

# REPORT

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## **Interim Impact Evaluation of Burkina Faso's BRIGHT Program: Household and School Survey User's Manual**

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May 22, 2014

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## **ACRONYMS AND DEFINITIONS**

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BERD	Bureau d’Etude et de Recherche pour le Développement
Bisongo	Preschool
BRIGHT	Burkinabé Response to Improve Girls’ Chances to Succeed
MCA-BF	Millennium Challenge Account–Burkina Faso
MCC	Millennium Challenge Corporation
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

## **I. INTRODUCTION**

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The Millennium Challenge Corporation (MCC) initially funded a two-year Threshold Country Program known as BRIGHT I to increase girls' educational attainment in Burkina Faso from 2005 to 2008. The original program constructed primary schools with three classrooms (grades 1 to 3) and implemented complementary interventions in 132 villages. These villages were located throughout the 10 provinces of Burkina Faso in which girls' enrollment rates were lowest (Banwa, Gnagana, Komandjari, Namentenga, Oudalan, Sanmentenga, Seno, Soum, Tapoa, and Yagha). An impact evaluation of the BRIGHT I project, conducted by Mathematica Policy Research using data from a 2008 follow-up survey, revealed positive impacts on both enrollment and test scores of children in the targeted areas. Although the program focused on girls, improvements in outcomes were observed for both boys and girls. Encouraged by the positive impacts but concerned that they would be short-lived, the government of Burkina Faso decided to extend the program. BRIGHT II constructed three additional classrooms (grades 4 to 6) at the schools in the same 132 treatment villages. It also continued the complementary interventions of BRIGHT I, providing separate latrines for boys and girls, canteens, take-home rations (for girls), and textbooks, as well as "soft" components such as a mobilization campaign, literacy training, and capacity building among local partners. The BRIGHT II program was implemented during 2009–2012.

Mathematica was contracted to conduct a rigorous impact evaluation of the program through two additional follow ups. The interim impact evaluation assessed the extent to which the program affected the school enrollment and performance of children in the 132 villages where the BRIGHT program was implemented, using data from the second follow up survey (the first of the two additional follow ups) conducted in 2012. For this second follow up survey, Mathematica oversaw and offered technical support to a local data collector, the Bureau d'Etude et de Recherche pour le Développement (BERD), which collected data from rural households and schools in Burkina Faso. This manual provides information about the sample design, questionnaire design, data collection methods, data editing, and response rates for this round of data collection, as well as a description of the content and format of the data files.

## II. SAMPLE AND QUESTIONNAIRE DESIGN

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### A. Household, respondent, and school sampling methods

The sample frame for this second follow up of the BRIGHT program was composed of all households within the 293 villages that applied to the BRIGHT program, including all the villages in the study's participant and comparison groups. The construction of additional classrooms and continuation of other complementary interventions were implemented in the same 132 villages selected to participate under the BRIGHT program during BRIGHT I, leaving the remaining 161 villages as the comparison group. Households from 292 of the 293 villages included in the sample frame were actually surveyed, and data from 290 villages were included for consideration in the analysis. Of the three villages that were not included in the analysis, one village could not be located in either the first follow up data collection or this follow up round of data collection. The other two villages were the only villages in their department to apply to the program, making it impossible to create a relative score variable needed for the regression discontinuity (RD) design. Thus meaningful applicant and household survey data were available for 290 villages.

#### 1. Household and respondent sampling

In each village, interviewers conducted a census of households to develop a village-level sampling frame. The village census form in French and English appears in Appendix A. The study defined a household as follows:

*A household is a group of people living together (in a common physical space) for at least 9 of the previous 12 months leading up to the survey, working together under the authority of a person called head of household, and taking their meals together or from the same supply of food.*

During the census, interviewers identified households with children who were school-aged during the BRIGHT Program (that is, between the ages of 6 and 17)<sup>1</sup>. Following the census, the households with children between 6 and 17 became the sample frame, and 36 of these households were randomly selected to be surveyed in each village. The random selection process was performed publicly in each village by pulling a number out of a hat and matching that number to the numeric line of the census form that listed each household with school-age children. Once a household was selected in this way, interviewers collected household data and data about all of the household's children between the ages of 6 and 17 from the head of household. All of the household children between the ages of 6 and 17, regardless of whether

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<sup>1</sup> During the census, interviewers also collected information about the household's access to beasts of burden, which are animals used for transporting loads or doing other heavy work. During the first follow up data collection for BRIGHT, the access to beasts of burden was used to stratify the sample; however, during the current round of data collection, the household sample was not stratified, even though household access to beasts of burden was still collected during the village census.

they were enrolled in school, were interviewed and given math and French assessment tests as part of the survey. Data were gathered from 10,507 households.<sup>2</sup>

## 2. School sampling

School data were collected from schools that were attended by children from sampled households and that were located within approximately 10 kilometers of the village. Schools were sampled as follows: From the 10,507 completed household surveys, children were identified as currently attending 366 schools. Of these, 350 were attended by three or more children in the sample. Of these, 341 schools were within 10 kilometers of the children's village and were targeted for interview. In the end, data were obtained from 341 schools and matched with 9,421 of the children in the sample.<sup>3</sup>

## B. Questionnaire design

Mathematica developed two questionnaires: a household questionnaire and a school questionnaire. The household questionnaire asked about household demographics and assets, children's educational outcomes (enrollment and attendance), parents' perception of education, health indicators for children, and the extent to which any children in the household work. The school survey asked about schools' characteristics and verified children's attendance and enrollment through direct observations. School officials were asked to report attendance information for a student only if the parents indicated in the household survey that their child attended that school. The final household questionnaire in French and English appears in Appendix B. The final school questionnaire in French and English appears in Appendix C.

