task.	1	2	3	4	
D3	It is hard to wait for something I want.	1	2	3	4	

		Not True	Slightly True	Mostly True	Completely True	No Response
D4	I make time to study.	1	2	3	4	
D4	I am polite to adults and classmates, even when I do not agree with what they are saying.	1	2	3	4	
D5	Many times I <b>lose focus</b> before completing a task.	1	2	3	4	
D6	It is not <b>hard</b> to wait for something I want.	1	2	3	4	
D7	I can control my anger even if someone is not nice to me.	1	2	3	4	
D9	I can remain calm even when someone hurts my feelings or <b>teases</b> me.	1	2	3	4	
D10	I am able to stop myself from panicking when I am <b>nervous</b> before exams.	1	2	3	4	
D11	When I feel nervous or <b>scared</b> , I know how to calm or relax myself.	1	2	3	4	
D13	I am able to complete tasks without losing <b>focus</b> .	1	2	3	4	
D14	My parents <b>tell me</b> I do things without thinking.	1	2	3	4	

### 2.3 Emotions and Empathy

In this section, we are going to talk about feelings. Feelings can also be called emotions.

Can you think about the feelings you had recently? Over the past seven days (one week), you were at school; you were at home; you interacted with people. In all these different situations, your feelings may have changed. Can you remember some of them? Can you name them? (*Probe*: Thanks for your answer, what other feelings can you remember?)

Enumerator: circle the corresponding emotion below. If the girl uses only very general words like “good” or “bad,” do not circle anything for these responses.

B1	1 Happiness 2 Sadness 3 Loneliness 4 Anger 5 Jealousy 6 Stress 7 Fear	8 Worry/Anxiety 9 Excitement 10 Pride 11 Empathy/Concern 12 Regret 13 Guilt 14 Disappointment	15 Love 16 Hope 17 Other: 17_1 _____ 17_2 _____ 17_3 _____							
B2	(Enumerator: how many answers did the girl give?  Count the number of responses the girl gave in B1 and circle the number)	0	1	2	3	4	5	6	7+	
B3	(Enumerator: How easy was it for the girl to answer the question? Circle your response)	1. Very hard		2. Hard		3. Easy		4. Very easy		

ENUMERATOR READ: Thank you. Emotions are what guide your reactions to situations. If something happens that you like, you will feel happy, and you may smile, or laugh. If something happens that you don't like, you may feel angry or sad.

Enumerator instructions: Show the page with the four printed out faces to the girl. You don't need to write anything down for this section.

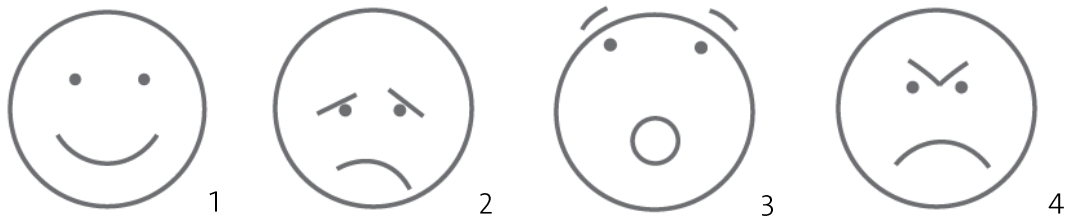
ENUMERATOR READ: Here are some faces that show different people with a variety of emotions. Can you pick the face that matches each emotion word?

Which of these faces looks **surprised**? (Wait for the girl to indicate one of the faces)

Ok, good. Which one of the faces looks **sad**? (Wait for the girl to indicate one of the faces)

Which one of the faces looks **angry**? (Wait for the girl to indicate one of the faces)

Which one of the faces looks **happy**? (Wait for the girl to indicate one of the faces)



Great. Please keep thinking about you and your emotions over the past few days or week as I am going to read some statements about things that you may feel or do. Remember that this is about you and how you feel, and not about what you have learned in class. There are no right or wrong answers to these questions.

Please tell me for each of these statements how much the following is true for you. Is it *not true* for you, *slightly true* for you, *mostly true* for you or *completely true* for you?"

		<b>Not True</b>	<b>Slightly True</b>	<b>Mostly True</b>	<b>Completely True</b>	<b>No Response</b>
B4	I understand my feelings.	1	2	3	4	
B5	I can understand the <b>reasons</b> behind my emotions.	1	2	3	4	
B6	I understand why I feel differently in different situations.	1	2	3	4	
B7	I am aware of how my feelings change my behavior.	1	2	3	4	
B8	I know what makes me happy.	1	2	3	4	
B9	I can describe the best and worst moments of yesterday.	1	2	3	4	
B10	I share my feelings with adults in my family.	1	2	3	4	
B11	When I am <b>upset</b> , I can manage my feelings before I take action.	1	2	3	4	
C1	I feel bad when one of my friends is <b>insulted</b> or <b>teased</b> .	1	2	3	4	
C2	I understand how the people I am close to feel.	1	2	3	4	
C3	I can understand other people's <b>situations</b> .	1	2	3	4	
C4	Even if I <b>feel down</b> , when I see other people feel excited, I start to feel excited too.	1	2	3	4	
C5	I know how to make other people feel happier.	1	2	3	4	
C6	When I see someone being picked on, I feel sorry for him or her.	1	2	3	4	
C7	I get a strong urge to help when I see someone who is upset.	1	2	3	4	

		Not True	Slightly True	Mostly True	Completely True	No Response
C8	It makes me sad when I see someone who is alone.	1	2	3	4	

## 2.4 Relationship-Building

		Not True	Slightly True	Mostly True	Completely True	No Response
H1	I can choose my friends well.	1	2	3	4	
H2	It is easy for me to always be <b>kind and caring</b> with my friends.	1	2	3	4	
H3	It is important to me to help other students in my school.	1	2	3	4	
H4	I <b>support</b> my friends when they do the right thing.	1	2	3	4	
H5	I find it easy to make friends.	1	2	3	4	
H6	I <b>encourage</b> my friends to be the best they can be.	1	2	3	4	
H7	I help my close friends <b>feel good about themselves</b> .	1	2	3	4	
H8	It is <b>hard</b> for me to always be kind and caring with my friends.	1	2	3	4	
H9	I am always ready when a close friend needs me.	1	2	3	4	
H10	I would stand up for my friends if another person was causing them trouble.	1	2	3	4	
H11	I find it hard to make friends.	1	2	3	4	
H12	I have <b>strong women</b> in my life whom I admire.	1	2	3	4	

## 2.5 Communication

ENUMERATOR READ: "Thanks a lot; we have made a lot of progress. I am now going to read some sentences, describing some behaviors. Please tell me for each of these statements how true that



statement is for you. Is it *not true* for you, *slightly true* for you, *mostly true* for you or *completely true* for you?”

		<b>Not True</b>	<b>Slightly True</b>	<b>Mostly True</b>	<b>Completely True</b>	<b>No Response</b>
G1	I ask my teachers for help when I need it.	1	2	3	4	
G2	If I get angry with a friend, I can talk to them and <b>make things better</b> .	1	2	3	4	
G3	I can work well with others.	1	2	3	4	
G5	I get along well with my classmates.	1	2	3	4	
G6	I feel confident enough to talk in front of <b>a group</b> .	1	2	3	4	
G7	When a friend is talking to me, I make eye contact (look at his/her eyes).	1	2	3	4	
G8	I ask questions when I do not understand what someone is telling me.	1	2	3	4	
G9	I know how to get support/help if I have a problem.	1	2	3	4	

## 2.6 Self-Confidence

ENUMERATOR READ: “Great, you are doing well. Now I am going to read some more statements. Think about yourself at school and with your family. Please tell me for each of these statements how true that statement is for you. Is it *not true* for you, *slightly true* for you, *mostly true* for you or *completely true* for you?”

