

GTSS Global Youth Tobacco Survey (GYTS)



Implementation Instructions





# **Global Youth Tobacco Survey (GYTS) Implementation Instructions**

Version 1.1  
August 2014

## **Global Youth Tobacco Survey (GYTS) Comprehensive Standard Protocol**

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**GYTS Core Questionnaire with Optional Questions**

**GYTS Sample Design and Weights**

**GYTS Implementation Instructions**

**GYTS Analysis and Reporting Package**

**GYTS Data Dissemination Guidance**

**GYTS Data Release Policy**

## **Acknowledgements**

### ***GYTS Collaborating Organizations***

- Centers for Disease Control and Prevention
- CDC Foundation
- RTI International
- World Health Organization

**Disclaimer:** The views expressed in this document are not necessarily those of the GYTS collaborating organizations.

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# 1. Introduction

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Tobacco use is a major preventable cause of premature death and disease worldwide. Approximately 5.4 million people die each year due to tobacco-related illnesses -- a figure expected to increase to more than eight million a year by 2030. If current trends continue, tobacco use may kill a billion people by the end of this century. It is estimated that more than three quarters of these deaths will be in low- and middle-income countries<sup>1</sup>. An efficient and systematic surveillance mechanism is essential to monitor and manage the epidemic.

The Global Tobacco Surveillance System (GTSS) is a set of globally standardized surveys to monitor tobacco use and key tobacco control policies. It is comprised of both youth and adult surveys. Launched in 1999, the Global Youth Tobacco Survey (GYTS) is a global standard for systematically monitoring youth tobacco use (smoking and smokeless) and tracking key tobacco control indicators. GYTS assists countries to enhance their capacity to design, implement, and evaluate tobacco control interventions. It is an important tool to assist countries in supporting WHO MPOWER, a package of six evidence-based demand reduction measures contained in the WHO's Framework Convention on Tobacco Control (FCTC).

GYTS is one of the largest public health surveillance systems, and it has been active in more than 188 countries/sites. The survey is repeated every 4-5 years generating data that are comparable within and across countries.

## 1.1 Overview of the Global Youth Tobacco Survey

GYTS is a nationally representative school-based survey of students in grades associated with 13 to 15 years of age and is designed to produce cross-sectional estimates for each country. It uses a global standardized methodology that includes a two-stage sample design with schools selected with a probability proportional to enrollment size. The classes<sup>2</sup> within selected schools are chosen randomly and all students in selected classes are eligible to participate in the survey. The survey uses a standard core questionnaire with a set of optional questions that permits adaptation to meet the needs of the country on tobacco use and key tobacco control indicators. The questionnaire consists of the following topics: tobacco use (smoking and smokeless), cessation, secondhand smoke (SHS), pro- and anti-tobacco media and advertising, access and availability to obtain tobacco products, and knowledge and attitudes regarding tobacco. The questionnaire is self-administered; using scannable paper-based bubble sheets, it is anonymous to ensure confidentiality.

As a companion to GYTS, the seven-question School Policy questionnaire was developed to collect information about school policies related to tobacco use among staff and students. This self-administered questionnaire is completed by one of the school administrators.

To maximize the efficiency of the data collected from GYTS, a series of manuals has been created. These manuals are designed to provide countries with standard requirements as well as

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<sup>1</sup> Mathers, C.D., and Loncar D. Projections of Global Mortality and Burden of Disease from 2002 to 2030. *PLoS Medicine*, 2006, 3(11):e442.

<sup>2</sup> The term class is frequently used in this manual. A class is defined as a group of students who gather regularly to be taught a course, while a grade is defined as the body of students for whom the year of graduation is the same. The terms class and classroom are used interchangeably in this manual.

recommendations on the design and implementation of the survey at every step of the GYTS process. They are also designed to offer guidance on how a particular country might adjust features of the GYTS protocol to maximize the utility of the data within the country. Following the standard protocol and procedures in these manuals is strongly encouraged to maintain consistency and comparability across countries and for the successful implementation of GYTS.

## 1.2 Use of this Manual

This document aims to provide practical, step-by-step, and easy-to-follow instructions to implement GYTS and is classified into three broad categories:

- **Country Engagement Process:** Includes country commitment and engagement, implementing agency selection, and research coordinator nomination.
- **Protocol Adaptation:** Adaptation and finalization of the questionnaire, sample design, proposal development, and fieldworker selection and training.
- **Field Implementation:** Contacting and scheduling schools, preparing materials for survey administration, administering the survey, documenting school and class participation, and returning header and answer sheets.

## 1.3 Introduction to the GYTS Process

The GYTS process is systematic and standardized and is described in the ***GYTS Process Chart*** on the following page. The collaborating organizations are the United States Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO).



# GYTS | PROCESS CHART

## Global Youth Tobacco Survey

The Global Youth Tobacco Survey (GYTS) is a global standard to systematically monitor youth tobacco use and track key tobacco control indicators.

GYTS is a nationally representative school based survey of students 13-15 years of age, using a consistent and standard protocol across countries. It is intended to generate comparable data within and across countries.

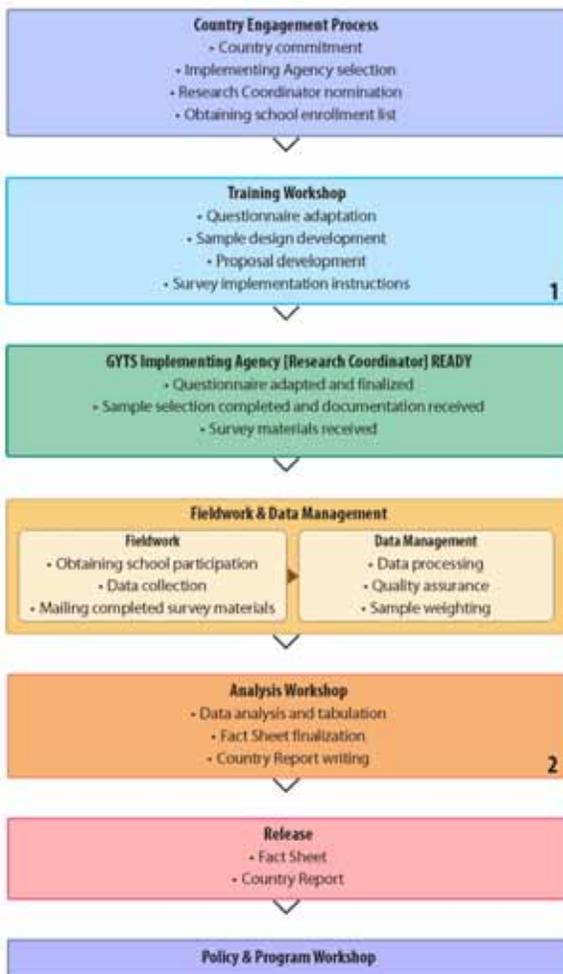
GYTS enhances countries' capacity to design, implement, and evaluate tobacco control interventions, and is also an important tool to assist countries in supporting the WHO **MPOWER**, a package of six evidence-based demand reduction measures contained in the Framework Convention on Tobacco Control (FCTC):



- Monitor tobacco use & prevention policies
- Protect people from tobacco smoke
- Offer help to quit tobacco use
- Warn about the dangers of tobacco
- Enforce bans on tobacco advertising, promotion, & sponsorship
- Raise taxes on tobacco

### Process

**1** Indicates workshop series



### Comprehensive Standard Protocol

GYTS Core Questionnaire with Optional Questions

GYTS Sample Design and Weights

GYTS Implementation Instructions

GYTS Analysis and Reporting Package

- Fact Sheet Template
- Country Report: Tabulation Plan and Guidelines
- Indicator Definitions

GYTS Data Dissemination Guidance

- Data Dissemination Guidance for the Initial Release of Data
- Using Data to Strengthen Tobacco Control: Guidance for Advocates

GYTS Data Release Policy

### GYTS Collaborating Organizations

- Centers for Disease Control and Prevention
- CDC Foundation
- RTI International
- World Health Organization



## 2. Country Engagement Process

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The country engagement process is comprised of the following steps:

1. Letter of engagement to the Ministry of Health (MoH) and country commitment.
2. Implementing Agency (IA) selection.
3. Nomination of the Research Coordinator (RC).
4. Obtaining the list of schools with grades associated with ages 13-15 years.

### 2.1 Country Engagement

The WHO Regional Office (RO) will initiate the country engagement process with the participating country. An official memo or letter will be addressed to the Ministry of Health (MoH) and/or the Ministry of Education (MoE) requesting nomination of the IA and the RC. Examples of an introductory letter and a letter of support are provided in **Appendix A**.

### 2.2 Implementing Agency (IA) Selection

It is important for participating countries to select an agency to be in charge of the ongoing and systematic data collection. Since GYTS is a school-based survey, the MoH may collaborate with the MoE in identifying and nominating the IA.

The following are suggested selection criteria:

- Capacity to implement school based surveys at a national level. Agencies such as the MoE, MoH, academic institutions, and National Statistical Offices are ideally suitable.
- Previous experience with implementation of GTSS surveys.
- Interest and availability.
- Capacity to manage timelines.
- Collaboration with MoH and MoE.

The MoH is responsible to select an appropriate IA for implementing GYTS within the country.

### 2.3 Nomination of the Research Coordinator (RC)

The RC represents the IA and is responsible for the entire survey implementation including data collection, analysis, publication, and data dissemination. The terms of reference for the RC are outlined in the contract issued by the WHO RO and agreed upon by MoH described in **Section 3.4.1**.

The following criteria of selection are recommendations for the RC selection:

- Capacity and previous experience in overseeing surveys; including training of field-workers on standard survey procedures, managing survey logistics and field-work coordination, previous experience with school-based surveys or GTSS surveys, and publication and dissemination of findings from these surveys.

- Availability to participate in all GYTS workshops.
- Experience in working with both the MoH and MoE.
- Experience and familiarity in collaborating with the country's national tobacco control program/unit.
- Knowledge of the English language as the workshops are conducted in English. Should also have English language writing skills and experience in reporting and presenting survey results.
- Knowledge of epidemiology and basic statistics.
- Knowledge of public health with special emphasis on issues related to tobacco control and different types of tobacco use in the country.