Both the household and school questionnaires were first written in English and then translated into French. Mathematica and our consultants at the University of Ouagadougou collaborated on the translations, ensuring that idiomatic expressions and usage particular to Burkina Faso were appropriately incorporated. In reality, however, French is rarely spoken in rural villages. There are currently 68 languages spoken in Burkina Faso, of which several are unwritten or inconsistently written (Gordon 2005). Faced with the prospect of surveying people in many languages, Mathematica decided to follow the approach we had used in the first follow up data collection in 2008: we recommended that the local data collector hire interviewers fluent in both French and local languages and train them to translate the instrument as they conducted the interview. Interviewers were assigned to collect data from villages where they spoke the local language. The languages spoken by households in the sampled villages are listed in Table II.1; this information was gathered through the 2008 BRIGHT household survey.

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<sup>2</sup> While 10,507 household surveys were completed, the analysis file includes data on only 10,426 households. This difference is due to the exclusion of 72 households from the two villages that were the only villages that applied for the program from their department, as well as the exclusion of 9 households that, upon further inspection, did not have any children within the age range of interest.

<sup>3</sup> The analysis file includes data from 332 schools, rather than 341. Two schools were excluded because they were located in villages that were the only villages in their department to apply for the program. An additional six schools were excluded from the file because no information on these schools was included in the data sets. Finally, one additional school was not included in the analysis file because the data could not be verified during a data verification process.

**Table II.1. Household languages**

Household language	Frequency	Percent
French	178	2.1
Moore	3,145	37.1
Dioula	33	0.4
Fulfude	1,782	21.1
Gulmachema	2,345	27.7
Bwamu	140	1.7
Other Language	844	10.0
TOTAL	8,467	100.0

Source: BRIGHT User's Manual (MPR 2009)

### 1. Household questionnaire

Like the household questionnaire from the first follow up data collection, the household questionnaire used in this second follow up drew heavily from several existing questionnaires used widely in developing countries, including the Demographic and Health Survey (USAID), the Multiple Indicator Cluster Survey (UNICEF), and the Living Standards Measurement Study (World Bank). Reliance on these questionnaires provided two important benefits. First, given their wide and successful use in developing countries, including Burkina Faso, they enhanced our confidence in the validity and reliability of the questions in the household questionnaire. Second, they allowed Mathematica researchers to compare our results with results from the earlier surveys in both Burkina Faso and other countries. Where necessary, we adapted or added survey questions to yield detailed information to answer the evaluation research questions. The household survey included the following modules:

- **Household characteristics.** This module asked for information about the head of household, including his or her religion, ethnicity, and education, as well as information about the household itself, including location (using GPS coordinates), the home's construction materials, water source, food consumption, material possessions, and length of time it had been a part of the village. The module also asked for intervention-specific information, such as whether any children were attending preschool (Bisongo) or whether any women were participating in literacy training.
- **Household listing form.** This module asked the respondent to provide a complete list of all children in the household between the ages of 6 and 17; to specify each child's age and gender; to indicate the child's relationship to the head of household; and to indicate whether the child currently lived in the household. If children were currently residing in the household, the module collected basic health information on them and asked about the head of household's attitude toward educational attainment.
- **Enrollment.** This module was administered to the head of household and pertained to all children ages 6 to 17 living in the household who ever attended school. Questions addressed children's school enrollment; whether the children had ever skipped or repeated a grade; and whether they had ever experienced a break in schooling or changed schools during primary school.



- **Education.** This module was administered to the head of household and pertained to all children ages 6 to 17 living in the household who attended school at any time during the 2011–2012 school year. Questions addressed children’s access to textbooks; whether the school they attended was public or private; their commute to school; any recent absences from school; characteristics of their school, including specific interventions such as separate latrines, participation in feeding programs, and the offering of dry rations; and reasons the parents sent the child to school.
- **Child labor.** This module was administered to the head of household and pertained to all children ages 6 to 17 living in the household. It asked whether the children were engaged in work for persons outside the household (for monetary or in-kind payment) and whether they performed various chores for the household.
- **Mathematics assessment.** This module was administered to all children ages 6 to 17 living in the household, regardless of school enrollment. Children were shown pre-printed cards and tested on the following competencies: single and two-digit number identification, counting, greater-than/less-than, single digit addition and subtraction, two digit addition and subtraction, telling time, minutes to hours conversion, multiplication, fraction identification, and parallel line identification. Examples came from Burkina Faso primary education math texts for grades 1, 2, and 3.
- **French assessment.** This module was administered to all children ages 6 to 17 living in the household, regardless of school enrollment. Children were shown pre-printed cards and tested on the following competencies: letter identification, letter identification with accents, reading simple words, fill in the blank in a sentence, matching words to pictures, identify sports words, verb tense, and noun forms (number and gender). Examples came from Burkina Faso primary education reading texts for grades 1, 2, and 3.

Table II.2 shows the question numbers that correspond with each module of the household questionnaire.

**Table II.2. Household questionnaire modules**

Module	Respondent	Module question numbers
Household characteristics	Head of household	HC1–HC30
Household listing form	Head of household	HL1–HL12
Enrollment	Head of household	EN1a–EN11c
Education	Head of household	ED1a–ED21
Child labor	Head of household	CL1–CL12
Mathematics assessment	Children ages 6–17 living in household	M.CP1.1–M.CE1.3
French assessment	Children ages 6–17 living in household	F.CP1.1–F.CE1.3

## 2. School questionnaire

The school questionnaire was based largely on the World Bank’s Living Standards Measurement Study School Questionnaire, modified to address Burkina Faso’s educational context and answer the evaluation’s research questions. The school survey was administered during the same time period as the household questionnaire, when interviewers visited schools located within 10 kilometers of the village and that children had reported attending. It collected information on school characteristics and confirmed attendance and enrollment data for children interviewed in the household survey. The school survey included the following modules:

- **School information.** This module asked for general information about the school, such as name, province, department, respondent's job title, and number of days the school was open in the previous four months.
- **School characteristics.** This module asked the respondent to provide detailed information about the school, including its student enrollment, year it began operation, number of weeks it was open in the 2010–2011 academic year, type of school (public or private), language used for instruction, textbook availability, and whether the school offered a feeding program. It also asked the respondent's opinion on reasons parents don't send their girls to school.
- **School personnel characteristics.** This module asked respondents to provide information about teachers at the school, including number and gender of teachers, teacher training levels, teacher experience, teacher absences, and whether teachers had participated in gender sensitivity training.
- **School physical structure.** This module asked about the school's physical structure, including number of classrooms, availability of desks and chairs, blackboard visibility, school construction materials, water supply, presence of separate latrines, teacher accommodations, and the presence of a preschool (Bisongo).
- **Student attendance roster.** This module collected information from specific schools only about those students identified in the household survey as enrolled in these schools. Information gathered included whether children were in fact enrolled; whether students were in attendance the day of the survey, exactly seven days prior, and during the last three days school was open; and whether they were generally in attendance. Direct observation and consultation with school attendance records were used to complete this section.

Table II.3 shows the question numbers that correspond with each module of the school questionnaire.

**Table II.3. School questionnaire modules**

Module	Respondent	Module question numbers
School information	School administrator	SCH1–SCH14
School characteristics	School administrator	SC1–SC11
School personnel characteristics	School administrator	SP1–SP8
School physical structure	School administrator	SS1–SS14
Student attendance roster	Direct observation	SAR1–SAR12

### **III. DATA COLLECTION**

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To carry out data collection activities, Millennium Challenge Account–Burkina Faso (MCA-BF) drafted and released an RFP to solicit proposals from local data collection firms. Mathematica was not involved in the hiring of the local data collector. BERD was hired to conduct both the pilot and full data collection. BERD was responsible for the following:

- Pretesting the questionnaires through pilot data collection
- Writing terms of reference and contracts for the field enumerators and controllers
- Hiring and training field enumerators and controllers
- Testing interviewers for their local language proficiency
- Ensuring that field enumerators and controllers were properly dispatched to the survey sites and had all necessary supplies to fulfill their duties
- Undertaking field supervision during the data collection to quickly identify and correct problems
- Maintaining constant communication with MCA-BF by attending weekly meetings

#### **A. Pilot data collection**

Once the questionnaires were developed, they were tested in a pilot data collection. The purpose was to survey households and schools in selected pilot villages in order to test the interviewer training methodology, the school and household questionnaires, and to determine if interviewers were able to locate households interviewed during the initial data collection of the BRIGHT program to re-interview them. Mathematica randomly selected the 10 pilot villages to be surveyed in October and November 2011. Interviewers visited these 10 villages spread across five provinces: Gnagna, Namentenga, Sanmatenga, Oudalan, and Séno. Five teams comprising six interviewers and one supervisor visited two villages apiece.

##### **1. Pilot training and data collection**

The pilot consisted of interviewer training, data collection in the field, and the data entry, cleaning and delivery process. The interviewer training ran six days, from October 17 to October 22, 2011. It included five days of classroom instruction and one day of practice in the rural commune of Koumsilga. Pilot data collection began on October 26, 2011. At each village, interviewers conducted an exhaustive census of households; identified village households surveyed during the initial round of BRIGHT data collection; identified schools that children attended within 10 kilometers of the village; and conducted the household and school surveys. After data collection was complete, BERD performed data entry, cleaning, and delivery tasks.

A Mathematica team attended the interviewer training, offered technical assistance to the local data collector, and observed the start of pilot data collection in Kougpela, a village located in Sanmantenga. The local consultants from the University of Ouagadougou traveled extensively with the interviewers throughout the pilot, observing them in several villages and reporting their findings back to Mathematica on a regular basis.

## 2. Results of pilot data collection

Based on analysis of the pilot data, problems with the initial sampling procedure were identified. The initial sampling strategy required interviewers to locate households that had been selected for the first BRIGHT follow up survey, allowing for a panel study. During the analysis of the pilot data, an unacceptably low number of verified households were located. As a result, the sampling strategy was changed and a completely new random sample was chosen for the full data collection of the second follow up survey. Thus the sample for the second follow up household survey represents a cross-sectional sample from the villages where the initial and first follow up round of BRIGHT data collection was conducted.

Problems with the household and school questionnaires were also identified through respondent feedback and field observations. Mathematica determined that the math and French tests were too long and that the more difficult questions frustrated the younger respondents, who were being asked questions pertinent to grades they hadn't yet reached. Both the math and French tests were shortened to include only questions from CP1, CP2, and CE1, since the majority of pilot test students gave incorrect responses to questions for upper grades. A further change was that interviewers were instructed to end the test if children missed more than two questions in a row.

For the school survey, the question regarding textbook availability in schools was simplified. Rather than asking about all types of textbooks, the question was changed to focus on math and reading textbooks only and asked the respondent to generalize about the availability of the textbooks (that is, to indicate whether all, most, some, or none of the students had their own textbooks).

At the request of MCC, questions measuring household food consumption and anthropomorphic measures were added after the pilot test. The health questions gathered measurements on children's height, weight, and upper arm circumference. The household consumption question listed a number of food and drink items and asked how often household members had consumed these items over the previous two weeks. In addition, MCC also highlighted the importance of gathering initial information about every child of school age belonging to the household, including those no longer living in the household.

### B. Full-scale data collection

BERD hired 100 interviewers to collect household and school data as well as 20 supervisors to oversee the data collection teams. Prior to the start of the full data collection effort, BERD conducted interviewer training over the course of six days, between February 9 and February 15, 2012. This training covered using GPS units, identifying schools, conducting a village census, selecting eligible households at random, and test administration; it also dealt with basic interviewing procedures and reviewed each survey question to ensure that interviewers understood its intent. BERD also tested interviewers in French and local language proficiency. Mathematica participated in this training and provided technical assistance, offered feedback, and answered interviewer questions.