		<b>Not True</b>	<b>Slightly True</b>	<b>Mostly True</b>	<b>Completely True</b>	<b>No Response</b>
A1	In general, I am happy with <b>the way I am</b> .	1	2	3	4	
A2	I feel that I have a lot of good qualities.	1	2	3	4	
A3	I am not afraid that I will <b>fail</b> .	1	2	3	4	
A4	I can do things as well as most other girls my age.	1	2	3	4	

		Not True	Slightly True	Mostly True	Completely True	No Response
A5	I feel that I am just as important as anybody else.	1	2	3	4	
A6	I can make decisions that will help me in my life.	1	2	3	4	
A7	I know what I need to do to be a better person.	1	2	3	4	
A8	I feel <b>confident</b> in myself.	1	2	3	4	
A9	I think a lot about <b>how I want to live my life</b> in the future.	1	2	3	4	
A10	I feel <b>positively</b> about myself.	1	2	3	4	
A11	I am afraid I am going to fail.	1	2	3	4	
A12	I don't think I have many good qualities/skills.	1	2	3	4	
A13	Sometimes, I don't feel confident in myself.	1	2	3	4	

## 2.7 Creative Problem-Solving

ENUMERATOR INSTRUCTIONS: For the three following questions, you should not give any suggestion to the girls. Read the statement, then let them talk and note their answers down, probe to see whether they can think of anything else.

I1	ENUMERATOR READ "Linh and Thu are sisters. They have one mango, and they both want it, so they are starting to fight about the mango. What can the mother of the girls do to help solve this problem? Think about every possible thing she can do. (Probe: good, what else can she do?)"	
----	--	--

I1_1	<p>Circle all solutions the girl mentions:</p> <ol style="list-style-type: none"> <li>1. Cut the mango in two parts/tell them to share it.</li> <li>2. Give them another mango, or another fruit type.</li> <li>3. Let the girls solve their problem on their own.</li> <li>4. Go ask the father to solve it.</li> <li>5. Take the mango away/ Eat the mango herself/give it to someone else.</li> <li>6. Give the mango to the one that deserves it most.</li> <li>7. Give them money to go buy another mango.</li> <li>8. Yell at the girls/ Beat the girls.</li> <li>9. Reason with the girls, tell them they shouldn't fight.</li> <li>10. Give the mango to the girls later, after they have stopped fighting.</li> <li>11. Other 1 2 3 4+</li> </ol> <p>.....</p> <p>.....</p> <p>.....</p>	<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17</p>
I1_2	<p>What would you do if you were the mother? Pick only one answer. Note for enumerator: if the girl comes up with a new item, enumerator should circle this answer in I1_1</p>	__
I2	<p>Thao and Lam are talking in class. This prevents Ngoc from listening to the teacher. What can Ngoc do? Think about every possible thing she can do. (Probe: good, what else can she do?)</p>	
I2_1	<p>Circle all solutions the girl mentions:</p> <ol style="list-style-type: none"> <li>1. Scolding Thao and Lam.</li> <li>2. Politely ask Thao and Lam to stop talking.</li> <li>3. Move closer to the teacher/away from Thao and Lam.</li> <li>4. Start talking with them/join their conversation.</li> <li>5. Talk with another person in class.</li> <li>6. Tell the teacher that she cannot hear the lesson because Thao and Lam are talking.</li> <li>7. Not do anything/just sit there.</li> <li>8. Get upset/cry.</li> <li>9. Tell Thao and Lam what she thinks after the class is finished.</li> <li>10. Other 1 2 3 4+</li> </ol>	<p>1 2 3 4 5 6 7 8 9 10</p>
I2_2	<p>What would you do if you were Ngoc? Pick only one answer. Note for enumerator: if the girl comes up with a new item, enumerator should circle this answer in I2_1</p>	__
I3	<p>Phuong comes back home after receiving a bad grade/low mark on an exam. She is afraid her father will be angry about it. What can she do? Think about every possible thing she can do. (Probe: good, what else can she do?)</p>	

I3_1	Circle all solutions the girl mentions: 1. Talk to her mother/sibling/teacher, ask them to tell the father. 2. Talk to the father that day regardless. 3. Wait to tell the father when he is in a good mood. 4. Do not say anything to the father unless he asks. 5. Make excuses to the father (e.g. the teacher is very tough/the exam was hard). 6. Cry 7. Promise the father she will work hard. 8. Delay going home. 9. Destroy/change/hide the report card. 10. Ask for forgiveness. 11. Other 1 2 3 4+	1 2 3 4 5 6 7 8 9 10 11
I3_2	What would you do if you were Phuong? Pick only one answer. Note for enumerator: if the girl comes up with a new item, enumerator should circle this answer in I3_1	__

### Section 3. Knowledge Questions

We're almost done. I just have a few more questions to ask you. These questions will work a little differently. I'd just like you to tell me whether you *agree* or whether you *disagree*. If you don't know, or you don't understand the question, that's okay too. You can just tell me and I'll move to the next question.

		Agree	Disagree	No Response
K1	It is more important for boys to complete 12 <sup>th</sup> grade than girls.	1	2	
K2	Boys are smarter in school than girls.	1	2	
K3	It is not important to me to finish secondary school before getting married.	1	2	
K4	Girls cannot become engineers or scientists because these are and should be only men's jobs.	1	2	
K5	Girls have the right to not <b>be touched</b> by a boy even if it hurts the boy's feelings.	1	2	
K6	Men should make all the decisions in the household.	1	2	
K7	If you are experiencing <b>abuse</b> , you should ask a trusted adult for help.	1	2	
K8	Boys do not experience <b>abuse</b> , only girls do.	1	2	
K9	Girls should not express their opinions in front of elders.	1	2	

		Agree	Disagree	No Response
K10	A girl cannot be a leader and a good daughter at the same time.	1	2	
K11	Marrying under the age of 18 is <b>illegal</b> .	1	2	
K12	It is okay for parents to decide who and when a girl marries, even if she doesn't agree.	1	2	
K13	Early marriage can make it harder to complete secondary school.	1	2	
K14	Girls <b>have a right</b> to go to school.	1	2	
K15	Menstruation is a sign that a girl can get pregnant.	1	2	
K16	You should stop washing yourself when you are menstruating.	1	2	
K17	Menstruation is normal and healthy.	1	2	

Ok, we're done! Thank you for talking with me today. I really enjoyed getting the chance to speak with you and learn a little bit about you. I hope it was interesting for you too. Remember that what we talked about is just between you and me. Thanks again, and enjoy the rest of your day!

#### Section 5: Additional Questions for the Enumerator Only

How true are each of the following statements? Circle your answers.

	Statement	Not True	Slightly True	Mostly True	Completely True
ENUM1	This girl spoke loudly and clearly. It was easy to hear what she said.	1	2	4	5
ENUM2	This girl made eye contact (looked in my eyes) during the interview.	1	2	4	5
ENUM3	This girl asked questions when she did not understand.	1	2	4	5
ENUM4	This girl sat facing me during the interview; she did not turn to the side or away.	1	2	4	5

## Annex: Sample Roleplay Tool

The following exercise was piloted in Vietnam to assess girls' life skills in real-life situations. You can compare the results with those from the questionnaire.

S. No.	Questions	Responses
001	School name	
002	Girl ID	_ _ _ _ _ _ _
003	Date of interview	_ _  / _ _  / _ _
004	Start time of interview	_ _  : _ _
005	End time of interview	_ _  : _ _
006	Rater name	
007	Rater ID	
008	District Name	

### Participants

- Girl being assessed
- Roleplay partner – SM from another school, or GEP staff not known to girl
- 2 scorers – SM from another school, or GEP staff not known to girl; Persons neither involved in the roleplay nor known to the girls. Roleplay partner and scorers can trade roles from one girl to the next if they choose.