## **2.4 Obtaining School Enrollment List**

Obtaining school enrollment is an integral part of the engagement process that should occur prior to the RC attending the training workshop. The process for obtaining school enrollment is discussed in-depth in **Chapter 3 (Section 3.2.2)**.

### 3. Protocol Adaptation

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Protocol adaptation starts at the training workshop. However, the RC has to prepare and obtain some information necessary for discussions during the workshop. This includes reviewing the core questionnaire and optional questions for adaptations, providing information on the sampling parameters worksheet, and obtaining a school enrollment list from a respective official agency. This information is important for effective utilization of time and discussions. The purpose of the training workshop is to orient the RC to the tasks and materials related to implementation of GYTS. The primary tasks of the workshop are to review and adapt the questionnaire, review and finalize the sampling parameters worksheet and enrollment list, and develop the proposal and budget for the implementation of GYTS. **It is important that the Sampling Parameters Worksheet (Appendix B) and the GYTS School Enrollment List (Appendix C) be provided to CDC prior to the training workshop to assure that the sample can be finalized at the training workshop.**

#### 3.1 Questionnaire Adaptation: Process, Guidelines and Finalization

The *GYTS Core Questionnaire with Optional Questions* includes the Global Core questionnaire, optional modules and questions, and the School Policy questionnaire. This section provides information on adapting and finalizing the GYTS questionnaire for country-specific use, including an overview of the questionnaire adaptation and review process, translation, guidelines for adaptation, and pretesting and finalization.

The chart provided on the next page lists the specific tasks involved in the questionnaire adaptation and review process. The adapted GYTS country questionnaire should be sent to the WHO RO and CDC for review. The WHO RO and CDC will work with the country to finalize the questionnaire. (Note that no changes need to be made to the School Policy questionnaire. The only development tasks related to the School Policy questionnaire are translation and back-translation.)

## GYTS Questionnaire Adaptation Process

Task #	Responsible	Task Description
1	CDC	<ul style="list-style-type: none"> <li>Send <b>GYTS Core questionnaire with Optional Questions</b> with all other required manuals to the responsible country organization(s) including IA [RC].</li> </ul>
2	IA [RC]	<ul style="list-style-type: none"> <li>Review and discuss the questionnaire with the MoH and technical experts prior to first technical workshop, as necessary.</li> <li>Prepare a summary of any issues that are raised (upcoming legislation) and additional questions to be discussed in the Training Workshop.</li> </ul>
3	IA [RC]	<ul style="list-style-type: none"> <li>GYTS Training Workshop: Review any issues and adapt the questionnaire with guidance from WHO RO and CDC.</li> </ul>
4	IA [RC]	<ul style="list-style-type: none"> <li>IA [RC] works with MoH and technical experts to finalize the adapted questionnaire and submit the adapted version of the questionnaire (in English) to WHO RO and CDC.</li> </ul>
5	WHO RO, CDC, IA [RC]	<ul style="list-style-type: none"> <li>WHO RO and CDC will review and make recommendations to the country-adapted questionnaire.</li> <li>WHO RO will send the recommendations to IA [RC].</li> <li>Communication between IA [RC] and WHO RO/CDC (as needed), to finalize the content.</li> </ul>
6	IA [RC]	<ul style="list-style-type: none"> <li>Formatting of the questionnaire will be finalized with support from WHO RO and CDC (as needed).</li> <li>Translation of the final GYTS questionnaire and the School Policy questionnaire into the local language will be completed.</li> <li>The local language GYTS questionnaire and School Policy questionnaire will be back-translated into English and sent to WHO RO and CDC for a final review -- modifications will be made as needed.</li> </ul>
7	IA [RC]	<ul style="list-style-type: none"> <li>IA [RC] will pretest the GYTS questionnaire and will consult with WHO RO and CDC for making any modifications and for finalization.</li> </ul>
8	IA [RC], WHO RO, CDC	<ul style="list-style-type: none"> <li>The final country GYTS questionnaire and School Policy questionnaire (in English and local language) will be made available to all parties.</li> </ul>

### Notes:

- If a GYTS country will be using the same **exact** questionnaire (no changes or new questions added) that has been fielded in a previous GYTS, there will be no need for review, translation/back-translation, and pretesting.
  - If there are minimal changes from a previous GYTS implementation, the country should discuss with WHO RO and CDC to determine the appropriate process.
- The process is strictly confidential and at any stage the questionnaire, in part or full, should not be disclosed or shared with any other members or persons outside the WHO RO and the CDC without the prior approval/permission from the IA [RC].
- Edits to questionnaires and supporting documents in the above process should be done using track changes.
- The cover page of the GYTS questionnaire and the School Policy questionnaire and the file names should all include the date on which the questionnaire was updated to ensure strict version control.

### 3.1.1 Guidelines for Questionnaire Adaptations

The GYTS Global Core questionnaire should be used by all GYTS participating countries. The following steps should be followed for adapting the questionnaire for country-specific use:

1. Start with the GYTS Global Core questionnaire, which includes 43 questions (C1 through C43). All of these questions should be included in the country-adapted questionnaire and they should not be altered (except for when there are instructions to do so).
  - Note that C24 can be removed if the country has a comprehensive national law in place that bans smoking inside all enclosed public places.
2. Fill in country-specific examples and response categories for the specified core questions.
  - Includes the following: examples in the Introduction, C3, C4, C9, C10, C13, C14, C20, C21, C24, C25, C26, C28, C29, C35.
3. Add the optional questionnaire modules, if appropriate. There are three optional modules: smokeless tobacco, bidi, shisha (waterpipe). Modules should be placed after the Global Core questions.
4. Add questions from the list of optional questions, if appropriate. There are optional questions for each of the Global Core topic areas: background characteristics, tobacco use, cessation, secondhand smoke, economics, media: anti-tobacco, media: pro-tobacco, and knowledge, attitudes, & perceptions. The optional questions should be placed in their respective topic area section in the Global Core.
  - Note that many optional questions are specific for tobacco smoking or for cigarettes. These optional questions can be altered for other tobacco products (e.g., smokeless tobacco) if needed.
5. Additional questions (“country-specific”) not included in the GYTS Global Core or list of optional questions can be included if needed to address important country-specific issues. Country-specific questions should be appropriately justified for inclusion.
6. Once the country questionnaire is finalized, it will need to be translated into the local country language. In addition, after it is translated into the local country language, it will need to be back-translated into English. The same process is required for the School Policy questionnaire.
  - Translations and back translations of questionnaires should be done independently by language experts. Content and survey experts should review the translations for appropriateness.

Additional guidelines to follow during the questionnaire adaptation process:

- Length of questionnaire: The suggested maximum number of total questions to include in a GYTS country questionnaire is 75.
  - When adding optional and/or country-specific questions to the Global Core, keep in mind that as the length of the survey increases, the potential for respondent fatigue may increase which might result in reduced data quality (e.g., missing answers, satisficing).
  - Selected optional and country-specific questions should be deemed as important for a country and the utility of these questions should be demonstrated.

- Question Numbering: The GYTS Global Core, optional modules, and optional questions have standard numbering schemes (e.g., C1-C43 for the Global Core, S1-S14 for the shisha module). The purpose of these standard numbering schemes is for ease of tracking at the analysis stage.
  - During the questionnaire adaptation process, the standard numbering should be kept.
  - Once the content of a GYTS country questionnaire has been finalized, the questions should be renumbered “1” through “XX” for the final version.

### 3.1.2 Questionnaire Pretesting and Finalization

The adapted GYTS country questionnaire is recommended to be pretested in-country before full field implementation. Below are general guidelines for conducting this activity:

- Objectives: 1) Evaluate the translated wording of the Global Core questions and selected optional questions, 2) Evaluate the comprehension and translation of any country-specific questions, 3) Evaluate the overall flow of the country questionnaire, including the placement of optional and/or country-specific questions.
- Participants: 13 to 15 year old students
- Number of Participants: 6 to 8
- Procedures:
  - Pretesting can occur at any designated location (school, youth center, meeting room, etc.).
  - Questionnaire should be administered in a group setting using the GYTS standard protocol with a facilitator. Participants will be instructed to complete the GYTS questionnaire on their own.
  - After completion of questionnaire, the facilitator will conduct a group debriefing session. Participants should discuss any confusing questions and wording. Further information on this is provided below in suggested probes for debriefing.
- Instructions to the Participants:
  - Purpose of the survey is to make sure the survey questions are “good” questions.
  - There is no right or wrong answers and we will not be judging your answers.
  - All information is confidential and anything we discuss will not be shared with your parents or others.
  - We just want to get your thoughts and opinions of the questions: how difficult or easy it is to provide answers, how you came up with your answers.
  - It is okay if you have difficulties with the questions – that is the information we are looking for. Also, it is okay if you have no difficulties and you think the questions are easy to answer.
  - First, you will complete the survey on your own and then we will discuss the survey questions as a group.
  - While you are completing the survey, if you have a problem or question about any of the questions, circle the question and write any notes down next to the question. You can then discuss this during the debriefing.
- Suggested Probes for Debriefing:
  - General debriefing:
    - Which questions were difficult to answer? (Why?)

- Which questions or specific words did you not understand? (Why?)
- Do you think the questionnaire was too long, too short, or an okay length? (Why?)
- Specific probes for individual questions:
  - In your own words, what is this question asking?
  - How did you come up with your answer to this question?
  - How easy or difficult was it for you to answer this question? Why?
  - How well does this question apply to your situation?
  - In your own words, what does this question mean to you?
  - How did you decide what to answer?
  - How confident are you in your answer?
  - Are these answer choices okay or would you have liked to answer differently?

### 3.2 Sample Design Development: Process and Procedures

This section provides information on the sample design development process including procedures for school and class selection, completing the sampling parameters worksheet and school enrollment list, and completing the school and class-level sample information forms. The WHO RO and CDC will work together with the country IA [RC] to finalize the sample design. The chart below provides a listing of the specific tasks involved in sample design development.