Data collection began in March 2012 and concluded in June 2012. The interviewers were organized into 20 teams by linguistic group. Each team consisted of four to six interviewers and was led by a field supervisor. At least half the members of each interviewer team were female. Training participants who had best understood the data collection process were chosen to serve

as field supervisors. Each team was then assigned to a cluster of villages. At each village, interviewers conducted an exhaustive census of households; identified households with children between the ages of 6 and 17; randomly selected 36 of these households for the village sample; identified schools that children attended within 10 kilometers of the village; and conducted the household and school surveys. The household survey was conducted with the head of household or another member of the household who was knowledgeable about the children living in the household. The school survey was conducted whenever possible with the school director. The interviewers also gathered attendance information for the day of the visit, using both observation and the attendance roster to determine the presence of household children at the school. The teams simultaneously surveyed the sample villages throughout the country. Data were recorded on paper forms and entered into an electronic database using an optical scanner.

### **C. Response rates**

The response rate for the household survey was 99.95 percent, which was calculated by dividing the total number of responding households (10,507) by the number of households sampled for the located villages (10,512). The one village not surveyed was not included in the calculation. The response rate for the school survey was 97.43 percent, which was calculated by dividing the total number of responding schools (341) by the number of schools targeted for interviews (350).

## IV. DATA ENTRY AND CLEANING

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Following data collection, the data entry team at BERD scanned the data collection forms, created electronic versions of the data, and cleaned the data. Mathematica reviewed the data for completeness and internal consistency, and to determine if merging the household and school data sets would be possible. The preliminary data sets showed a large number of errors, such as non-numeric values and values outside of the permitted range, for the household-level, individual-level, and school-level data; most of these errors appeared to be due to incomplete data cleaning.

Mathematica conducted a data verification exercise to determine the error rate for each data file. Graduate students from the University of Ougadougou checked paper copies of the surveys against the data sets provided by BERD. For the household/individual survey, they checked 1,000 randomly selected variables from 1,000 randomly selected households (stratified at the village level). For the school data files, all variables were checked. The error rate for the household/individual data files was less than 10 percent; this was deemed an acceptable error rate. The error rate for the school survey was greater than 10 percent, and the data verification exercise produced 775 additional students who were not included in the data files produced by BERD. After extensive data checking, Mathematica determined that the new data set created from the data verification process would be used because it included an additional 775 students and matched the hard copy surveys.

To complete the data cleaning process, Mathematica staff devised a data cleaning protocol designed to resolve inconsistencies and out-of-range data. Examples of inconsistent data included cases in which a respondent's answer to a subsequent question did not follow logically from the preceding question; in such cases, the subsequent response was changed to missing. Out-of-range data reflected responses that were likely data entry errors, such as a school being open more than 30 days in a month; all such data were set to blank.

Because of the logical skip patterns in the questionnaire, the survey data file contains missing values for many variables. Respondents were given the option not to respond to any of the questions in the survey; these nonresponses also appear as missing in the survey data file. The universe of nonskipped responses for each question can be found in the file's codebook documentation; the skip pattern associated with each question is recorded in the survey instrument, included as Appendices B and C.

Variables that present identifying information, such as head of household name, child name, household GPS coordinates, and school GPS coordinates, were dropped from the public use data sets following MCC anonymization guidelines. Variables with open-ended numeric responses, such as household size, mid-upper arm circumference, and travel time to school, were top/bottom coded in the public use data set.<sup>4</sup> These groupings maintain significant distinctions in the responses while protecting respondents' anonymity. Variables used solely for the administration of the survey, such as interviewer/supervisor notes, were also dropped.

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<sup>4</sup> "Top/bottom coding" involves changing responses that were very far above or below the norm in the public data file to be closer to the rest of the responses. This process makes it harder to identify specific respondents from specific data. In this case, for variables with potentially identifying information, responses in approximately the top or bottom 0.5 percent of the distribution were clustered to a single value.

## V. FILE CONTENT AND SPECIFICATIONS

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The public use data consist of four data files. These data files include information collected from each of the survey instrument modules and are divided as follows:

- Household data file: includes household characteristics module
- Individual data file: includes household listing form, enrollment, child labor, mathematics assessment, and French assessment modules
- School data file: includes school information, school characteristics, school personnel characteristics, and school physical structure modules
- Attendance data file: includes student attendance roster module

The data files can be merged using the following sequence and variables.<sup>5</sup> Household and individual data sets can be merged using village id (**HC4**) and household id (**HC6**). School and attendance data sets can be merged using school id (**SCH2**).

The merged household/individual data file can be merged with the merged school/attendance data file using each person's unique identifier (studid). For records in the household/individual data set, this unique identifier was created for those who reported attending school and was based on the school they reported attending (**EN3e**), their household id (**HC4**), and their child line number (**HL1**).<sup>6</sup> For records in the school/student data set, studid was also created using the school id (**SCH2**), household number (**SAR3**), and child line number (**SAR4**).

The final data files contain five types of data: person-level data, child-level data, household-level data, village-level data, and school-level data. In order to restrict the sample so that analyses could be conducted at different levels, different variables were created as flags. For example, the individual data file includes observations from all children in the household between the ages of 6 and 17 (N = 29,434), but the bulk of the survey was completed only for children ages 6 to 17 who were currently living in the household (N = 26,430). The indicator variable `child_flag` can be used to conduct analysis at the child level, where 1 = child currently living in the household and 0 = child not currently living in the household. Table V.1 lists the flag variables included in the data set, the number of observations, and a description of how the flag variables were created, by level of analysis.

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<sup>5</sup> Analyzing variables from a different combination of data sets than those shown here (e.g., household/school or individual/student) can be done by following the instructions for combining all data sets and then restricting the variables to whatever sample is needed using the flag variables subsequently described.