### Steps to complete the assessment

1. Girl is given a choice between two of the five roleplay scenarios (randomly) and selects one.
2. Girl reads scenario quietly to herself, roleplay partner asks if she has any clarifying questions, and if so, provides answers.
3. Otherwise, roleplay partner does not provide any additional information beyond what is provided as part of the scenario.
4. Girl and roleplay partner perform roleplay.
  - a. There should be enough space for the girl and roleplay partner to stand up and move around during the roleplay. Girl should stand during roleplay; roleplay partner may stand or sit depending on the scene.
  - b. The scene should continue until the girl has resolved the issue, or to a maximum of ten minutes.
  - c. If the girl becomes silent and cannot proceed, the roleplay partner should allow moments of silence to occur.
  - d. Scorers should not interrupt during the roleplay, whether to ask questions, provide additional information or any other reason.
5. Roleplay partner asks follow-up questions to the girl.
6. During the roleplay and follow-up questions, scorer completes score sheet.

In life you need to interact with people often, so we want to try a little exercise where we will act out a complicated situation. There is no right or wrong way to behave in this exercise, we just want

to understand a bit about how girls your age act and think. The exercise will be limited to ten minutes but might also end sooner. I will act out the scene with you; these two colleagues will be observing but not taking part.

	<b>Case (situation)</b>	<b>Roleplay Partner's role</b>	<b>Notes for the roleplay partner</b>
1	You need money to cover your school uniform and school supplies, so you need to find a job. Your friend told you she has a job in a restaurant where she makes 13,000 VND/hour. You went to another restaurant and met management to apply for service at the restaurant. <b>Your objective is to have a good job that will pay enough to meet your needs and where your rights are respected.</b>	Restaurant manager	<ol style="list-style-type: none"> <li>1. Act as if you is too busy and ignore the girl</li> <li>2. Ask the girl what she wants, with a cold attitude</li> <li>3. As if the girl can work frequent overtime, and take on late-night shifts.</li> <li>4. Explain that during the probationary period (5 months), the pay is 5,000 VND/ hour; after 5 months this increases to 8,000 VND/ hour</li> <li>5. Show disapproval/resistance if the girl tries to negotiate.</li> </ol>
2	An older girl comes back to your village and offers you a good job with a good salary in Ho Chi Minh City. Your family has a lot of debt and needs money. <b>Your objective is to decide whether you should accept this opportunity.</b>	Older girl	<ol style="list-style-type: none"> <li>1. Try to relate ('When I was your age, I was just like you...')</li> <li>2. Speak sweetly, say that the pay can be good</li> <li>3. 'The work is not easy, but because you are very clever you can do it'</li> <li>4. Explain the girl that she can make a lot of money to study and support her parents.</li> <li>5. If the girl is worried about missing school, say that you can do this job in the school holidays so you won't miss school</li> </ol>
3	You travel to Ho Chi Minh City by bus to visit relatives. Before you arrive at their house, your bag is stolen with your money and cellphone. You've been to your relatives' house before, but you don't remember the address. You only see one person nearby, an older lady. <b>Your objective is to safely get help with your problem.</b>	Older stranger on the street	<ol style="list-style-type: none"> <li>1. You are from the city, while the girl is from the countryside</li> <li>2. Initially don't believe the girl</li> <li>3. You have no intention to help. Decline &amp; start to walk away</li> <li>4. Blame the girl for being careless with her belongings, saying that you should not come to the city if you're not able to take care of yourself</li> </ol>
4	The Student Support Fund has a program for students to apply for a scholarship, but they refused your application, even though some of your other classmates were approved. You have to meet and present to local officials in charge of the fund. <b>Your</b>	Student Support Fund Manager	<ol style="list-style-type: none"> <li>1. Initially refuse to talk with girl because the application has been returned</li> <li>2. Show some frustration, be concerned for your own difficulties instead of the girl's - decisions were already made, you don't want to be asked again, you wish you could help more girls but it's not your responsibility</li> </ol>

	<b>objective is to persuade them to give you money for your education.</b>		<p>3. Give the reasons for not funding: average academic performance of the girl, her ability to finish school may be limited</p> <p>4. The application may be reviewed later</p> <p>5. Become more open if the girl shows any empathy/understanding of your situation</p>
5	You want to continue your schooling in high school, but your parents want you to get a job and leave school. <b>Your objective is to persuade them to allow you to continue.</b>	Parents / grand-parents	<p>1. Parents insist that they do not want you to continue school</p> <p>2. Parents give several reasons: you have already studied through grade 9, the family needs money so you have to take a job</p> <p>3. Three more years of study may not get you a good job worthy your education</p>

#### Follow-up Questions after Roleplay

FU1. How did you feel completing this exercise? Can you name some of the feelings you experienced?

1. Upset
2. Excited
3. Worry
4. Afraid
5. Interested
6. Sad
7. Nervous
8. Pressured
9. Disappointed
10. Helpless
11. Happy
12. Others (list below)

FU2. Were there any techniques you used to keep control over your feelings?

1. Breath quietly
2. Talk
3. Move
4. Smile
5. Drink water
6. Other



FU3. What about the [name other participant (factory supervisor, restaurant manager, etc)]. Can you think of any feelings they might have experienced during this interaction?

1. Doubtful
2. Angry
3. Annoyed
4. Sympathetic
5. Empathic
6. Understanding
7. Manipulative
8. Tired
9. Pressured
10. Happiness
11. Sadness

FU4. Were there any other possible solutions to the situation you considered? What did you think about when deciding between them?

FU5: What rights do you think you had in the situation?

FU6: What skills did you apply in the situation?

### Scoring Sheet

For the following, answer based on the girl's behavior during the roleplay AND/OR the follow-up questions.

#### Communication

Which statement is **more true**? Circle A or B

1.	A	Girl speaks in a steady tone of voice.	B	Girls' voice is wavering or unsteady, or the girl stutters.
2.	A	Girl articulates clearly so her words can be understood.	B	Girl cannot be easily understood – speaks too quietly or mumbles.

3.	A	Girl asks one or more clarifying questions.	B	Girl does not ask any clarifying questions.
4.	A	Girl mainly looks roleplay partner in the face during the exercise.	B	Girl mainly looks down or away from her roleplay partner during the exercise.
5.	A	Girl gives relevant answers to questions.	B	Girl's answers to questions are not relevant, she gives no answer, or repeat always the same thing.
Score: Total times you circled "A":				

### Expressing and Managing Emotions

Which statement is **more true**? Circle A or B

1.	A	During or after exercise, girl names at least one feeling she experienced APART from nervousness/worry.	B	Girl does not name any feelings she experienced, or only names nervousness/worry.
2.	A	Girl is able to list one strategy she used to manage her feelings.	B	Girl cannot list anything she did to manage her feelings.
3.	A	Girl is able to list at least one feeling her roleplay partner might be experiencing.	B	Girl cannot list any emotions her roleplay partner might have experienced.
4.	A	Girl does not fidget with her hands.	B	Girl fidgets with her hands.
5.	A	Girl breathes steadily.	B	Girl breathes unsteadily.
6.	A	Girl's stance is steady, natural, relaxed.	B	Girl steps frequently from one foot to the other, or is tense.
7.	A	Girl does not repeatedly touch her hair/ear or nose.	B	Girl repeatedly touches her hair/any part of her face.
Score: Total times you circled "A":				

Self-Confidence

Which statement is **more true**? Circle A or B

1.	A	Girl has relaxed posture (no shoulders bent) during the exercise.	B	Girl's shoulders are bent.
2.	A	Girl faces her body toward her roleplay partner.	B	Girl faces her body away from roleplay partner.
3.	A	Girl is persistent in pursuing an acceptable solution to the problem.	B	Girl is easily dissuaded or pressured.
4.	A	Girl's resolution to the conflict reflects her self-respect.	B	Girl's resolution to the conflict shows poor self-respect.
5.	A	When given a reason why she cannot have what she wants, she is able to offer new arguments and counterarguments.	B	When given a reason why she cannot have what she wants, she is not able to offer a counterarguments or new arguments.
7.	A	Girl decided when the situation was resolved.	B	Girl waited for her roleplay partner to decide when the situation was resolved.
Score: Total times you circled "A":				

## Decision Making Questions

Imagine you need to make a decision about which school you will attend for high school. One school is very close by in your village. Another is in the district capital, ~10km away.