#### GYTS Sample Design Development Process

Task #	Responsible	Task Description
1	CDC	<ul style="list-style-type: none"> <li>• Send GYTS Sampling Parameters Worksheet and school enrollment list templates with the <b>GYTS Sample Design and Weights</b> manual to the responsible country organization(s) including IA [RC].</li> </ul>
2	IA [RC]	<ul style="list-style-type: none"> <li>• Review and discuss the sample design with the MoH and technical experts, as necessary and obtain necessary information as prescribed in the templates.</li> <li>• Provide completed templates to CDC prior to technical workshop.</li> </ul>
3	WHO RO, CDC, IA [RC]	<ul style="list-style-type: none"> <li>• Review and discuss the information and necessary adaptations to sample design specifications and finalize the process.</li> <li>• Provide any additional information needed.</li> </ul>
4	WHO RO, CDC	<ul style="list-style-type: none"> <li>• Select schools based on agreed design specifications and finalize and send the school and class-level sample information forms for implementation to IA [RC].</li> </ul>
5	IA [RC]	<ul style="list-style-type: none"> <li>• Follow instructions on the school selection and sample information forms for survey implementation including selection of classes.</li> <li>• Send the completed school and class-level sample information forms to CDC for sample weighting and analysis of data.</li> </ul>

#### Notes:

- The process is strictly confidential and at any stage the sample design, in part or full, should not be disclosed without the prior approval/permission from the IA [RC] and CDC.
- Communication between IA [RC] and CDC should be copied to the WHO RO.
- Titles of documents should consist of the date in which they were created to ensure version control.

### 3.2.1 Procedures of School and Class Selection

GYTS consists of a two stage design with schools selected randomly (systematically) at the first stage using probability proportional to the school enrollment size, followed by classes chosen randomly (systematically) within selected schools; then all students within a selected class are eligible to participate in the survey. The target student population for GYTS, and thus the sample frame, should include both public and private schools, and grades or classes that represent the student population of boys and girls of 13-15 years of age who are enrolled in schools located in the included areas of the country. All schools, irrespective of their level (e.g., primary, middle, secondary, high), should be included in the sample frame, unless the schools do not consist of grades/classes that represent students aged 13-15 years.

Certain countries coordinate GYTS with other surveys (e.g., the Global School-based Student Health Survey (GSHS)). The coordination is typically done by sampling twice the number of classrooms to produce two non-overlapping samples of classes or a 'double draw' of classes. Further information on how to select classes using a 'double draw' is provided in the ***GYTS Sample Design and Weights*** manual.

### 3.2.2 Completing Sampling Parameters Worksheet and School Enrollment List

As indicated in the sample design process overview, completing the sampling parameters worksheet based on the sample selection requirements of the country is important for sample selection. A country RC is required to provide information on the target population and other sampling parameters to select the schools and subsequently the classes. **Appendix B** describes the information needed on sampling parameters to ensure the representativeness and standards of the selected sample.

A school enrollment list is a list of students by each grade in a school or a list of number of students in a school by grade and sex (e.g., a list of students in a region/country). Sometimes, the complete list of schools in a country may need to be obtained from various sources (e.g., individual lists of secondary schools, middle schools and high schools, list of schools by regions of the country, or lists of schools by school type (private or public)) and pooled or compiled to make a final nationally representative list of eligible schools. The key information needed for each school on this frame, at a minimum, should include all eligible schools in a country and consist of a unique school ID, school name, location or contact information (address), school type (private/public), and the school enrollment size of eligible grades/students by grade and sex. Please refer to **Appendix C** for more information on the school enrollment list.

### 3.2.3 Completing School and Class-Level Sample Information Forms

The school selection list and the school and class-level sample information forms are provided to the RC for class selection and data collection. Based on the class list in each eligible school, classes are randomly selected using the random numbers on the school-level form. After completion of class selections and fieldwork implementation, completing the school and class-level sample information forms accurately is crucial for monitoring data collection, sample weighting, and data analysis. Refer to **Appendix D** for the school selection list, **Appendix E** for an example of how to select classes based on the school-level sample information form, **Appendix F** and **Appendix G** for properly completing the school and class-level sample information forms, and **Appendix H** for properly completing the class header sheet.

### 3.3 Proposal Development

Proposal development is an important step in preparing to implement GYTS in a country. The proposal should include the following details related to the tasks of implementing GYTS including timeline, staffing, and budget details:

- Proposal cover sheet: Include contact information, principal investigator or RC, and proposed period during which the survey will be implemented.
- Overview of country history and the need for conducting GYTS: Include a brief description on the state of tobacco surveillance, policy development, and control. Explain why it is important to implement GYTS in your country and how you plan on using the results. Include a brief overview of a previous GYTS (if it exists) and how the results were used.
- Implementation plan: Outline the steps for survey implementation. Provide detailed information about when the survey will be conducted with justification (expected fieldwork/data collection period), and highlight any existing gaps and challenges and plans to overcome them. Provide a detailed timeline of how long the GYTS implementation is expected to take from start to finish.
- Budget: Provide a detailed budget in US dollars (USD). Brief justification, quantity, unit price, and total cost are required. The justification for each item requested in the budget should provide sufficient detail to explain need and relevance to the survey. All requested budget items will be evaluated for reasonableness. An example budget is available in **Appendix I**, and a template is available electronically upon request.
- Attachments: Include a list of other potential sources of support (if any), letter(s) of support from MoH/ MoE, and adapted questionnaire.

The proposal should be no longer than five pages, but a shorter length is preferred. Attachments are excluded from the proposal page limit.

### 3.4 Research Coordinator and Fieldworkers Responsibilities

Any survey implementation is a coordinated effort, and collaboration among a number of agencies in the country (i.e., the MoH, MoE, and other agencies) is essential for success. This coordinated effort will enhance levels of participation by schools and be especially helpful for supporting the RC and recruiting fieldworkers.

#### 3.4.1 Responsibilities of the Research Coordinator (RC)

The RC is responsible for the overall management of the survey and functions as a liaison between other agencies or departments in the country, the WHO RO, and CDC. The RC is responsible for coordinating the development of the final GYTS questionnaire for the country. In addition, the RC is responsible for making the initial contact with the schools selected to participate in the survey and will work to secure the participation of the selected schools. Finally, the RC will also be responsible for producing the country report from the GYTS data in collaboration with the partner agencies.

The following are specific management responsibilities of the RC:

- Identify and assign fieldworkers for each selected school, as needed
- Develop a timeline for completing the fieldwork
- Daily communication with fieldworkers
- Ordering supplies
- Mailing materials to fieldworkers
- Managing the completed survey forms

The RC is also responsible for training fieldworkers. Fieldworkers can be trained most efficiently at the same time in a central location of your country. The purpose of the training is to ensure that all fieldworkers have the same information about GYTS and follow the same survey implementation procedures. The training session should be held shortly before the survey will be administered. A half-day or one-day session will be sufficient. A training agenda and relevant materials should be prepared. The agenda may include the following topics:

- Purpose of GYTS
- Confidentiality
- Scheduling survey administration
- Documenting school and class participation
- Completing school and class-level sample information forms
- Presenting and administering GYTS to the students
- Materials needed for survey administration

Sufficient time should be allotted for fieldworkers to ask questions and complete practice exercises or role-play. Emphasize the importance of maintaining the survey administration procedures and carefully completing all documentation.

### **3.4.2 Responsibilities of the Fieldworkers**

Fieldworkers are assigned to specific schools and are responsible for the delivery and collection of all survey documentation forms, answer sheets, header sheets, and questionnaires. The fieldworkers' familiarity with the selected schools where they will be working is advantageous for an efficient survey administration. It is recommended to consider University students, MoH staff, or MoE staff as fieldworkers to administer GYTS.

## 4. Fieldwork Implementation

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This chapter provides instructions on activities to assure that the IA [RC] is ready to implement GYTS. It includes information on obtaining school participation and class participation. This chapter also provides information on the materials required for survey administration, the data collection process, and how to properly return the completed survey materials.

The RC must complete the following tasks before the fieldwork implementation:

- Attend training workshop
- Proposal created and accepted
- Questionnaire finalized, translated and back-translated
- Sample selection completed and school and class-level sample information forms received
- Fieldworkers selected and trained
- School consent for participation received

### 4.1 Obtaining School Participation

Obtaining school participation may include contacting authorities from the MoE and MoH in addition to contacting the selected schools. Also you may be asked to make presentations to persons or groups responsible for granting approvals. In these presentations, you will describe the purpose of GYTS, show a copy of the questionnaire, and discuss the survey administration procedures.

#### 4.1.1 Contacting Schools

The RC will contact the sampled schools and any local authorities that may be helpful throughout the survey process (e.g. school boards, or other relevant groups). For initial contact, a packet should be sent to the administrator, counsellor, or health education coordinator of each school with the following items:

- A copy of the letter of support from the MoE/MoH explaining the purpose and importance of GYTS.
- The finalized version of the country-specific GYTS questionnaire and School Policy questionnaire. At this stage, the questionnaires should already be translated into the country-specific language and approved by both the WHO RO and CDC.
- GYTS Questions and Answers (**Appendix J**) to act as a guide for school officials in response to questions from parents regarding the survey.

Follow-up contact with the schools should then be made to do the following:

- Confirm with the administrator in charge of making decisions for the school whether or not the school agrees to participate in GYTS and s/he agrees to complete the School Policy questionnaire.
  - All attempts should be made to have the principal or headmaster of each school complete the School Policy questionnaire. In extenuating circumstances (e.g., principal/headmaster on

leave, or ill during GYTS administration, etc.), other acceptable alternatives are another school administrator (e.g., vice-principal, etc.), the school nurse, or a teacher who is very familiar with the school's policies on tobacco use on and around campus for both students and staff. **NOTE: There should only be one School Policy questionnaire per school.**

- Determine a date and time to conduct the survey. Be flexible in working with the school in order to meet their scheduling needs. **Verify that each of the selected classes will be available on the scheduled survey administration date.** For example, you do not want to schedule the survey on a day that several classes will be on a field trip or taking exams.
- Establish minimally disruptive procedures so the survey can be completed by the students in a timely manner.
- Determine who at the school will be a focal point/contact person.
- Arrange to deliver parent notification forms (**Appendix K**). Parent notification forms should go out 3-4 days prior to administration of the survey. The school can distribute the forms to students in the selected classes to deliver to their parents, or they may mail them directly to the students' parents. Make sure the school has enough forms so that all parents of selected students receive a copy. Passive consent is used for GYTS.