<sup>6</sup> We amended this methodology slightly. Because the school/student data set included more students than reported attending school in the household/individual data set, we assumed that some of the children who were not reported as currently enrolled in school may have enrolled in school later. We thus assigned all children a unique identifier (**studid**) in order to complete the merge. We assumed these children went to school in their own village; for villages with multiple schools, we chose the first school id in sequential order.

**Table V.1. Levels of analysis**

Level of analysis	Flag variable to restrict sample	Number of observations	Description of the flag variable
Person	none	29,434	Not applicable
Child	child_flag	26,430	Tagged all children who were reported to currently live in the household
Household	hh_flag	10,426	Tagged one observation for each unique household identification number (HC6) per village (HC4)
Village	vill_flag	290	Tagged one observation for each unique village identification number (HC4)
School	sch_flag	332	Tagged one unique observation for each school identification number (SCH2)

To complete our analyses of the BRIGHT data from the second follow up, several village-level variables from the initial and first follow up BRIGHT data sets were needed. These village-level variables were collected or constructed based on the village application data collected to determine treatment status. Table V.2 describes the variables merged from the BRIGHT I data sets.

**Table V.2. Variables merged from BRIGHT I data sets**

Variable	Label	Description
Selected	BRIGHT I–selected var	The original treatment variable, identifying villages that received the BRIGHT schools.
Proj_selected	Selected for BRIGHT	The implied treatment variable, indicating whether a village should have gotten a BRIGHT school. This variable is based on the variable rel_score. It is coded 1 if a village is in the poorer half of its province or department.
Rel_score	Normalized poverty score	The scoring system used to assign villages to the treatment or control group. Rel_score is the score used for applying this rule; it is basically normalized around 0 for the province or region rank/score of the village by poverty/need. Negative scores got a school and positive did not. This variable was used to determine proj_selected.

All variables in the data set can be found in the codebook. Entries for each variable include the variable name, variable label, question text, universe, and total nonmissing responses. Some variable listings contain descriptions, construct specifications, ranges, frequencies, means, and/or standard deviations, depending on the type of variable.

Overall, the data files contain 29,434 records and 290 variables. Variables are positioned in the files as follows:

- Variables from the household survey are ordered by related questionnaire item number.
- Variables from the school survey are ordered by related questionnaire item number.



- Constructed variables created from source variables are found at the end of each data set.
- Variables from other sources, such as from village applications, are found at the end of each data set.

The survey data files are available in Stata format. Table V.3 lists the technical specifications for the survey data files.

**Table V.3. Technical specifications of the survey data files**

Data set name	Number of observations	Number of variables	Date finalized
Household	10,426	46	May 12, 2014
Individual	29,434	137	May 12, 2014
School	332	90	May 12, 2014
Student attendance	9,421	17	May 12, 2014

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## **APPENDIX A**

### **VILLAGE CENSUS FORM**

# Village Census Form MCC Survey February 2012

Province\_\_\_\_\_ Village\_\_\_\_\_ Quarter\_\_\_\_\_ Interviewer\_\_\_\_\_ Date\_\_\_\_\_

[illegible]

**Fiche Recensement Enquête MCC Février 2012**

Province\_\_\_\_\_ Village\_\_\_\_\_ Quartier\_\_\_\_\_ Enquêteur\_\_\_\_\_ Date\_\_\_\_\_

[illegible]

## **APPENDIX B**

### **HOUSEHOLD QUESTIONNAIRE**

**BURKINA FASO****HOUSEHOLD QUESTIONNAIRE**

HELLO. MY NAME IS \_\_\_\_\_ AND I AM WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT YOUR HOUSEHOLD. THE INTERVIEW WILL TAKE ABOUT 40 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. DURING THIS TIME I WOULD LIKE TO SPEAK WITH THE HOUSEHOLD HEAD AND ALL MOTHERS OR OTHERS WHO TAKE CARE OF CHILDREN IN THE HOUSEHOLD.

**HOUSEHOLD CHARACTERISTICS****HC**

HC1. REGION \_\_\_\_\_ ID: \_\_\_\_ \_

HC2. PROVINCE: \_\_\_\_\_ ID: \_\_\_\_ \_

HC3. DEPARTMENT/COMMUNE:

\_\_\_\_\_ ID \_\_\_\_ \_

HC4. VILLAGE:

NAME \_\_\_\_\_ ID \_\_\_\_ \_

HC5. NAME OF HEAD OF HOUSEHOLD: \_\_\_\_\_

HC6. HOUSEHOLD ID:

\_\_\_\_\_

HC7. HOUSEHOLD NUMBER WITHIN THE VILLAGE:

\_\_\_\_\_

HC8. QUESTIONNAIRE NUMBER:

\_\_\_\_\_

HC9. DAY/MONTH/YEAR OF INTERVIEW:

\_\_\_\_/\_\_\_\_/\_\_\_\_

HC10. INTERVIEWER NAME AND NUMBER:

NAME \_\_\_\_\_ ID \_\_\_\_ \_

HC11. SUPERVISOR NAME AND NUMBER:

NAME \_\_\_\_\_ ID \_\_\_\_ \_

HC12. HOUSEHOLD GEO-REFERENCE:

LONGITUDE: Dg |\_\_| MN |\_\_| Sc |\_\_|

LATITUDE: Dg |\_\_| MN |\_\_| Sc |\_\_|

HC13. RESPONDENT RELATIONSHIP TO HEAD OF HOUSEHOLD: \_\_\_\_\_

01 HEAD

05 PARENT

09 OTHER RELATIVE

02 WIFE OR HUSBAND

06 BROTHER OR SISTER

10 ADOPTED/FOSTER/STEPCHILD

03 SON OR DAUGHTER

07 UNCLE/AUNT

11 NOT RELATED

04 GRANDCHILD

08 NIECE/NEPHEW

98 DON'T KNOW

HC14. TOTAL NUMBER OF HOUSEHOLD MEMBERS:

\_\_\_\_\_

HC15. TOTAL NUMBER OF CHILDREN UNDER 18 YEARS OLD IN HOUSEHOLD:

\_\_\_\_\_

AFTER THE QUESTIONNAIRE HAS BEEN COMPLETED, FILL IN THE FOLLOWING INFORMATION:

HC16. RESULT OF HH INTERVIEW: \_\_\_\_\_

COMPLETED ..... 1

OTHER (SPECIFY).....96

EFFORT ENDED ..... 2

REFUSED ..... 3

HC17. *INTERVIEWER/SUPERVISOR NOTES: USE THIS SPACE TO RECORD NOTES ABOUT THE INTERVIEW WITH THIS HOUSEHOLD.*

DATA ENTRY CLERK: \_\_\_\_\_



HC18. HIGHEST LEVEL OF EDUCATION AND GRADE OF HEAD OF HOUSEHOLD (CIRCLE ONE):		
0 NONE 1 PRE-SCHOOL 2 PRIMARY 3 SECONDARY	4 HIGHER 5 NON-STANDARD CURRICULUM 98 DON'T KNOW	HC19. GRADE: ____ ____
HC20. WHAT IS THE RELIGION OF THE HEAD OF THIS HOUSEHOLD?	MUSLIM..... 1 CHRISTIAN..... 2 ANIMISM..... 3 OTHER RELIGION ( <i>SPECIFY</i> ) ..... 96 _____ NO RELIGION ..... 4	
HC21. TO WHAT ETHNIC GROUP DOES THE HEAD OF THIS HOUSEHOLD BELONG?	MOSSI..... 1 DIOULA ..... 2 PEUL..... 3 GOURMANCHE ..... 4 BWABA..... 5 OTHER ETHNICITY ( <i>SPECIFY</i> ) ..... 6 _____	
HC22. MAIN MATERIAL OF THE DWELLING FLOOR:	NATURAL MATERIAL (EARTH, SAND, DUNG) ..... 1 RUDIMENTARY MATERIAL (WOOD PLANKS, PALM, BAMBOO) ..... 2 FINISHED MATERIAL (POLISHED WOOD, VINYL, ASPHALT, CERAMIC, CEMENT, CARPET) ..... 3 OTHER ( <i>SPECIFY</i> )..... 96 _____	
HC23. MAIN MATERIAL OF THE ROOF.	NATURAL MATERIAL (NO ROOF, STUBBLE)..... 1 RUDIMENTARY MATERIAL (RUSTIC MAT, PALM, BAMBOO, WOOD PLANKS) ..... 2 FINISHED MATERIAL (METAL, WOOD, CEMENT, SHINGLES)..... 3 OTHER ( <i>SPECIFY</i> )..... 96 _____	

<p>HC24. WHAT IS THE MAIN SOURCE OF DRINKING WATER FOR MEMBERS OF YOUR HOUSEHOLD DURING THE RAINY SEASON?</p>	<p>PIPED WATER..... 1  TUBE WELL OR BOREHOLE..... 2  DUG WELL ..... 3  WATER FROM SPRING..... 4  RAINWATER..... 5  TANKER TRUCK ..... 6  CART WITH SMALL TANK ..... 7  SURFACE WATER ..... 8  BOTTLED WATER..... 9  TRADITIONAL WELL..... 10  OTHER (SPECIFY)..... 96  _____</p>
<p>HC26. HOW LONG HAVE YOU LIVED IN (NAME OF VILLAGE)</p>	<p>YEARS ..... _ _  LESS THAN ONE YEAR..... _</p>
<p>HC27. DURING THIS PERIOD, IN WHAT MANNER HAVE YOU LIVED IN (NAME OF VILLAGE)? :</p>	<p>PERMANENTLY ..... 94  TEMPORARILY/PERIODICALLY ..... 95</p>
<p>HC28. HAVE ANY WOMEN IN THIS HOUSEHOLD PARTICIPATED IN LITERACY TRAINING OF ANY KIND?</p>	<p>YES ..... 1  No..... 0</p>
<p>HC29. HAVE YOU OR MEMBERS OF YOUR HOUSEHOLD CONSUMED ANY OF THE FOLLOWING FOOD PRODUCTS DURING THE PAST TWO WEEKS:</p> <p>SORGHUM?  MILLET?  BEER (HOMEMADE)?  RICE?  BREAD?  PASTA?  MEAT?  FISH?  BEER (STORE BOUGHT) ?</p> <p>OUI = 1    NON = 0</p>	<p>SORGHUM ..... [ ]  MIL ..... [ ]  BEER (HOMEMADE) ..... [ ]  RICE ..... [ ]  BREAD ..... [ ]  PASTA..... [ ]  MEAT ..... [ ]  FISH..... [ ]  BEER (STORE BOUGHT) ..... [ ]</p>