DM1. Who are some people you could ask for advice (apart from you)?

- A. Teacher
- B. Social mobilizers
- C. Brothers and sisters
- D. Father
- E. Mother
- F. Friends
- G. Other relatives
- H. Other

- ....

- ....

- ...

Total number of persons mentioned [\_\_|\_\_]

DM2. What other information would you want to help you make your decision? In the next five minutes, you can ask me as many questions about the two schools as you want and I will give you the best answer I can. After that, I will ask you for your decision.

DM2\_1

- A. What is the minimum score you need to enter the faraway school?
- B. What is the minimum grade you need to enter the local school?
- C. What are the transportation condition (bus? car? bicycle?)
- D. How do students of school 1 perform in university? What percentage of student go to university?
- E. How do students of school 2 perform in university? What percentage of student go to university?
- F. How are the teachers in school 1?
- G. How are the teachers in school 2?
- H. Is there a specialization possible in the local school?
- I. Is there a specialization possible in the distant school?
- J. Are my friends going to go to the local or the distant school?
- K. How much are the tuition fees in the local school?
- L. How much are the tuition fees in the distant school?
- M. How is the infrastructure of the first school?
- N. How is the infrastructures of the second school?
- O. What are the students in the nearby school like?
- P. What are the students in the distant school like?

Q. Other questions

- ...
- ...
- 

DM2\_2. Total number of questions asked [\_\_|\_\_]

DM3. Okay, which school do you want to choose?

1. School 1 (nearby school)
2. School 2 (distant school)

DM3. Enter which school was chosen (1 or 2) \_\_[\_\_]

DM4 how did you make you decision, what are the advantages of your decision?

1. Higher probability to go to university
2. Better academic results
3. Better teachers
4. Desire to stay close to her friends
5. Family lacks money for higher tuition fees
6. Desire to specialize in [subject]
7. Desire to stay close to family
8. Greater feeling of safety in a familiar nearby environment
9. Reduced transport time for nearby school
10. Other advantages:

9\_1

9\_2

9\_3

DM4. Total number of advantages listed mentioned [\_\_|\_\_]

DM5\_1\_1 Do you think there are any disadvantages of the school you chose? If so, what are they?

1. High tuition fees
2. Greater risks to safety
3. No friends around/potential for loneliness
4. Poor school infrastructure
5. Poor academics
6. Poor teachers
7. Other

-  
DM5\_1\_2 Total disadvantages of her choice mentioned [ ][ ]

Notes for administrator. Do not provide the information below unless the girl asks a relevant question.

**School 1 (the nearby school):** Most of the girl's friends will attend this school. It has average academic performance. The girl can walk to the school from her home. In this school, the girl can specialize in English. The tuition fee is lower than school 2. This school will provide scholarship for poor and ethnic student.

Grade to enter 20/50

Percentage of people going to university 15%

**School 2 (the distant school):** Very few of the girl's friends will attend this school. It has good teachers and many girls go to university. It will take about 30 minutes to reach the school every day. The students are friendly, but have a reputation for being very hard-working. The school has a dormitory on-site. This school will provide scholarships for poor and ethnic students.

Grade to enter 26/50

Percentage going to university: 50%

Final decision-making exercise the respondent should complete on her own.

DM6: Marina wants to choose her future career. Help her organize her thoughts by putting the following in a reasonable chronological order:

- A. Being a teacher allows me to stay close to here and to my family, and to work with children
- B. My teacher thinks I would be good at being a doctor and could even become a specialist
- C. I decide to become a teacher
- D. Being a doctor has a better salary than being a teacher
- E. I could be a teacher or a doctor
- F. My parents told me they prefer me to be a teacher in the school because it will be safer
- G. Being a doctor means working at night and in the hospital that is far away from my family's place

DM6 [ ][ ][ ][ ][ ][ ][ ][ ][ ]

## Annex: Pre-test Probes

The following is an example format that can be used while pre-testing for the Perseverance & Self-Control life skill. Some probing questions are specific to an item, while others could be useful for any item. Space is provided for the interviewer to take notes for later reflection.

ENUMERATOR READ: “Now I’m going to read some more statements that can describe how different people think and act. Some of these statements will apply to you a lot and some will not apply to you as much. Please tell me for each of these statements how true that statement is for you. Is it *not true* for you, *slightly true* for you, *mostly true* for you or *completely true* for you?”

		Not True	Slightly True	Mostly True	Completely True	No Response
F1	I finish whatever I begin.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> </ul>					
F2	I <b>try very hard</b> even when I don't see the results of my efforts.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> <li>Could you rephrase the question in your own words?</li> </ul>					
F3	Even if I <b>feel like quitting</b> , I keep working hard.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> <li>Could you rephrase the question in your own words?</li> </ul>					
F4	<b>Difficulties</b> do not discourage me. I try again.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> </ul>					
F5	When I do something, I <b>work hard</b> at it.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> </ul>					

	<ul style="list-style-type: none"> <li>Can you think of an example?</li> </ul>					
D1	I try to <b>focus</b> on the lesson in class.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> </ul>					
D2	My parents tell me I am <b>thoughtful</b> when completing a task.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> <li>What does it mean to be thoughtful when completing a task?</li> </ul>					
D3	It is hard to wait for something I want.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> <li>Could you rephrase the question in your own words?</li> </ul>					
D4	I make time to study.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> <li>What are some ways someone can make time to study?</li> </ul>					
D5	I am polite to adults and classmates, even when I do not agree with what they are saying.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> </ul>					
D6	Many times I <b>lose focus</b> before completing a task.	1	2	3	4	
	<ul style="list-style-type: none"> <li>How did you decide to pick this option?</li> <li>Can you think of an example?</li> </ul>					
D7	It is not <b>hard</b> to wait for something I want.	1	2	3	4	



	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> </ul>					
D8	I can control my anger even if someone is not nice to me.	1	2	3	4	
	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> <li>• What are some ways someone can control their anger?</li> </ul>					
D9	I can remain calm even when someone hurts my feelings or <b>teases</b> me.	1	2	3	4	
	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> </ul>					
D10	I am able to calm myself from panicking when I am <b>nervous</b> before exams.	1	2	3	4	
	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> </ul>					
D11	When I feel nervous or <b>scared</b> , I know how to calm or relax myself.	1	2	3	4	
	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> </ul>					
D12	I am able to complete tasks without <b>losing focus</b> .	1	2	3	4	
	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> </ul>					
D13	My parents tell me I do things without thinking.	1	2	3	4	
	<ul style="list-style-type: none"> <li>• How did you decide to pick this option?</li> <li>• Can you think of an example?</li> </ul>					

## Annex: Social Mobilizer Ranking Tool

The following is an instrument that GEP uses to get data from program staff (social mobilizers/mentors) about the girls they support regarding Empathy, Expressing and Managing Emotions, Communication, and Self-confidence. Asking social mobilizers to rank girls, rather than rate each girl individually, helps us get less-biased data; while program staff may be inclined to paint participants' skills in a positive light, the ranking format means some girls will necessarily be rated higher than others.

We are going to ask you to rank girls that you support as a social mobilizer. For each skill, you should think about the girls and how they display this skill. Then you can rank them, starting with the name and GEP code of the girls that is the strongest in this life skill, and order so that the weakest is at the end. If two girls seem similar to you, you should find something that makes a little difference and rank them accordingly.

We are going to use this data anonymously, to understand how the answers girls provide about themselves compares to the way they are seen by others. Remember that we are assessing how well the tool works, and not how well the girls are doing. So please answer truthfully.

Thanks a lot for your participation.

### 1. Empathy

Empathy is the ability to understand and value another person's feelings. A girl in grade 9 with strong skills in Empathy would be likely to use empathetic words toward her peers, friends, teachers and family, and to demonstrate empathetic behavior to others when they are in need of support and care.