## 4.2 Documenting School and Class Participation

When the GYTS school sample is drawn, at least two forms will be produced for each selected school -- the school-level sample information form and the class-level sample information form. These two forms provide the necessary identification information for the fieldworker.

- The school-level sample information form (**Appendix F**), a two-page form, show the coordinating agency, the school name, the sample information (year, country, region and/or specific population), and the GYTS school ID. This pre-existing information will be auto-generated on the form. On the first page, the grades (forms, levels, secondary(s), or standard) that are taught in the school and the grades (form, level, secondary(s), or standard) that will be surveyed in the school will be filled in by the fieldworker as well as the total number of eligible classes. A list of random numbers, auto-generated by the sampling software, will be used for class selection, and will appear just above the class tracking information. In addition, on the bottom of the first page, there is a check box indicating whether the School Policy questionnaire was completed and an area to explain the reason if this questionnaire was not completed. On the second page, the class tracking information will be filled in by the fieldworker. This contains a grid which is used to catalogue the completion status of each selected class.
- The class-level sample information form (**Appendix G**), a one-page form, also shows the coordinating agency (district), the school name, the sample information (year, country, region and/or specific population), and the GYTS school ID. This pre-existing information will be auto-generated on the form. **A class-level sample information form must be completed for each class participating in a selected school.** One copy of the class-level sample information form is provided. Additional copies must be made if more than one class is selected.
  - When filling out the class-level sample information form, the fieldworker will enter **the class ID, the number of students who are enrolled in the class, and the number of students who actually participated in the survey.** All students in the selected classes are eligible for participation.

In addition, one header sheet (**Appendix H**) must be completed for each participating class in each school showing the GYTS school ID (from the school-level sample information form) and the class ID (from the class-level sample information form).

### 4.3 Selecting Dates for Survey Administration

The dates selected for survey administration can affect school and student response rates. Remember the following guidelines as you select your survey administration dates:

- Avoid busy school schedules that decrease attendance.
- Avoid holidays, special conference days, field-trip days, and standardized testing days.
- Avoid administering the survey on the following days because attendance may be unusually low:
  - The days right before or after school holidays
  - Thursday and Friday in some countries
  - Monday or Friday in urban schools (in some countries)

### 4.4 Survey Materials

The fieldworker must have the following materials:

- Instructions for fieldworkers
- Script for fieldworkers
- One large envelope in which students can put their completed answer sheets
- A sharpened #2 pencil for each selected student
- Class tracking information
- School and class-level sample information forms with IDs
- A header sheet for each selected class in each selected school
- A GYTS questionnaire and answer sheet for each student
- One copy of the School Policy questionnaire and answer sheet marked with the GYTS school ID
- A pre-addressed, postage-paid return envelope

### 4.5 Survey Administration and Data Collection

The instructions for fieldworkers provide detailed information about the procedures to be followed prior to the survey administration, during survey administration, and after survey administration. A script is provided for fieldworkers (**Appendix L**) to read to the students who are participating in the survey.

#### 4.5.1 Instructions for Fieldworkers before Going to a School

- Make sure appropriate school personnel (including teachers) are aware you are coming, when you will be there, and which classes (sections) you will be working with.

- Make sure that a school administrator (preferably the headmaster/principal) is willing to complete the School Policy questionnaire.
- Make sure you have the following materials:
  - A copy of the script for fieldworkers to be read to selected students (**Appendix L**).
  - One large envelope in which the students can put their completed answer sheets. **You will need one envelope for each class.**
  - A copy of the school-level sample information form containing the class tracking information for each school (**Appendix F**).
  - A copy of the class-level sample information form (**Appendix G**) and the class header sheet (**Appendix H**) for each class.
  - Enough copies of the GYTS questionnaires and answer sheets for all selected students.
  - One copy of the School Policy questionnaire and an answer sheet marked with the GYTS school ID in the lower right hand corner of the sheet **outside** of the bubble area to provide to the school administrator. **This step is very important; please assure that the GYTS school ID is on the School Policy questionnaire answer sheet to ensure that it can be properly linked to the GYTS data from the school.**
  - Enough sharpened #2 pencils for the selected students. Let the students keep the pencils after they complete the questionnaire, if possible.

#### 4.5.2 Administering the Survey in a Class

- Record on the class-level sample information form the number of students who are listed in the class.
- Fill out a header sheet for the class. The GYTS school ID and class ID must correspond to those listed on the class-level sample information form.
- Take attendance to be sure only the students selected to take the survey are in the room.
- Move students' desks throughout the classroom to minimize the chance students will see each other's' responses.
- Read the script for fieldworkers (**Appendix L**) and the instructions and introduction pages from the GYTS questionnaire (**Appendix M**) to the students before they begin. Remind students about the importance of the survey, that completing the survey is voluntary, that no one in the school will see their answer sheets, and that their grades in the class will not be affected by whether or not they complete the survey.
- Some students may have difficulty reading the survey. Establish a procedure for dealing with these students to avoid embarrassment and assure privacy.
- Do not allow students or teachers to wander around the room or talk while others are completing the survey.
- Remind students not to place their name or school name on the questionnaire or answer sheet.
- Allow enough time for students to complete the survey without feeling rushed. About 30 minutes should be sufficient.

- Before the survey begins, emphasize that only #2 pencils are used and make sure that there is a clear understanding on how to fill the bubbles correctly. (See **Appendix N** for answer sheet examples.)
- Do not review the answers to the survey as answer sheets are returned, even if this means accepting incomplete data. Do not even appear to look at the answer sheets. Students must be confident that their privacy is being maintained and their participation will remain unknown.
- When all students have returned their answer sheets, record on the class-level sample information form the number of students in the class who have completed the survey. Compare the number of completed answer sheets to the information on the class-level sample information form. Resolve any inconsistencies.

#### **4.5.3 Administering the School Policy Questionnaire:**

- Present the principal or headmaster with the School Policy questionnaire and answer sheet that has already been marked with the GYTS school ID in the lower right corner outside of the bubble area. **NOTE: There should only be one School Policy questionnaire per school.**
- Ask the principal or headmaster to complete the survey. Ask if you can return within a specific time frame (e.g., in an hour, at 3 pm, etc.) to pick up the survey. It is extremely important to pick up the School Policy questionnaire before you leave the school.

### **4.6 Mailing Completed Survey Materials**

After completing survey administration, the following instructions should be followed to properly return the completed survey materials.

#### **4.6.1 Instructions for Fieldworkers to Return the Completed Survey Materials**

- Check the header and answer sheets for bubbles that have not been filled in completely (such as Xs, check marks, lines, circles, dots). Inform the RC of any incomplete bubbles.
- Bundle all the materials for each class together after the survey has been completed.
  - Begin with the class-level sample information form on top, then a header sheet followed by all the answer sheets from each class. Place these inside the envelope.
  - This procedure is to be followed for each class that participates in the survey.
- Stack the entire class envelope "bundles" for each school together after GYTS has been completed at a school.
- Place the completed School Policy questionnaire answer sheet and the school-level sample information form on top of all the class "bundles" for the school, and place all of the bundles together in a large envelope (or secured with a rubber band).
- Return or mail them to the RC.

#### **4.6.2 Instructions for the RC to Return the Completed Survey Materials**

After the RC has received the completed school-level sample information form, the class-level sample information forms, the header sheets, and the answer sheets from the fieldworkers, the next step is to

prepare the data for processing. Again, it is very important that each class is “bundled” and the classes are “stacked” together for each school.

Use the checklist provided in **Appendix O** to assure that all items necessary for analyzing the GYTS data are included, packaged, and shipped correctly. The processing steps are detailed below.

### ***Review of Header Sheets and Answer Sheets***

As school “stacks” are received from your fieldworkers, make sure they have been “bundled” carefully by class with a class-level sample information form, header sheet, and answer sheets. Check to see if the header sheet and the answer sheets can be scanned correctly for each class. Do not discard any answer sheets, and pay special attention to the following:

- Is there a header sheet and a class-level sample information form for each sampled class?
  - You must have a header sheet and a class-level sample information form for each class. Note: A class-level sample information form is also needed for selected classes that do not participate.
- Have the header sheets or the answer sheets been completed with a No. 2 pencil?
  - Review each header sheet and answer sheet to make sure it has been completed with a No. 2 pencil. If a lighter pencil has been used, color over the selected bubbles using a No. 2 pencil.
- Have the answer sheets been completed with anything other than a No. 2 pencil?
  - If ink or marker has been used, color over the selected bubbles using a No. 2 pencil. If answer sheets cannot be completed, just send back the sheets to CDC and DO NOT copy the responses to a new answer sheet.
- Are there stray marks on the answer sheets?
  - Check each answer sheet for stray marks and erase them completely. If they cannot be erased, just send back the sheets to CDC and DO NOT copy the responses to a new answer sheet.
- Are there any answer sheets that are folded or rumped?
  - If the answer sheets are folded or rumped, attempt to flatten them. If they cannot be flattened, just send back the sheets to CDC and DO NOT copy the responses to a new answer sheet.
- Have the header and answer sheet bubbles been filled in correctly?
  - Check the header and answer sheets for bubbles that have not been filled in completely (such as Xs, check marks, lines, circles, dots). Fill in any incomplete bubbles completely with a No. 2 pencil prior to sending to CDC.
- Has the GYTS school ID been written in the lower right hand corner of the School Policy questionnaire answer sheet?
  - Check the School Policy questionnaire answer sheets to assure that each one has been labelled in the lower right hand corner outside of the bubble area with the proper GYTS school ID for the associated school.