<p>HC30. HOW MANY OF THE FOLLOWING GOODS DO ANY MEMBERS OF YOUR HOUSEHOLD OWN:</p> <p>A RADIO?</p> <p>A MOBILE TELEPHONE?</p> <p>A WATCH?</p> <p>A BICYCLE?</p> <p>A MOTORCYCLE OR SCOOTER?</p> <p>AN ANIMAL-DRAWN CART?</p> <p>CATTLE?</p>	<p>RADIO ..... [ ]</p> <p>MOBILE TELEPHONE ..... [ ]</p> <p>WATCH ..... [ ]</p> <p>BICYCLE ..... [ ]</p> <p>MOTORCYCLE/SCOOTER ..... [ ]</p> <p>ANIMAL DRAWN-CART..... [ ]</p> <p>CATTLE ..... [ ]</p>
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HOUSEHOLD LISTING FORM		Village ID:   __ __ __		Household Number   __ __ __		HL
<p>FIRST, PLEASE TELL ME THE NAME OF EACH CHILD WHO USUALLY LIVES HERE BETWEEN THE AGES OF 6 AND 17. <i>List all household members between 6 and 17 years old in HL2, their gender (HL3), their relationship to the household head (HL4), and their age (HL5). Then ask: ARE THERE ANY OTHER CHILDREN BETWEEN THE AGE OF 6 AND 17 WHO LIVE HERE, EVEN IF THEY ARE NOT MEMBERS OF YOUR FAMILY, DO NOT HAVE PARENTS LIVING IN THIS HOUSEHOLD, OR ARE NOT AT HOME NOW? (INCLUDING CHILDREN IN SCHOOL OR AT WORK). If yes, complete listing. Add a continuation sheet if there are more than 10 children between 6 and 17. Tick here if continuation sheet used</i> <input type="checkbox"/></p> <p><b>The child ID code in HL1 will stay the same during all following sheets.</b></p>						
HL1 <i>Line no.</i>	HL2. CHILD'S NAME	HL3. IS (NAME) MALE OR FEMALE ?  1 MALE 2 FEMALE	HL4. WHAT IS THE RELATIONSHIP OF (NAME) TO THE HEAD OF THE HOUSEHOLD?  <i>Interviewer: For this question, use codes from HC9</i>	HL5. HOW OLD IS (NAME) ON THEIR MOST RECENT BIRTHDAY?  <i>Record in completed years</i>  98=DON'T KNOW	HL6. DOES (NAME) CURRENTLY LIVE IN THE HOUSEHOLD?  1 YES ⇒ HL8 2 No ⇒ HL7	<p>HL7. <i>If THE CHILD DOES NOT CURRENTLY LIVE IN THE HOUSEHOLD : WHY DOESN'T (NAME) CURRENTLY LIVE IN THE HOUSEHOLD?</i></p> <p>1 GOES TO SCHOOL IN ANOTHER VILLAGE 2 WORK 3 MARRIAGE 96 OTHER</p> <p><i>INTERVIEWER : THE QUESTIONNAIRE IS FINISHED FOR THOSE CHILDREN WHO NO LONGER LIVE IN THE HOUSEHOLD.</i></p>
LINE	CHILD'S NAME	M/F	RELATION	AGE	LIVE IN THE HOUSEHOLD	REASON
01		1 2	__ __	__ __		1 2 3 96
02		1 2	__ __	__ __		1 2 3 96
03		1 2	__ __	__ __		1 2 3 96
04		1 2	__ __	__ __		1 2 3 96
05		1 2	__ __	__ __		1 2 3 96
06		1 2	__ __	__ __		1 2 3 96
07		1 2	__ __	__ __		1 2 3 96
08		1 2	__ __	__ __		1 2 3 96
09		1 2	__ __	__ __		1 2 3 96
10		1 2	__ __	__ __		1 2 3 96

HOUSEHOLD LISTING FORM			Village ID: ____		Household Number ____		HL
To be administered to every child in the household age 6 through 17 years.							
HL1 Line no.	HL2. CHILD'S NAME	HL8. WHAT IS THE MID-UPPER ARM CIRCUMFERENCE (IN MILLIMETERS) OF (NAME)?  <i>Interviewer: To measure, do the following:</i> - Bend left elbow, find and mark the midpoint between tip of shoulder and elbow - With left arm hanging down, wrap tape around arm at midpoint mark - Measure to the nearest 1 millimeter.	HL9. WHAT IS THE HEIGHT (IN CENTIMETERS) OF (NAME)?	HL10. WHAT IS THE WEIGHT (IN KILOGRAMS) OF (NAME)?	HL11. WHAT IS THE HIGHEST LEVEL OF SCHOOL YOU WOULD LIKE (NAME) TO ATTEND? LEVEL: 0 No SCHOOL 1 PRE-SCHOOL 2 PRIMARY 3 SECONDARY 4 ADVANCED DEGREE 98 DON'T KNOW	HL12. WHAT IS THE HIGHEST LEVEL YOU THINK (NAME) WILL COMPLETE? LEVEL: 0 No SCHOOL 1 PRE-SCHOOL 2 PRIMARY 3 SECONDARY 4 ADVANCED DEGREE 98 DON'T KNOW	
LINE	CHILD'S NAME	ARM CIRCUMFERENCE (IN MILLIMETERS)	HEIGHT (IN CENTIMETERS)	WEIGHT (IN KILOGRAMS)	LEVEL DESIRED	REALISTIC LEVEL	
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							

ENROLLMENT MODULE			VILLAGE ID: ____		HOUSEHOLD NUMBER ____		EN	
To be administered to every child in the household age 6 through 17 years.								
EN1 Line no.	EN1A. CHILD'S NAME	EN2. HAS (NAME) EVER ATTENDED SCHOOL?	EN2A WHY HAS (NAME) NEVER ATTENDED SCHOOL? 0 No SCHOOL IN VILLAGE 1 SCHOOL FEES 2 CHILD TOO YOUNG 3 SCHOOL TOO FAR 4 WORK FOR INCOME 5 HOUSEHOLD WORK 6 TAKING CARE OF SIBLINGS 7 NO SEPARATE TOILETS FOR GIRLS AND BOYS 8 CHILD TOO OLD 9 AVOID DEBAUCHERY 10 PREVENT EARLY MARRIAGE 96 OTHER (SPECIFY) ⇒ CL1	EN3A. HOW OLD WAS (NAME) WHEN HE/SHE ENTERED PRIMARY SCHOOL FOR THE FIRST TIME ?	EN3B. IS (NAME) CURRENTLY ENROLLED IN SCHOOL?  1 YES ⇒EN3D 0 No ⇒ EN3C	EN3C WHY IS (NAME) NOT ENROLLED IN SCHOOL IN 2011-2012? 0 No SCHOOL IN VILLAGE 1 SCHOOL FEES 2 CHILD TOO YOUNG 3 SCHOOL TOO FAR 4 WORK FOR INCOME 5 HOUSEHOLD WORK 6 TAKING CARE OF SIBLINGS 7 NO SEPARATE TOILETS FOR GIRLS AND BOYS 8 CHILD TOO OLD 9 AVOID DEBAUCHERY 10 PREVENT EARLY MARRIAGE 96 OTHER (SPECIFY) ⇒ EN4A	EN3D. DURING THE CURRENT SCHOOL YEAR, WHAT GRADE IS (NAME) CURRENTLY ENROLLED IN?  GRADE: 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2 7. POST-PRIMARY 8. PROFESSIONAL TRAINING IF LEVEL = 0 OR PRESCHOOL, WRITE GRADE = 0	EN3E. WHAT SCHOOL IS (NAME) CURRENTLY ENROLLED IN?  ⇒EN5
LINE	CHILD'S NAME	YES NO	REASON NEVER ENROLLED	AGE	YES NO	REASON NOT ENROLLED	CURRENT GRADE	SCHOOL
01		1 0			1 0		_____	
02		1 0			1 0		_____	
03		1 0			1 0		_____	
04		1 0			1 0		_____	
05		1 0			1 0		_____	
06		1 0			1 0		_____	
07		1 0			1 0		_____	
08		1 0			1 0		_____	
09		1 0			1 0		_____	
10		1 0			1 0		_____	