Rank	Girl's name	ID number
1 <sup>st</sup>		_ _ _ _ _ _ _
2 <sup>nd</sup>		_ _ _ _ _ _ _
3 <sup>rd</sup>		_ _ _ _ _ _ _
4 <sup>th</sup>		_ _ _ _ _ _ _
5 <sup>th</sup>		_ _ _ _ _ _ _

6 <sup>th</sup>		_ _ _ _ _ _ _
7 <sup>th</sup>		_ _ _ _ _ _ _
8 <sup>th</sup>		_ _ _ _ _ _ _
9 <sup>th</sup>		_ _ _ _ _ _ _
10 <sup>th</sup>		_ _ _ _ _ _ _

## 2. Expressing & Managing Emotions

The skill of Expressing And Managing Emotions includes being aware of one's own emotions and recognizing them as important and valid. It also includes the ability to respond productively to situations where emotions may be strong. A girl in grade 9 with strong skills in Expressing & Managing Emotions would be able to name her feelings and express them assertively to peers, family and teachers without acting out in negative ways.

Rank	Girl's name	ID number
1 <sup>st</sup>		_ _ _ _ _ _ _
2 <sup>nd</sup>		_ _ _ _ _ _ _
3 <sup>rd</sup>		_ _ _ _ _ _ _
4 <sup>th</sup>		_ _ _ _ _ _ _
5 <sup>th</sup>		_ _ _ _ _ _ _

6 <sup>th</sup>		_ _ _ _ _ _ _
7 <sup>th</sup>		_ _ _ _ _ _ _
8 <sup>th</sup>		_ _ _ _ _ _ _
9 <sup>th</sup>		_ _ _ _ _ _ _
10 <sup>th</sup>		_ _ _ _ _ _ _

### 3. Communication

Communication includes self-expression and listening skills. A girl in grade 9 with strong skills in Communication would be able to demonstrate reflective listening, making I-statements, listening with empathy, and refusal skills, as well as listening without interrupting her peers, friends, teachers and family.

Rank	Girl's name	ID number
1 <sup>st</sup>		_ _ _ _ _ _ _
2 <sup>nd</sup>		_ _ _ _ _ _ _
3 <sup>rd</sup>		_ _ _ _ _ _ _
4 <sup>th</sup>		_ _ _ _ _ _ _
5 <sup>th</sup>		_ _ _ _ _ _ _
6 <sup>th</sup>		

		_ _ _ _ _ _ _
7 <sup>th</sup>		_ _ _ _ _ _ _
8 <sup>th</sup>		_ _ _ _ _ _ _
9 <sup>th</sup>		_ _ _ _ _ _ _
10 <sup>th</sup>		_ _ _ _ _ _ _

#### 4. Self-Confidence

Self-Confidence includes a sense of self, positive identity, and a sense of competence. A girl in grade 9 with strong Self-Confidence would believe in her own self-worth and that she matters. She would have a strong sense of identity, and be able to describe her own positive attributes, strengths and talents.

Rank	Girl's name	ID number
1 <sup>st</sup>		_ _ _ _ _ _ _
2 <sup>nd</sup>		_ _ _ _ _ _ _
3 <sup>rd</sup>		_ _ _ _ _ _ _
4 <sup>th</sup>		_ _ _ _ _ _ _
5 <sup>th</sup>		_ _ _ _ _ _ _
6 <sup>th</sup>		

		_ _ _ _ _ _ _
7 <sup>th</sup>		_ _ _ _ _ _ _
8 <sup>th</sup>		_ _ _ _ _ _ _
9 <sup>th</sup>		_ _ _ _ _ _ _
10 <sup>th</sup>		_ _ _ _ _ _ _

## Annex: Training Guide

### Training Objectives

To ensure that interviewers perform high-quality interviews, trainers and trainees should have in mind the same objectives, as follow:

Objective 1: Interviewers have the right attitude, etiquette and know-how to interview students while respecting and protecting them.

Objective 2: Interviewers understand the project and the evaluation. Interviewers know what the program is and understand the research we are doing and why we are doing it.

Objective 3: Interviewers know the tool, are completely at ease with the instructions, measures, processes and questions, and know how to administer it.

Interviewers must practice during training to be able to lead an interview from beginning to end.

This training guide will give you the keys to meet these three objectives.

### Interviewer Selection

#### 1.A. Recruitment

#### Selecting Interviewers

When you start staffing for the survey, if you are not contracting a firm, you should:

- Contact interviewers you know or have already worked with
- Ask for advice/recommendations from other NGOs that have implemented similar surveys
- Advertise that you are looking for interviewers on your website/university/recruitment offices

Interviewers can be:

- Young women (recommended)
- Professionals with recommendations (recommended)
- People who have completed a high level of formal education, with recommendations from other employers (even if not survey professionals)
- Other people with a high level of education, e.g., Master's students (educated but without experience doing research)



Note: People lacking experience and a secondary education may not be good for the survey.

Consider engaging youth who share demographic characteristics of your ALSA participants, such as young women from the same region, especially for the role play exercise.

Youth connect  
with peers

## Interviewing Candidates

Select a large group of candidates and ask them to come for a quick interview. During the interview, you should verify the availability of the person, whether s/he knows well the languages you need for your survey and whether s/he is at ease with the questionnaires (i.e., whether she reads and writes correctly). For this, you can give the person a questionnaire and ask her or him to ask you the questions. You will want more candidates than needed in the training and select those that will participate in the survey at the end of the training. *Be sure to clarify that the training does not guarantee work.* Your selection is based on their performance during training and in-school testing.

## Training

In-office training requires three days and in-school practice requires one day, per the following schedule:

- Day 1: Introduce the program and the questionnaire and any other tools. Conduct training on ethics and how to be a good interviewer. Begin reviewing the student questionnaire, item by item.
- Day 2: Complete item-by-item discussion. Review all questions and instructions in detail.
- Day 3: Roleplay in teams of two using suggestions in this guide. Introduce tablets if using them and review data handling and communication protocols.
- Day 4: Conduct in-school practice day in real conditions so that interviewer candidates become aware of processes and know the place and the people, and for you to evaluate the candidates.

### *1.B. Enumerator Etiquette*

#### Confidentiality

Confidentiality is an agreement to protect the privacy of those who participate in the research. Protecting privacy means that interviewers will keep information about the respondent secure, and not allow others not involved in the research to learn information about the respondent and her/his responses.

When working with adolescents, confidentiality is a critical part of the interview process. Maintaining confidentiality increases the level of trust respondents have with interviewers, protects the dignity of respondents and allows staff to get more honest information. Violating the privacy of respondents could result in physical or social harms coming to that respondent or to that respondent's family.



Examples of how interviewers can protect the privacy of a respondent are:

- Not telling others personal information about a respondent that would make it easy for others to identify her/him (for example, name, age and zone, names of siblings or parents);
- Not taking photos that would allow the respondent to be identified;
- Not giving details of the survey to people not involved in the research, including relatives of the respondent;
- Not disclosing any information about respondents or interviews to anyone not involved in the research; and
- Ensuring that documents such as consent/assent, sampling lists and research notes are stored in a secure place.

The one exception to the rule of confidentiality is reporting abuse of someone under age 18. See your child protection policy for more details.

While unpleasant, consider including a clause in agreements with interviewers that they face immediate dismissal if they breach any of the expectations regarding ethics.

#### Interview Best Practice

Interviewer behavior affects how comfortable a respondent feels during an interview. The interview raises questions that are not always easy for the respondent to answer. Thus, the verbal and non-verbal responses of interviewers can either create an environment where the respondent feels comfortable sharing more information or discourages the respondent from honestly giving her or his perspective. All interviewers and research staff should *always* exhibit a professional, non-judgmental and respectful demeanor.

#### Verbal Communication

There are many factors that influence how a person communicates. Someone's personality, culture and working environment play a role in how he or she speaks or presents her or himself. When working with people who may be from different cultures, there are things you can do to communicate effectively.

**Speak clearly:** Speaking very fast can be difficult for someone whose first language is not the language used during the interview or who may have a different accent or dialect. Speak slowly and clearly so that the respondent has a chance to understand you.