### ***Assemble Header Sheets and Answer Sheets for Scanning***

Arrange the header sheets and answer sheets neatly with the header sheet on top for each class. The class-level sample information form is then placed on top of the header sheet for each participating class. This comprises a class “bundle.” Check to see that each sheet in each class “bundle” faces the same direction. Packaging in this way will make the data processing much easier. Place the class “bundle” in a separate envelope or use rubber bands to assure the “bundles” will remain intact. The school-level sample information form and the School Policy questionnaire answer sheet (with GYTS school ID in the lower right hand corner outside of the bubble area) should then be placed on top of all the class “bundles” for each selected school, placed inside the envelope, and tied securely. This comprises a school “stack” (See **Appendix P.**) **Do not paste, glue, staple or tape the school-level sample information form to the envelope.**

### ***Sending Header Sheets and Answer Sheets for Scanning***

Once the school “stacks” have been prepared they should be sent to CDC for scanning. Please include the following materials in your package:

- Copies of both the GYTS and School Policy questionnaires in the country’s language AND the back-translated versions in English.
- School-level sample information form for each participating school and the answer sheet from the School Policy questionnaire placed on top of the class “bundles.”
- A class-level sample information form for each sampled class with the appropriate header sheet and answer sheets for each class “bundle.”
- Class tracking information filled out on the school-level sample information forms.
- The checkbox indicating whether or not the School Policy questionnaire was completed, and the reason why not should be completed on the first page of the school-level sample information form.

The package containing your school “stacks” (school-level sample information form and School Policy questionnaire answer sheet on top) of class “bundles” (class-level sample information form, header sheet, and GYTS answer sheets) should be sent to CDC (Global Tobacco Control Branch, Office on Smoking and Health). CDC will facilitate shipping of the materials. The RC should contact CDC to obtain mailing information. **NOTE: Do not include the parent notification forms in the package.**

Do not send your materials through the regular mail. All materials should be sent by a traceable method (e.g. FedEx, DHL) to minimize the possibility of all your efforts being lost in the mail. Please make sure that all materials are properly packaged in a box and taped securely to assure safety of the data during transport. Please keep a copy of all written documentation. (See **Appendix P** for shipping examples.)

Once your header sheets and answer sheets are scanned, CDC will send a file of your edited data along with an information sheet containing the layout of the file for your records.



## 5. Data Analysis and Reporting

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Detailed information on data analysis and reporting can be found in the following GYTS materials: ***GYTS Analysis and Reporting Package***, ***GYTS Data Dissemination Guidance***, and ***GYTS Data Release Policy***. The GTSS Data Coordinating Center will be responsible for working with GYTS countries on data analysis.

### 5.1 GTSS Data Coordinating Center

CDC serves as the Data Coordinating Center (DCC) and depository of GTSS data, including GYTS. The DCC provides data management, quality assurance, standardization, and data repository functions along with provisioning data sharing, release and dissemination. The DCC ensures the following:

- Individual countries can be assured their data will receive high quality support;
- As countries begin to repeat surveys, they will be assured that their analysis of trends will be grounded in strong and consistent statistical procedures and practices; and
- A coordinated process will enable standardized analysis which will be important to the direction and development of global tobacco control programs and policies.



## Appendix A: Letter Templates

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### *Introductory Letter from GYTS Partners to MOH*

[NAME]  
[TITLE]  
Ministry Of Health [COUNTRY]  
[ADDRESS]

Subject: Introducing and Inviting MOH [COUNTRY] Participation in the Global Youth Tobacco Survey (GYTS)

Dear [NAME]:

On behalf of the World Health Organization (WHO) and the US Centers for Disease Control & Prevention (CDC) it is my pleasure to introduce you to a global initiative to monitor youth tobacco use and key tobacco control policies.

In 1998, WHO and CDC developed a Global Youth Tobacco Survey (GYTS) protocol in consultation with surveillance and tobacco control experts. GYTS is a part of the Global Tobacco Surveillance System (GTSS), which monitors tobacco use and key tobacco control policies for youth and adults using a globally standardized protocol.

Tobacco use is still the leading preventable cause of premature disease and death. Systematic monitoring of this epidemic is essential to managing it. GYTS is a nationally representative survey of students aged 13 to 15 years, using a consistent and standard protocol across countries. It is intended to enhance countries' capacity to design, implement, and evaluate tobacco control and prevention programs. In addition, it aims to assist countries in tracking the WHO Framework Convention on Tobacco Control (FCTC) and the WHO MPOWER Technical Package.

GYTS is funded by CDC in collaboration with the WHO. As of [MONTH, YEAR], GYTS has been successfully implemented in [NUMBER] countries and expanded to [NUMBER] countries in [YEAR].

[COUNTRY] was identified by the partners to implement GYTS in [YEAR]. Given your leadership in tobacco control, and in view of the above, we would like to extend an invitation to you to participate in this initiative. We would also like to mention that both technical and financial support would be provided.

As partners in this process, we would appreciate the MOH's input on suggested agencies to implement this survey in your country, as well as nominations for a potential Research Coordinator (RC) to oversee the process in-country from beginning to end. Details on specifically what is expected of an implementing agency and RC are outlined in the attached *GYTS Implementation Instructions*.

We look forward to hearing from you at your earliest convenience.

Sincerely,

WHO (WR)  
Copy: WHO Region / WHO HQ / CDC  
Encl: *GYTS Implementation Instructions*

### ***Letter of Support***

DATE: [date]

TO: [official of school department/district]

FROM: [name]  
[title]  
[health office]

SUBJECT: The Global Youth Tobacco Survey in [country]

ACTION REQUESTED: Administration of the Global Youth Tobacco Survey (GYTS) in [country], [date]

On [date], the [name of the health office] will be coordinating administration of the Global Youth Tobacco Survey (GYTS) in [country] for students in <grades>. Students in randomly selected schools throughout [country] will be asked to participate in this important survey. One or more schools in your district were randomly selected as part of the country-wide sample.

It is imperative that [country] obtain data on the knowledge, behaviors, and attitudes toward tobacco and an assessment of other influences that might make youths susceptible to tobacco use in the future. GYTS was developed by the World Health Organization (WHO) with assistance from the U.S. Centers for Disease Control and Prevention (CDC). The survey information is essential for measuring the effectiveness of tobacco prevention and education programs. *This information will not be used to make comparisons between schools or school districts in [country].*

To minimize the impact on schools' instructional programs, only a small number of classes/sections will be randomly selected in each identified school. The survey should take only 30-45 minutes to complete and anonymity will be protected. A copy of [country's] GYTS questionnaire is included for your reference.

A member of [country's] GYTS Team will be contacting each school to confirm participation. Once confirmed, the survey team will work with the school to schedule a time for survey administration.

Your support and endorsement of this survey will expedite this extremely important effort. If you have any questions, please feel free to contact [name, office, and telephone number].

Sincerely,

[name]

## Appendix B: GYTS Sampling Parameters Worksheet

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

Country: \_\_\_\_\_

Implementing Agency: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

**1. At what level is the GYTS to be implemented? (check all that apply):**

National level

Regional level

Both

Other: \_\_\_\_\_

**2. Domain/strata for which estimates are required:**

a. Number: \_\_\_\_\_

b. List (e.g., region, type of school), please specify: \_\_\_\_\_

**3. What type of school is eligible for selection?**

Public

Private

Both

Other, please specify: \_\_\_\_\_

**4. Type of sampling:**

Sample

Census

**5. Grades and number of students to be sampled:**

a. Grades: \_\_\_\_\_

b. Number of students to be sampled (Target sample size): \_\_\_\_\_

**6. Which grades and school levels are associated with the ages below in your country?**

Age	Grades	School level (e.g., primary, secondary, middle, high)
11		
12		
13		
14		
15		
16		
17		

**7. Requirement of sample selection:**

Domain/Strata Name/Level	No. of Schools (without Inflation)	School Response Rate	No. of Students (without Inflation)	Student Attendance Rate	Average Class Size
		%		%	
		%		%	
		%		%	
		%		%	

**8. Small School Exclusion:**

There may be some schools in the country's enrollment list with very few eligible students. In order to maximize survey efficiency and school response rate, some countries decide to exclude schools with enrollment of eligible students less than a pre-specified cut-off point (e.g., 40 students). This cut-off point may vary from country to country.

**Exclude from the enrollment list any schools with enrollments below ...**

- Thirty students*
- Thirty five students*
- Forty students*
- Other : \_\_\_\_\_*
- Do not exclude any schools*

**9. Does the GYTS need to be coordinated with other surveys:**

- Yes .....If yes,*
  - a. Please specify survey: \_\_\_\_\_*
  - b. Sample double draw [ ]*
- No*

**10. Materials needed:**

- Number of answer sheets: \_\_\_\_\_*
- Number of header sheets: \_\_\_\_\_*
- Type of courier: \_\_\_\_\_*
- FedEx*
- DHL*
- Other: \_\_\_\_\_*

**11. Expected date to receive school enrollment list: \_\_\_\_\_**

**12. Expected fieldwork/data collection period: \_\_\_\_\_ Month(s) \_\_\_\_\_ Year(s)**

**13. Other Notes (oversampling requirements, etc.):**

# Appendix C: Example GYTS School Enrollment List

## SAMPLE GYTS SCHOOL ENROLLMENT LIST

This school enrollment list shows the information that CDC/SHGTCB needs in order to draw a sample for the GYTS. The file must be formatted into MS-Excel and the data layout below illustrates the minimum information needed in order to draw your sample. Separate files should be submitted for your MS and HS frames. School enrollment counts are used as the sampling frame for GYTS eligible school samples. Please make sure that your enrollment numbers are listed as whole numbers without decimals, fractions or alpha-numeric designators. Enrollment list that do not meet these minimum specifications will be returned for correction and resubmission.

Please note that student demographic information (enrollment information by grade and sex) is not needed in order to draw a GYTS sample. However, participating countries will need to provide this information in order to weight the final GYTS datasets. Note that weighting, and thus data analysis, cannot begin until such information is received.

**NOTES:** (1) Enrollment list do not have to follow this exact format and can be adapted as per country requirements (e.g., adding eligible additional grades) as long as they still clearly provide the same information displayed below. (2) Ensure that the enrollment figures only include your eligible student population (target grades representing students aged 13-15 years). (3) In the event your sample design includes stratification or regional sampling, it will be necessary to include some type of regional identifiers in your enrollment list.

**EXAMPLE:** This example provides the suggested enrollment information needed to select your sample and weight the data. As noted above, the enrollment counts broken out by grade and sex are necessary to weight the sample, and thus data analysis cannot be conducted without receiving complete information as per enrollment list. Information in the below table is an example only and does not necessarily represent the actual school enrollments or identifiers.