**Use a neutral tone of voice:** If your tone when asking a question seems accusatory or judgmental, a respondent may not feel comfortable answering the question honestly. If interviewers are raising

“When I observe someone who has interviewing skills, that person knows how to ask questions, look friendly and make a girl feel more comfortable — even before the interview starts, they’re already working to make the girl feel comfortable. But some enumerators are very quick, they simply introduce themselves and get started with little effort to build a rapport ... later on, that girl’s answers may not be 100% honest, or she may just be answering without thinking.”

–GEP Staff Member

their voices or yelling at either the respondent or each other, this may also make the respondent feel uncomfortable or afraid.

**Gently ask for clarification:** If you do not understand the respondent's answer, it is best to ask the respondent to repeat what he/she said. If the respondent uses a word that you do not understand, ask if he/she can explain the word to you.

**Use simple words:** Especially when explaining the purpose of the program or research study, it is best to use vocabulary that will be easy to understand. Students or their parents may have low levels of education and literacy, and may not feel comfortable telling you that they do not understand what you are saying. *Be sure to ask questions exactly as they are written.*

### Non-Verbal Communication

Non-verbal communication is sometimes even more important than verbal communication, because we often unintentionally communicate how we feel through our expressions and posture. When we are in an interview setting, we need to be aware of how someone else may perceive our non-verbal behavior. Here some non-verbal communication tips that interviewers can use to demonstrate attentiveness and respect to a respondent:

**Make eye contact with the respondent:** This may be difficult at first, but it will help for you practice reading the questions and probes prior to the interview. It shows that you are engaged, listening and interested in what the respondent has to say.

**Keep a neutral expression:** If you make a face that shows that you are uncomfortable or are thinking something unfavorable about the respondent, this may make the respondent feel uncomfortable and reduce her or his willingness to honestly answer the questions.

**Sit so that you are facing the respondent:** Sitting so that your body is turned towards the respondent may help the respondent feel that you are listening.

Avoid looking through papers or being distracted by other things while the respondent is talking: This may make the respondent feel that you are not listening to her or him.

DO	DON'T
<ul style="list-style-type: none"><li>• <b>Make eye contact</b> with the respondent when possible</li><li>• Be aware of your <b>body language</b></li><li>• Ask questions in a respectful and neutral tone</li><li>• <b>Ask for clarification</b> if you do not understand the respondent's response to a question</li><li>• <b>Answer questions</b> from the respondent calmly and patiently</li><li>• <b>Explain directions</b> calmly and patiently, even if you have already explained them before</li><li>• Sit so that you are facing the respondent Pay attention to whether the respondent seems uncomfortable</li></ul>	<ul style="list-style-type: none"><li>• Make facial expressions that show that you agree or disagree with the respondent</li><li>• Ask questions in an accusatory tone</li><li>• Act like you are uninterested in the respondent's response or bored by the interview</li><li>• Pressure the respondent to answer a question</li><li>• Chastise the respondent for not understanding directions or asking a 'silly' question</li><li>• Raise your voice during the interview</li><li>• Turn your body away from the respondent</li></ul>

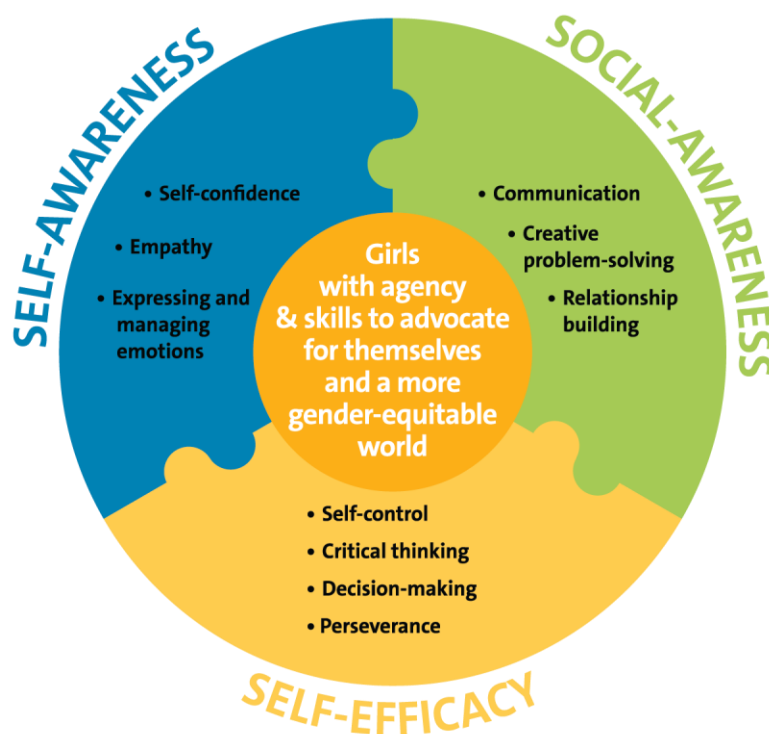
## Understanding the Project and the Evaluation

### 2.A. Room to Read and the Girls Education Program

Room to Read is a global organization established in the year 2000. The organization focuses on literacy through their Literacy Program and on gender equality in education through their Girls Education Program (GEP). The present survey is part of the GEP evaluation. GEP helps girls complete secondary education and have the life skills necessary to negotiate key life decisions. In GEP, girls are guided to think about difficult problems, solve problems at home or with friends, build healthy relationship with others, and plan their future.

Life skills are psychological and social abilities that help girls deal with everyday life challenges. The Life Skills Education Framework (Figure 4) was created to guide the development of program design and curriculum. The framework focuses on 10 life skills, which fall under three key domains: self-awareness, self-efficacy and social awareness. Figure 4 below illustrates the skills and their domains.

Figure 4. GEP Life Skills Framework



### 2.B. Program in Your Country

Explain the program to interviewer candidates as it is organized in your country.

#### Example to Introduce the Program

“The program took place in [number in your country] schools in [number in your country] districts. [Number in your country] girls are enrolled in the program. The Life Skills Education Curriculum has

62 sessions facilitated across Grades 6 – 12. The program is delivered by [social mobilizers, teachers] hired and trained by Room to Read. Each social mobilizer or teacher is matched with a group of [number of] girls. During each session, a group of girls gathers with the social mobilizer or teacher and goes through the curriculum [adapt to the specifics of your country]. Each session covers a topic, with activities helping to get girls involved in the session, such as short stories illustrating the session’s topic using examples involving a girl their age.”

### Example to Introduce the Team

The Room to Read office program team is responsible for organizing the program and the monitoring and evaluation team is responsible for measuring the effects of the program. [Explain the organization of the team and introduce people who will work with them.]

### 2.C. Assessment Objective

The objective of the assessment is to see whether girls benefit from the program and to what extent. We want to assess both girls in the program and girls not in the program by measuring life skills at both the beginning and end of the program and comparing the results to see whether the program helps girls. [Adapt to your country whether there is a comparison group/a pre-post design].

The objective for enumerators is to collect **accurate data** to help this measurement and evaluation process. Someone else will analyze the data collected and produce results.

The sample for this survey will be [enter your sample size here]. The sample is divided into [#] districts, and [#] schools.

The survey will take place over the following dates [X] and will be supervised by [explain].

Note: There is no need for the candidate interviewers to become extremely knowledgeable in life skills. They need to understand what your organization is doing, who the various persons participating are (e.g., social mobilizers, program staff, etc.), and the purpose of the assessment.

**Most of the training time should be spent on the tool.**

## Explaining the Tool

### 3.A. Tool Structure

Hand out the tool to each candidate on Day 1. Introduce an accurate plan for the tool.