Global Youth Tobacco Survey (GYTS)																	
School Enrollment List - [Country / Region, Country], [Year]																	
School ID*	School Name	Address	Province/State	Region	Type of School (Public/Private)	Grades Taught	Level of School (Primary/Middle/Secondary/High)	Enrollment by Grade and Sex						Total School Enrollment (No. of students from all eligible grades)			
								Grade 7		Grade 8		Grade 9					
								Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Total
03219	JONGHILANGA JS SCHOOL	ROAD LIMITATA MTH	MTHATHA	MTHATHA	Public	1 - 10	Primary/Secondary	100	70	170	59	68	127	50	54	104	401
06587	GUGWANI JS SCHOOL	A/A LAMBASHI MOUIN	MOUMIT AYILEFF	LIBOROE	Public	6 - 10	Secondary	81	60	141	43	32	80	32	22	54	275
03212	SWANE JS SCHOOL	LOCATION FLAGSTA	FLAGSTAFF	MTHATHA	Public	6 - 10	Secondary	12	5	17	2	5	7	7	4	11	35
03577	MAHLUBINI JS SCHOOL	MAHLUBINI	COFIMVABA	MT FRIERE	Public	6 - 10	Secondary	12	6	18	8	10	18	6	3	9	45
		TERO															
03642	GWELANE HIGH SCHOOL	C KENTANI BUTTER WORTH 4961	BUTTERWORTH	MIBIZANA	Public	6 - 12	Secondary/High	10	3	13	4	5	9	5	3	8	30
		KALINYANGA															
03209	NYANGA SS SCHOOL	A/A ENGOOBO NGC 060	NGOOBO	COFIMVABA	Public	6 - 10	Secondary	204	149	353	156	147	303	87	105	192	848
		15 IS KALANE STREET, LIMITATA, MT															
06048	MOZUKO SS SCHOOL	HATHA 5069	MTHATHA	BUTTERWORTH	Public	6 - 10	Secondary	13	12	25	9	7	16	5	7	12	53
		RANOHLEKONANA															
05536	MALUTI SS SCHOOL	A/A MALUTI, MATATI ELE 4740	MATATELE	TO BE UPDATED	Public	6 - 10	Secondary	14	11	25	14	6	20	13	5	18	63
03176	PAKAMANI SS SCHOOL	MAQWATHRI, CALA 5 455	CALA	MTHATHA	Public	6 - 10	Secondary	12	10	22	13	6	19	7	8	15	56
		M/CAMBALALA															
03526	MTEWIMBLE SS SCHOOL	A/A COFIMVABA, 538 0	COFIMVABA	MALUTI	Public	6 - 10	Secondary	103	70	173	59	56	115	63	68	131	419
03190	GELVANDALE SS SCHOOL	MARTIN GELVANDAL E.	GELVANDALE	LADY FRIERE	Public	6 - 10	Secondary	92	72	164	77	68	145	34	29	63	372

\*The School ID may be unique to the school. If no unique School ID exists then number the schools sequentially.

## Appendix D: Example GYTS School Selection List

### Global Youth Tobacco Survey (GYTS) Finland 2012 School Selection List

GYTS School ID	School ID	School Name	Municipal ID	Name of City/Municipality	Enrollment (Grade 7-9)	School Weight	Within School Weight	Classes
3	08621	Kirkkoharjun koulu	257	Kirkkonummi	577	3.401170026	6.106384912	1, 7, 13, 19, 25, 31, 37, 43, 49, 56
7	03404	Oulunkylän yhteiskoulu	91	Helsinki	503	3.901540965	5.323243693	1, 6, 12, 17, 22, 28, 33, 38, 44, 49
11	08101	Kartanon koulu	186	Järvenpää	474	4.140242838	5.016336999	2, 7, 12, 17, 22, 27, 32, 37, 42, 47
15	08102	Järvenpään Yhteiskoulu	186	Järvenpää	456	4.303673476	4.825843189	4, 9, 14, 19, 23, 28, 33, 38, 43
20	03219	Simonkylän koulu	92	Vantaa	434	4.52183204	4.593017421	2, 6, 11, 16, 20, 25, 29, 34, 39, 43
24	08587	Hyrylän yläaste	858	Tuusula	426	4.606749073	4.508353506	2, 6, 11, 15, 20, 24, 29, 33, 38, 42
29	03212	Kiiterin koulu	92	Vantaa	397	4.94326223	4.201446811	3, 7, 12, 16, 20, 24, 28, 33, 37
33	03577	Puistolän peruskoulu	91	Helsinki	381	5.150853294	4.03211898	4, 8, 12, 16, 20, 24, 28, 32, 36
40	03642	Harjun koulu	444	Lohja	371	5.28969031	3.926289086	4, 8, 12, 16, 20, 24, 28, 32, 36
45	03209	Hakunilan koulu	92	Vantaa	363	5.406267507	3.84162517	4, 7, 11, 15, 19, 23, 27, 30, 34
50	08048	Klaukkalan yläaste	543	Nurmijärvi	354	5.543714986	3.746378265	3, 7, 11, 15, 18, 22, 26, 30, 33
56	05536	Sipoonjoen koulu	753	Sipoo	345	5.688333638	3.65113136	2, 5, 9, 13, 16, 20, 24, 27, 31, 35
62	03176	Kasavuoren koulu	235	Kauniainen	333	5.893318634	3.524135487	2, 5, 9, 12, 16, 19, 23, 26, 30, 33
68	03526	Sepän koulu	257	Kirkkonummi	322	6.094643184	3.407722603	3, 7, 10, 14, 17, 20, 24, 27, 31
74	03190	Mikkolan koulu	92	Vantaa	303	6.476815529	3.206645803	3, 6, 9, 13, 16, 19, 22, 25, 29
81	03768	Isonitun koulu	543	Nurmijärvi	283	6.934541008	2.994986014	1, 4, 7, 10, 13, 16, 19, 22, 25, 28
88	03104	Botby grundskola	91	Helsingfors	273	7.188553499	2.88915612	2, 5, 8, 11, 14, 16, 19, 22, 25
95	07251	Askolan koulu	18	Askola	268	7.322668303	2.836241172	3, 6, 8, 11, 14, 17, 20, 23, 25
103	08084	Härkävehmaan yhtenäiskoulu	106	Hyvinkää	249	7.881426125	2.635164373	3, 6, 8, 11, 13, 16, 19, 21, 24
111	03724	Aurinkolahden peruskoulu	91	Helsinki	235	8.350957894	2.487002521	3, 5, 8, 10, 12, 15, 17, 20, 22
119	08607	Otalammen koulu	927	Vihti	220	8.920341387	2.328257679	2, 4, 7, 9, 11, 14, 16, 18, 20
128	03633	Sokövikens skola	49	Esbo	206	9.526578181	2.180095827	1, 3, 5, 7, 9, 12, 14, 16, 18, 20
139	08847	Albert Edelfeltin koulu	638	Porvoo	182	10.78283025	1.92610408	2, 4, 6, 8, 10, 12, 14, 15, 17
151	03001	Ala-Malmin peruskoulu	91	Helsinki	144	13.62829934	1.523950481	1, 3, 4, 6, 7, 9, 10, 12, 13, 15
169	03171	Koulumaan koulu	49	Espoo	44	20.76885333	1	1, 2, 3, 4, 5, 6, 7, 8, 9

\*Note: Use the GYTS School ID when filling in the Header Sheet (please see Appendix H)

## Appendix E: Selection of Classes for GYTS Implementation Using the School-Level Sample Information Form

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For example, in a school-level sample information form, the following random numbers are generated:

2, 6, 11, 15, 20, 24, 29, 33, 38, 42

School Name: <u>Hrylän yläaste</u>		GYTS School ID: <u>24</u>	
Classes	No. of students	Random numbers	Selection status
7A	49	1	
7B	27	2	Selected class
7C	39	3	
7D	36	4	
8A	40	5	
8B	39	6	Selected class
8C	38	7	
9A	45	8	
9B	37	9	
9C	35	10	
9D	41	11	Selected class
10A	29	12	
10B	33	13	
		14	
		15	There is no 15th class.

In this school, only three classes (7B, 8B and 9D) are selected to participate in the survey since there are only 13 classes in total.

## Appendix F: Properly Completed School-Level Sample Information Form

Global Youth Tobacco Survey (GYTS)  
Finland, 2012  
School-Level Sample Information Form

PAGE 1 OF 2

GYTS Coordinating Agency: **National Institute for Health and Welfare, Finland**

School: **Hyrylän yläaste**

School ID: **8587**

**GYTS School ID:** 24

What grades are taught in this school? 7-9  
(Examples: K-12, 9-12)

School participation status: PARTICIPATING REFUSING INELIGIBLE  
(Circle one)

If the school is ineligible, please explain: Not Applicable

If this school refused to participate or is ineligible, you do not need to complete the rest of this form.

Obtain a list of classes in this school to use for sampling. Number the classes on the list beginning with 1. The list of classes must be such that each student in the surveyed grades must be represented on the list ONE AND ONLY ONE time. Refer to the GYTS Implementation Instructions for more information.

Enter the TOTAL NUMBER of eligible classes on the list: 13

For each number below, select the corresponding class on your list. Keep selecting classes until you reach the END of your class list. If the first number listed below is greater than the number of classes on your list OR if you run out of numbers before you reach the end of your list of classes, contact [Name of the research coordinator and contact information with telephone and email address].

2, 6, 11, 15, 20, 24, 29, 33, 38, 42

Please keep your class list until you receive your report from CDC in case there are any questions concerning these classes. If you prefer not to keep this list, you may send it to [Name of the research coordinator] with these forms. On the next page is a class tracking form. For each class selected, enter the class ID (use the number above that was used to select the class) and the teacher's name. As you receive completed questionnaires and class-level sample information forms, put a check mark in the space provided.

School policy questionnaire completed Yes  No, please explain: \_\_\_\_\_



## Appendix G: Properly Completed Class-Level Sample Information Form

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**Global Youth Tobacco Survey (GYTS)  
Finland, 2012  
Class-Level Sample Information Form**

Note: Make enough copies of this form so there is one for EACH selected class in each school.

A Class-Level Sample Information Form MUST be completed for each of the classes selected for your survey, whether or not the class participated.

GYTS Coordinating Agency: **National Institute for Health and Welfare, Finland**

School: **Hyrylän yläaste**

School ID: **8587**

**GYTS School ID:                    24**

Class ID: **2**

(Use the random class number shown on the School-Level Sample Information Form.)

How many students are ENROLLED in this class? **27**

What is the GRADE in this class? **7** 8 9 Other  
(Circle one)

How many students in this class participated in this survey? **24**

If the CLASS did not participate in this survey, please explain:

Note: Send this form in with your Header Sheet and Answer Sheets/Booklets for this class. After completing this form, please send it to Global Tobacco Control Branch in the Office on Smoking and Health, Centers for Disease Control and Prevention, Atlanta, GA.



## Appendix I: Example Budget Template

Sample Budget Template					
Budget Category	Item	Justification	Quantity	Unit Price (USD)	Total Cost (USD)
Personnel	Ex. Fieldworker	Per Diem for interviewers	10	USD 8.00	USD 80.00
Travel	Ex. Travel to School X	Travel cost for 2 interviewers	2	USD 5.00	USD 10.00
Supplies	Ex. Pencils	Pencils for completion of answer sheets	200	USD 0.10	USD 20.00
Printing	Ex. Photocopying	Reproduce GYTS Implementation Instructions for fieldworkers	10	USD 5.00	USD 50.00
Consultancy					
Equipment					
Other direct cost					
Indirect costs					
<b>Total</b>					<b>USD 160.00</b>

## Appendix J: GYTS Questions and Answers for School Officials

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### GYTS Questions and Answers for School Officials

(To respond to questions from parents)

**Q. What is GYTS?**

**A.** The Global Youth Tobacco Survey (GYTS) is a nationally representative school-based survey that collects data on students aged 13–15 years using a standardized methodology for constructing the sample frame, selecting schools and classes, and processing data. The GYTS surveillance system is intended to enhance the capacity of countries to design, implement, and evaluate tobacco control and prevention programs

**Q. Why is the survey being done?**

**A.** The [name of agency] will use the survey results to help develop a comprehensive tobacco control program and policies. The survey results also will be used to develop school health programs designed to prevent and reduce tobacco use among students.

**Q. Will student's names be used or linked to the survey?**

**A.** No. The survey has been designed to protect each student's privacy. Students do not put their name on the questionnaire.

**Q. How long does it take to fill out the survey?**

**A.** One class/section period is all that is needed to fill out the written survey.

**Q. Does the survey include a physical test?**

**A.** The survey does not include a physical test or exam.

**Q. What are the topics of the questions on the survey?**

**A.** All questions on the survey relate to the students' attitudes, behaviors, and knowledge about tobacco use, intent to use, exposure to tobacco use, and exposure to tobacco marketing/advertising.

**Q. How were the schools and students selected to be in the survey?**

**A.** Appropriate statistical procedures were used to draw a representative sample of schools. Then classes are randomly selected in each participating school. All students in each selected class are eligible for participation. The survey will be repeated every 4-5 years to see the trends in tobacco use across time. Due to scientific sampling procedures, schools and classes that were selected in a past round may or may not be selected in the next round.

**Q. Do students take the survey more than once to see how their behaviors change?**

**A.** No. Students who take part cannot be tracked because their names are not on the survey.

**Q. Is student participation anonymous? How is student privacy protected?**

**A.** Survey administration procedures are designed to protect student privacy and allow for anonymous participation. Students submit an optically scannable answer sheet containing no personal identifiers, which are then placed in a large box or large envelope. Published reports do not include names of participating schools or students.

**Q. Is this survey voluntary? What if schools or students do not choose to participate?**

**A.** Participation in GYTS is voluntary. However, to develop accurate country estimates of tobacco use and intent to use tobacco among adolescents, participation rates must be high. Selected schools and students cannot be replaced. The goal is to achieve 90 to 95 percent participation by selected schools and students.

**Q. Where can additional information be obtained?**

**A.** To obtain additional information about GYTS, contact [name of contact person and telephone number]. Additional information from past rounds and information from all countries worldwide that have participated in GYTS can be found on the Global Tobacco Surveillance System (GTSS) Data website here: <http://apps.nccd.cdc.gov/GTSSData>.

## Appendix K: Parent Notification Form

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### Parent Notification Form

[Name of School] is participating in the Global Youth Tobacco Survey (GYTS) sponsored by [name of agency]. The survey will gather information on tobacco use behaviors of students in <grades>. Questions will be asked about tobacco use, knowledge and attitudes toward tobacco, tobacco cessation, secondhand smoke (SHS), media and advertising, and school curriculum.

GYTS has been approved by the [name of agency].

Completing this paper and pencil survey poses no risk to your child. Survey procedures have been designed to protect your child's privacy and allow for anonymous participation. No school or student will ever be mentioned by name in a report of the results.

If you have any questions, please contact [name].

Thank you for your cooperation.

## Appendix L: Script for Fieldworkers

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### 1. Introduce yourself and the survey to the class (section):

Good (morning/afternoon). The [AGENCY] is conducting this student survey. One of the many responsibilities of the [AGENCY] is to help schools provide students with information about tobacco use behaviors that increase the risk of health problems now or in the future.

I'd like to thank each of you for participating. Participating in this survey is voluntary and your grade will not be affected whether or not you answer the questions. However, only a limited number of students like you are participating in this survey in schools all over the country. The answers you give are very important. I ask that you read each question carefully and answer it based on what you really know or do. I would like to emphasize that this is not a test of you or this school.

### 2. Distribute questionnaires and answer sheets — emphasize privacy/anonymity:

Throughout the entire survey process, I will maintain strict procedures to protect your privacy and allow for your anonymous participation. Please do not write your name on the questionnaire or the answer sheet. Your answers are private. Results of this survey will never be reported by name, class (section), or school. When everyone is done, you can put your answer sheet in this large envelope (or box).

**REVIEW THE INSTRUCTIONS PAGE IN THE QUESTIONNAIRE:** Now I would like you to look at the answer sheet. Use the No. 2 pencil you have been given to fill out this answer sheet. Do not use a pen or some other pencil. Notice that for each question there are a series of bubbles on the answer sheet. For each question that you answer on the survey, choose just one answer that best fits what you know or do, then fill in the corresponding bubble on the answer sheet completely. Please do not use Xs, check marks, lines, circles, or small dots when filling out the answer sheets. If you must change an answer, erase your old answer completely. Only one bubble should be filled in for each question on the answer sheet.

Please be sure to answer every question. When you are finished, look over your answer sheet to make sure that you haven't skipped any items. We have allowed the entire class (section) period for completing the survey, which means that the survey will end at approximately \_\_\_\_\_ (a.m./p.m.). If you finish before that time, stay seated.

It is important that you answer the survey based on what you really know or do. Don't pick a response just because you think that's what someone wants you to say.

**READ THE INTRODUCTION PAGE IN THE QUESTIONNAIRE:** Before you start, I will read some important information about the survey. Please look at the Introduction page in the questionnaire.

### 3. After questionnaires and answer sheets are collected:

I would like to thank all of you for participating in the survey. The information you have provided will be used to develop better health education programs for students like yourselves all around the country.

## Appendix M: GYTS Questionnaire Instructions and Introduction

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### Instructions

- Please read each question carefully before answering it.
- Choose the answer that best describes what you believe and feel to be correct.
- Choose only one answer for each question.
- On the answer sheet, locate the circle that corresponds to your answer and fill it in completely with the pencil that was provided to you.
- Correctly fill in the bubbles:  

☺      Like this:      ●
- If you have to change your answer, don't worry, just erase it completely, without leaving marks.
- Remember, each question only has one answer.

---

### Example:

24. Do you believe that fish live in water?
- a. Definitely yes
  - b. Probably yes
  - c. Probably not
  - d. Definitely not

24. ● (B) (C) (D) (E) (F) (G) (H)

## Introduction

Thank you for participating in this survey. Before you start, please read the following information that will help you to answer the questions.

- Some of the questions will ask about smoking cigarettes.
- Other questions may ask about smoking tobacco in general that includes cigarettes and other types of smoked tobacco products.
- Other questions may ask about using smokeless tobacco, which is tobacco that is not smoked, but is sniffed through the nose, held in the mouth, or chewed.
- Finally, other questions may ask about any tobacco use or any tobacco products – this includes smoking cigarettes, smoking tobacco other than cigarettes, and using smokeless tobacco.
- Here is a chart that provides examples of various tobacco products:

Any Tobacco Use	
Smoking Tobacco includes:	Smokeless Tobacco includes:
<ul style="list-style-type: none"> <li>— Cigarettes</li> <li>— Hand-rolled cigarettes</li> <li>— Kretek cigarettes</li> </ul> <p>Other types of smoked tobacco:</p> <ul style="list-style-type: none"> <li>— Pipes</li> <li>— Cigars, mini cigars/cigarillos</li> <li>— Waterpipes/hookah/shisha/narguileh/hubble-bubble</li> <li>— Bidis</li> </ul>	<ul style="list-style-type: none"> <li>— Snuff</li> <li>— Chewing tobacco</li> <li>— Dip</li> <li>— Betel quid with tobacco</li> <li>— Gutka</li> </ul>

[MODIFY EXAMPLES FOR COUNTRY AS NEEDED]