- Demographics
- Introduction to scales used in the tool: warm-up for respondents
- Life skills modules for:
  - ✓ Decision-Making
  - ✓ Perseverance and Self-Control
  - ✓ Emotions and Empathy
  - ✓ Relationship-Building
  - ✓ Communication
  - ✓ Self-Confidence
  - ✓ Creative Problem-Solving
- Knowledge and attitude questions related to gender

Other modules we have used in GEP evaluations include:

- Voice
- School and Career Aspirations
- Forced Choice Questions
- Anchoring Vignettes

Even if you collect data on a tablet, introduce the tool and do the item-by-item explanation and discussion using the paper questionnaire. Introduce the tablets and train candidates on how to use them prior to roleplaying. They can practice the mode and the interviewing during roleplay, so that they are smoother in the in-school practice.

### Guidance on Administration

The tool has instructions for you and for the respondent to help ensure smooth administration of the tool. The enumerator should know the tool well and be able to read instructions for her or himself and for the respondent accordingly.

Instructions for respondents: This information will help respondents answer questions and remind them that we are not expecting a specific answer, which will help reduce fear of judgment. You should read it carefully to the respondent.

### 2.3 Emotions and Empathy

In this section, we are going to talk about feelings. Feelings can also be called emotions.

Can you think about the feelings you had recently? Over the past seven days (one week), you were at school; you were at home; you interacted with people. In all these different situations, your feelings may have changed. Can you remember some of them? Can you name them? (*Probe*: Thanks for your answer, what other feelings can you remember?)

Enumerator: circle the corresponding emotion below. If the girl uses only very general words like “good” or “bad”, do not circle anything for these responses.

B1	1 Happiness	8 Worry/Anxiety	15 Love
	2 Sadness	9 Excitement	16 Hope
	3 Loneliness	10 Pride	17 Other:
	4 Anger	11 Empathy/Concern	17_1 _____
	5 Jealousy	12 Regret	17_2 _____
	6 Stress	13 Guilt	17_3 _____
	7 Fear	14 Disappointment	

*Enumerator instructions*: These are meant to help the interviewer administer the tool and should not be read aloud or to the respondent.

### 3.B. Introducing Various Types of Questions

For each type of question, candidate interviewers need to adopt the right behavior.

### Simple Questions with Binary Answers

For these questions, instructions for the interviewers are:

- Read the sentence
- Read the answer options
- If the respondent does not fully understand, do not rephrase, just repeat the sentence, and ask her or him whether there is a word he or she does not understand. If he or she says yes, use an approved synonym given during training.
- Let the respondent select her or his answer
- Note the respondent's answer

K2	Boys are smarter in school than girls.	Agree	Disagree
----	--	-------	----------

Z6	Are you currently receiving academic tutoring outside of school?	1. Yes 2. No
----	--	-----------------

*Note:* You should not interpret the respondent's answer. For example, for Question K2, the respondent should answer "agree" or "disagree." If he or she says "yes," you should not tick "agree," you should ask her or him again "do you agree or disagree?" and only report the answer that he or she gives you once he or she says "agree" or "disagree."

### Likert Items (Scale Questions)

Scale questions are common in surveys. These are questions where the respondent is supposed to choose from responses with a range or scale. They appear throughout the ALSA tool. Most of the time, we are trying to measure the skills using items like the one depicted below.

We want to ask girls whether the sentences are not true for them, slightly true for them, mostly true for them or completely true for them. See the examples in the table below:

		Not True	Slightly True	Mostly True	Completely True	No Response
E1	When I have problems at school, I am good at finding ways to solve them.	1	2	3	4	
E2	If someone I trust asks me to do something I know is wrong, it is easy for me to say "no."	1	2	3	4	
E3	When I make a decision, I think about what might happen as a result.	1	2	3	4	
E4	If I have a big problem, I try different solutions to solve it.	1	2	3	4	

The options can be hard for respondents to remember so we provide them with the options written on a line. Note that the visual support for the scale must be a result of the pilot process. Below is one example.



#### Instructions

1. Read the introduction
2. Read the first sentence, ask the respondent whether he or she understood, if he or she says no, read a second time
3. Read all the answer options, and ask the respondent to choose one, using the visual support provided
4. Circle the respondent's answer, and repeat Steps 2 and 3 above with the next question

-> If the respondent does not understand, **repeat the question**. Do not rephrase a question in your own words. Do not give examples.

-> If the respondent still does not understand, ask her or him whether there is one word that is hard for her or him to understand. You can **use the synonyms** that we are going to discuss in the training to explain words that raise problems.

#### [Free Listing](#)

Some parts of the tool ask the respondent to list any example of a particular category that comes to her head. See, for example, the "Emotions and Empathy" tool excerpt earlier in this annex.

#### Instructions:

1. Read the introduction, if any, and read the question to the respondent.
2. If the question has a time limit (e.g., the respondent has two minutes to speak), start the timer.
3. Let the respondent tell you, encourage her or him by saying "Thanks for your answer, what other [...] can you tell me about?"
4. Circle the corresponding answer in the list.
5. Stop when the respondent does not have more to say or when the time is up if you use a timer.

Do not read the answer options aloud.

## Problem Solving

Example:

I1	INTERVIEWER READ: "Chanthou and Dany are sisters. They have one mango, and they both want it, so they are starting to fight about the mango. What can the mother of the girls do to help solve this problem? Think about every possible thing she can do, you should tell me all the ideas you have, everything the mother can do. (Probe: good, what else can she do?)"	
I1_1	<p>Circle all solutions the girl mentions:</p> <ol style="list-style-type: none"> <li>1. Cut the mango in two parts/tell them to share it.</li> <li>2. Go buy another mango.</li> <li>3. Give them a second fruit of another fruit type.</li> <li>4. Let the girls solve their problem on their own.</li> <li>5. Go ask the father to solve it.</li> <li>6. Take the mango away/give nothing to either girl.</li> <li>7. Give the mango to the one that deserves it most (for example, the best behaved one).</li> <li>8. Give the mango to the youngest one.</li> <li>9. Give the mango to one of them and give another mango to the second one tomorrow.</li> <li>10. Give them money to go buy another mango.</li> <li>11. Eat the mango herself.</li> <li>12. Yell at the girls.</li> <li>13. Beat the girls.</li> <li>14. Reason with the girls, tell them they should not fight.</li> <li>15. Ask difficult questions and give the fruit to the girl who manages to answer.</li> <li>16 Other 1 2 3 4+</li> </ol>	<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</p>

Instructions:

1. Read the story.
2. Ask the question and encourage the respondent to think about all possible solutions, not only the "good ones."
3. Start the timer, if needed.
4. Let the respondent answer and probe by saying "good, what else can she do?" or similar.
5. Circle the corresponding answer in the questionnaire.
6. Stop when the respondent has said everything he or she needed to say of when the time is up.

Do not read the answer options aloud.

## Household Roster

For each respondent, we want to capture information about all the members of their household, including parents, siblings and extended family. Information should be collected for anyone living in the respondent's household at the time of this interview for the first table, and in the second table for anyone who contributes to the respondent's household income.



Example

Questions for All Household Members				Household members age 4+	Household members age 15+	
No.	Relationship to Respondent	Sex	Age	Last grade completed	Marital Status	Work outside the home
1	(use codes from above)	1. M 2. F	_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
2			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
3			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
4			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
5			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
6			_ _	_ _	1.Single 2.Married 3.Divorced 4.Widow/er	1. Yes 2. No
	Add more rows as needed					

Instructions

Start by talking with the respondent to get an idea about how many people live with her or him. Complete the table line by line, one line per household member. There is no specific order to follow. The order in which the respondent talks about them is sufficient. For each individual, capture the relationship to the respondent using these codes:

- |            |                |                      |
|------------|----------------|----------------------|
| 1. Father  | 5. Grandfather | 9. Cousin            |
| 2. Mother  | 6. Grandmother | 10. In-laws (all)    |
| 3. Brother | 7. Uncle       | 11. Domestic servant |
| 4. Sister  | 8. Aunt        | 12. Other            |

- Sex: Enter 1 if household member is a male and 2 if a female
- Age: Enter the age of the household member
- Marital Status: Circle the appropriate answer
- Work Outside the Home / Work for Income: Circle 1 if yes, 2 if no

Interviewer Questions

At the end of the questionnaire, once you are done and the respondent has left, you should answer the following questions. How true are each of the following statements? Circle your answers.

	<b>Statement</b>	<b>Not True</b>	<b>Slightly True</b>	<b>Mostly True</b>	<b>Completely True</b>
ENUM1	This girl spoke loudly and clearly. It was easy to hear what she said.	1	2	4	5
ENUM2	This girl made eye contact (looked in my eyes) during the interview.	1	2	4	5
ENUM3	This girl asked questions when she did not understand.	1	2	4	5
ENUM4	This girl sat facing me during the interview; she did not turn to the side or away.	1	2	4	5

## Annex: Data Collection Manual

You can use this outline to create a data collection manual for each of the ALSA staff.

### Study Goal

The primary objective of the ALSA is to ...

### Study Questions

To fulfill these objectives, the study will be guided by the following questions:

- 1.
- 2.
- 3.

### Study Background

Insert brief program background

### Study Timeline

Insert your timeline.

### Introducing the Study to the Respondent Groups

Insert from training guide

1. The purpose of the ALSA
2. The nature of the ALSA
3. Time frame

### How to Introduce the Study

- Step 1: Identify yourself
- Step 2: Show letters of introduction and endorsement
- Step 3: Inform respondent of your purpose
- Step 4: Explain why the respondent was selected. Research participants also appreciate knowing that they have been selected for an interview based on a random process. Those making introductions can draw analogies to such methods as pulling names from a hat to explain exactly what this means.
- Step 6: Assure respondents of confidentiality. Introductions should incorporate clear statements about the confidentiality of information collected for the study. *The researcher should guarantee that no outside body will access the data for purposes other than those intended.* Follow the consent/assent script to ensure that respondents receive all information that they need to decide whether they would like to participate.

## Interviewing Techniques

Your attitude matters!

- Interview the correct respondent: If a selected respondent is unavailable at the time of an interview, inform the data collection supervisor.
- Communicate with your supervisor: Please ask questions if you are unsure about how to ask some questions or how to record certain answers. We cannot foresee all possibilities and sometimes “surprises” arise, so we must work as a team when there is confusion.
- Write clearly: If we cannot read the data, we cannot use the data.
- Stay positive: Data collection work involves long days with little to no opportunities for rest. Even though you will be tired some days, your respondents will be more receptive if you are in a positive mood.

## Conducting the Interview

- Ask the question exactly as written.
- Listen and determine the relevant information.
- Show interest. Pause. Repeat question if necessary. Repeat her or his reply to stimulate the respondent to say more (for open questions) or to recognize an inaccuracy.
- Record answers in boxes/correct places.
- Probe (not prompt) to increase accuracy, clarity and completeness.
- Avoid unnecessary reinforcement (e.g., “Oh, that’s very good!”).
- Never suggest an answer.
- Do not deviate from the sequence of questions or question wording.
- Do not get involved in long explanations of the study.
- Keep interruptions to a minimum and keep track of amount of time spent on interruptions.
- Do not rush the respondent; give her or him adequate time to answer and clarify anything he or she does not understand.
- Do not let anyone answer for the respondent.
- If a respondent is unresponsive, then politely conclude the interview when appropriate, make a note on the questionnaire as to why you concluded the interview and return the interview materials (with the explanation) to your supervisor.
- Be consistent: In order to make comparisons across the study population, we need to be sure that every respondent hears a question in the same way. This means that you need to be consistent across interviews and that we need to be consistent with each other. Training is essential to assuring that we all understand the questions and ask them in the same way. It is surprising how much a question’s meaning can change even with very subtle changes in wording or tone.

## Ending the Interview

- Thank the respondent.
- Tell him or her that he or she has provided important and helpful information for the study.
- Answer any questions the respondent has.
- Request contact information (e.g., mobile number) for whom you might contact should the respondent be away from home.
- Quickly proofread completed questionnaire. Find and correct errors. Clarify answers with respondent if necessary.

## General Standards for Interviewers

- Familiarize yourself with the questionnaire before you start working.
- Make sure that you are in quiet surroundings and will not be disturbed.
- Follow the instructions about procedures contained in the questionnaire.
- Do not hand the questionnaire to the respondent unless there are specific instructions to do so.
- Speak briskly but clearly. Be sure that you will be understood the first time. Read every question slowly so that the respondent can comprehend its meaning.
- Read every question exactly as it is written, even if you think it could be worded better.
- Do not explain and comment on questions in the questionnaire. If the respondent does not understand a question, repeat it another time.
- Ask all questions in the exact order in which they are presented.
- Do not leave out any questions which the respondent is supposed to answer.
- Do not suggest answers to the respondent unless they are explicitly specified in the questionnaire.
- Read aloud all alternative answers if the respondent is supposed to choose one of the predetermined alternatives.
- Write down exactly what the respondent says in answer to a given question if he or she has been given an “open question.” If the respondent is going too fast, a good technique to slow them down is to repeat what they have said so they must wait for you to catch up with them.
- Write down in the margins of the questionnaire what the respondent says if it is impossible to choose a code that corresponds to what he or she says, and there is no “Other, specify” alternative.

The rest of this manual provides clarification on the research design and the questionnaire. If you have difficulty during data collection, please feel free to refer to this manual. If your question is not answered here, ask your supervisor!

Insert the final questionnaire and any other tools here so that the interviewers. The interviewers should keep the data collection manual with them at all times while in a school and not leave it anywhere. Consider providing them a folder or notebook in which to keep the guide and other written materials, safe from rain and dirt.

## Post-Interview Information

Take a few minutes to write out your observations. Be sure to fill in the interviewer questions at the end of the survey, plus any other observations and notes outside of the coded responses.

### Tips on Doing Research with Youth

- Make young people feel welcome immediately. Children who do not feel welcome immediately may ask to leave.
- Be nonjudgmental. If you communicate discomfort or dislike of what is said or how it is said, then the discussion will be bounded by your moralism.
- Stay on their level. When working with children, sit with rather than stand over them.
- Follow all tips for good focus group discussions with children as with adults. Although you are not treating children the same way as adults, follow the same tips such as listening well and being respectful, nonjudgmental, genuine and friendly.

### Important Contact Information

Please send all data daily to:

- [Name, Email]

*Contact Information: Complete this table:*

<b>Name</b>	<b>Position</b>	<b>Mobile</b>	<b>Email</b>	<b>Interviewer Code</b>
	Team Leader			
	Program Staff			
	Interviewer			
	Interviewer			
	Interviewer			
	Interviewer			
	Programmer or Data Entry Clerk			
	Data Quality Assurance			

### Communication Protocol

Good communication is essential to teamwork. Certain situations, however, require immediate communication. This protocol guides these potential events.

- You believe a child is being harmed: Contact your supervisor and explain the details. The supervisor will contact the appropriate person(s) and inform the Team Leader immediately.

The appropriate person(s) are [fill in based on your context that follow our child protection policy].

- There is an ethical breach: Immediately contact your supervisor and explain the details. The supervisor will inform the Team Leader immediately after you alert them.
- Assessment information is lost, misplaced, or stolen: Immediately contact your supervisor and explain the details. The supervisor will inform the Team Leader immediately.
- Respondent asks questions you cannot answer during the consent/assent process: Explain that you will contact your supervisor and ask them to speak with the respondent. Step away to contact your supervisor and explain the details. Follow your supervisor's instructions.
- Respondent asks questions you cannot answer during interview: If the questions do not pertain to the interview or the assessments process, explain that you will contact your supervisor and ask them to speak with the respondent. If the respondent is satisfied, then complete the interview before going back to the respondent's questions. Write them down. Step away to contact your supervisor and explain the details. Follow your supervisor's instructions, e.g., your supervisor may be on-site and join you in a few minutes to speak with the respondent.
- Data submission: Interviewers must submit data and/or paper questionnaires daily to your supervisors. The data/papers are then submitted to the data analyst or data entry clerk.

Add your own that meet the needs of your assessment.