### Incorrectly Completed Answer Sheet



63699

1. <input checked="" type="checkbox"/> <input type="checkbox"/>	34. <input checked="" type="checkbox"/> <input type="checkbox"/>	67. <input type="checkbox"/>
2. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	35. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	68. <input type="checkbox"/>
3. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	36. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	69. <input type="checkbox"/>
4. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	37. <input checked="" type="checkbox"/> <input type="checkbox"/>	70. <input type="checkbox"/>
5. <input checked="" type="checkbox"/> <input type="checkbox"/>	38. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	71. <input type="checkbox"/>
6. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	39. <input checked="" type="checkbox"/> <input type="checkbox"/>	72. <input type="checkbox"/>
7. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	40. <input checked="" type="checkbox"/> <input type="checkbox"/>	73. <input type="checkbox"/>
8. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	41. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	74. <input type="checkbox"/>
9. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	42. <input checked="" type="checkbox"/> <input type="checkbox"/>	75. <input type="checkbox"/>
10. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	43. <input checked="" type="checkbox"/> <input type="checkbox"/>	76. <input type="checkbox"/>
11. <input checked="" type="checkbox"/> <input type="checkbox"/>	44. <input checked="" type="checkbox"/> <input type="checkbox"/>	77. <input type="checkbox"/>
12. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	45. <input checked="" type="checkbox"/> <input type="checkbox"/>	78. <input type="checkbox"/>
13. <input checked="" type="checkbox"/> <input type="checkbox"/>	46. <input checked="" type="checkbox"/> <input type="checkbox"/>	79. <input type="checkbox"/>
14. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	47. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	80. <input type="checkbox"/>
15. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	48. <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	81. <input type="checkbox"/>
16. <input checked="" type="checkbox"/> <input type="checkbox"/>	49. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	82. <input type="checkbox"/>
17. <input checked="" type="checkbox"/> <input type="checkbox"/>	50. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	83. <input type="checkbox"/>
18. <input checked="" type="checkbox"/> <input type="checkbox"/>	51. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	84. <input type="checkbox"/>
19. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	52. <input type="checkbox"/>	85. <input type="checkbox"/>
20. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	53. <input type="checkbox"/>	86. <input type="checkbox"/>
21. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	54. <input type="checkbox"/>	87. <input type="checkbox"/>
22. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	55. <input type="checkbox"/>	88. <input type="checkbox"/>
23. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	56. <input type="checkbox"/>	89. <input type="checkbox"/>
24. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	57. <input type="checkbox"/>	90. <input type="checkbox"/>
25. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	58. <input type="checkbox"/>	91. <input type="checkbox"/>
26. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	59. <input type="checkbox"/>	92. <input type="checkbox"/>
27. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	60. <input type="checkbox"/>	93. <input type="checkbox"/>
28. <input checked="" type="checkbox"/> <input type="checkbox"/>	61. <input type="checkbox"/>	94. <input type="checkbox"/>
29. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	62. <input type="checkbox"/>	95. <input type="checkbox"/>
30. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	63. <input type="checkbox"/>	96. <input type="checkbox"/>
31. <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	64. <input type="checkbox"/>	97. <input type="checkbox"/>
32. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	65. <input type="checkbox"/>	98. <input type="checkbox"/>
33. <input checked="" type="checkbox"/> <input type="checkbox"/>	66. <input type="checkbox"/>	99. <input type="checkbox"/>

## Appendix O: Final Checklist

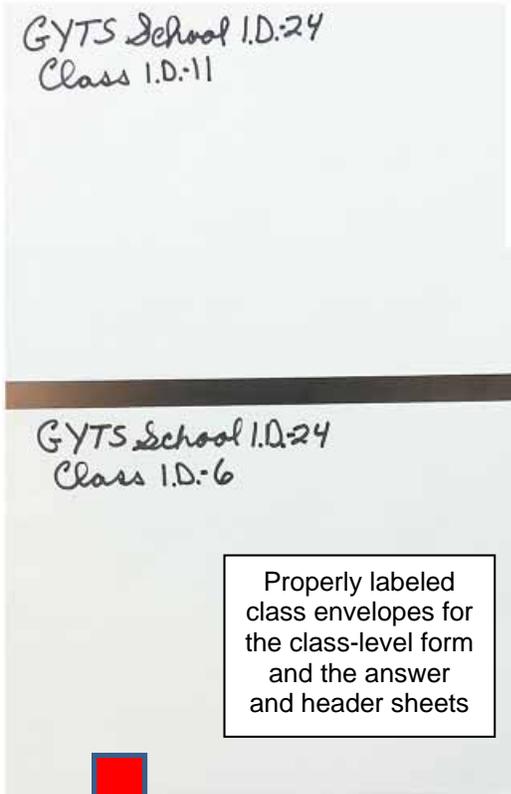
This checklist should be used to assure that all items necessary for analyzing the GYTS data are included, packaged, and shipped correctly.

	<b>GYTS Survey Checklist</b>	<b>Completed</b>
	<b>LARGE SCHOOL ENVELOPE (one for each school)</b>	
1	School-level sample information form filled in completely: need grades to be surveyed, school participation status, total number of eligible classes (not necessarily the number of classes to be surveyed), status of completion of school policy questionnaire, and class tracking section. Place all forms <b>INSIDE</b> the envelope.	
2	Completed answer sheet from School Policy questionnaire (with GYTS School ID) should be placed inside the envelope with the school-level sample form.	
	<b>CLASS ENVELOPES (one for each class)</b>	
3	Class-level sample information forms filled in completely - need the class number (not grade), number of enrolled students, grade, and number of participants. Place all forms <b>INSIDE</b> the envelope.	
4	Header sheets - one for each class (needs to be filled/shaded correctly).	
5	Answer sheets - need to be filled/shaded correctly.	
6	<b>Bundle envelopes from each survey site together (such as Bundle 1: GYTS Region 1; Bundle 2: GYTS Region 2).</b>	
7	<b>Questionnaire – include the final copy of the core questionnaire and the School Policy questionnaire inside the package on top of the envelope bundles</b>	
8	<b>Use clear and durable packing tape to seal the package(s).</b>	

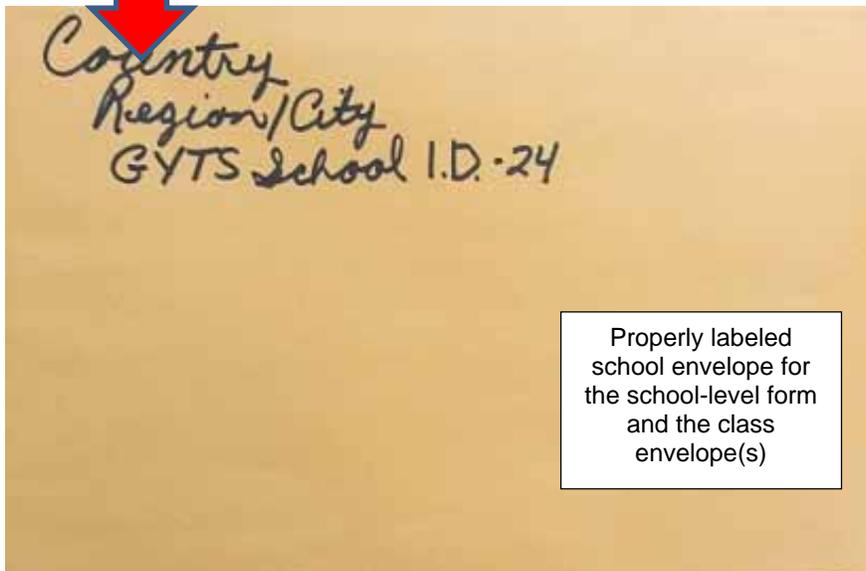
## Appendix P: Shipping Examples

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### Proper Envelope Labeling



The class envelopes should be placed INSIDE the larger school envelope.



### Proper Packing



### Improper Packing



## Appendix Q: GYTS Implementation Instructions At-A-Glance

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### QUESTIONNAIRE

- All 43 core questions should be included and they should not be altered
- Suggested maximum number of total questions is 75
- Translation into the local country language and back-translation into English
- Renumber the final questionnaire from “1” through “XX”
- School Policy questionnaire (one per school)

### SAMPLING

- Sampling Parameters Worksheet
- School enrollment list (list of schools in a country AND number of students for each school by grade and sex, school name, location/address, school type [private/public])
- School-level sample information form (two pages, one for each school)
- Class-level sample information form (one page, one for each class)

### PROPOSAL

- Cover sheet
- Country overview and need for conducting GYTS
- Implementation plan including detailed timeline
- Budget and budget justification
- Attachments (letters of support, adapted questionnaire)
- Maximum length is 5 pages, excluding attachments

### SURVEY ADMINISTRATION AND DATA COLLECTION

- Script and instructions for fieldworkers
- School-level sample information form (one for each school)
- School Policy questionnaire and answer sheet (one for each school, include GYTS School ID)
- Class-level sample information form (one for each class)
- Header sheet (one for each class) with GYTS School ID and Class ID
- GYTS final questionnaires, answer sheets, and Number 2 pencils (one for each student)

### ASSEMBLING AND RETURNING SURVEY MATERIALS

- Review header and answer sheets
  - Erase stray marks
  - Fill in selected bubbles completely with a Number 2 pencil
- Large school envelope (one for each school)
  - Label with Country, Region/City, and GYTS School ID
  - School-level sample information form
  - School Policy answer sheet (with GYTS School ID)
  - Class envelopes (one for each class, place inside school envelope)
    - Label with GYTS School ID and Class ID
    - Class-level sample information form
    - Header sheet (with GYTS School ID and Class ID) for each class
    - Answer sheets from all students in the class
- Bundle (rubber band) large school envelopes by region or city
- Include one copy of the final GYTS questionnaire in the shipping package

## **IMPLEMENTATION DOs**

- Verify from the enrollment list the number of students in each class to determine the number of questionnaires, answer sheets and pencils for each school
- Print one copy of the 2-page School-level sample information form for each school
- On page one of the school-level sample information form, fill in the total number of classes to be surveyed and circle the class numbers
- On page two of the school-level sample information form, fill in the class ID numbers and the names of the teachers
- On page two of the school-level sample information form, place a check mark in the corresponding section that the answer sheets and class-level forms have been received
- Print a Class-level sample information form for each class to be surveyed in each school
- Give a questionnaire, answer sheet, and Number 2 pencil to each student
- Place the answer sheets and corresponding class-level sample information forms in an envelope (one for each class). Then place these envelopes along with the school-level sample information form (both pages) in a larger envelope
- The school policy questionnaire should be answered by one person, preferably the head master or principal (if not available then the assistant, school nurse, or teacher)
- The answer sheet from the school policy questionnaire should have the GYTS School ID written on the bottom and placed in the large envelope with the school-level sample information form

## **IMPLEMENTATION DON'Ts**

- Do not paste, glue, staple or tape any sample information forms, header sheets, or answer sheets to each other or to the envelopes
- Do not return the parent notification forms
- Do not return all copies of the GYTS questionnaire (return only one copy in the shipping package)
- Do not throw away any filled/completed answer sheets (return all filled/completed answer sheets to CDC)





GLOBAL TOBACCO SURVEILLANCE SYSTEM (GTSS)