ENROLLMENT MODULE			VILLAGE ID: ____ ____ ____		HOUSEHOLD NUMBER ____ ____ ____			EN	
To be administered to every child in the household age 6 through 17 years.									
EN1 Line no.	EN1A. CHILD'S NAME	EN4A WHAT IS THE LAST SCHOOL YEAR THAT (NAME) ATTENDED SCHOOL?	EN4B. DURING THE LAST SCHOOL YEAR (IN EN4A), WHAT GRADE WAS (NAME) IN? GRADE: 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2 7. POST-PRIMARY 8. PROFESSIONAL TRAINING IF GRADE = 0 OR PRESCHOOL, WRITE GRADE = 0	EN5. HOW MANY YEARS (INCLUDING CURRENT YEAR IF APPLICABLE) HAS (NAME) ATTENDED SCHOOL?	EN6. IN WHAT GRADE DID (NAME) START SCHOOL? GRADE: 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2 7. POST-PRIMARY 8. PROFESSIONAL TRAINING IF GRADE = 0 OR PRESCHOOL, WRITE GRADE = 0	EN7A. HAS (NAME) EVER SKIPPED A GRADE IN PRIMARY SCHOOL?  1 Yes ⇒ EN7B 0 No ⇒ EN8A	EN7B1, 7B2, 7B3. WHICH GRADE(S) DID (NAME) SKIP DURING PRIMARY SCHOOL? GRADE: 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2 IF GRADE = 0 OR PRESCHOOL, WRITE = 0	EN8A. HAS (NAME) EVER REPEATED A GRADE?  1. YES ⇒ EN8B 0. No ⇒ EN9	EN8B1, 8B2, 8B3. WHICH GRADE(S) DID (NAME) REPEAT? GRADE: 1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2 IF GRADE = 0 OR PRESCHOOL, WRITE = 0 FOR INTERVIEWER: PLEASE NOTE IF A GRADE IS REPEATED MULTIPLE TIMES.
LINE	CHILD'S NAME	SCHOOL YEAR	LAST GRADE	YRS OF SCHOOL	GRADE STARTED	Yes No	GRADE SKIPPED	Yes No	GRADE REPEATED
01		____ ____		____ ____	____	1 0	____	1 0	____
02		____ ____		____ ____	____	1 0	____	1 0	____
03		____ ____		____ ____	____	1 0	____	1 0	____
04		____ ____		____ ____	____	1 0	____	1 0	____
05		____ ____		____ ____	____	1 0	____	1 0	____
06		____ ____		____ ____	____	1 0	____	1 0	____
07		____ ____		____ ____	____	1 0	____	1 0	____
08		____ ____		____ ____	____	1 0	____	1 0	____
09		____ ____		____ ____	____	1 0	____	1 0	____
10		____ ____		____ ____	____	1 2	____	1 2	____

ENROLLMENT MODULE		VILLAGE ID: ____ ____ ____		HOUSEHOLD NUMBER ____ ____ ____		EN	
To be administered to every child in the household age 6 through 17 years.							
EN1. Line no.	EN1A. CHILD'S NAME	EN9. WHAT YEAR DID (NAME) ENROLL IN PRIMARY SCHOOL FOR THE FIRST TIME?	EN10A. HAS (NAME) EVER EXPERIENCED A BREAK IN SCHOOLING?  1 Yes ⇒ EN10B 0 No ⇒ EN11A	EN10B. WHICH SCHOOL YEAR(S) DID (NAME) EXPERIENCE A BREAK IN SCHOOLING?	EN11A. DID (NAME) EVER CHANGE SCHOOLS DURING PRIMARY SCHOOL ?  1 Yes ⇒ EN11B 0 No ⇒ ED1A	EN11B. WHAT GRADE DID (NAME) CHANGE SCHOOLS DURING PRIMARY SCHOOL?	EN11C WHY DID (NAME) CHANGE SCHOOLS DURING PRIMARY SCHOOL? 1 DESIRE OF PARENTS 2 PARENTAL MIGRATION 3 MEDIOCRE TEACHER 4 MISSING TEACHERS 5 ESTABLISHMENT IN POOR CONDITION 6 TEACHERS CONSTANTLY ABSENT 7 SCHOOL OVERCROWDED 8 NO CLASSROOMS 9 MISSING A LUNCHROOM 10 OTHER SCHOOL WAS CLOSER 11 OTHER REASONS
LINE	CHILD'S NAME	YEAR	YES    NO	YEAR BREAK	YES    NO	GRADE	REASON
01		____	1    0	____ ____	1    0		____ ____
02		____	1    0	____ ____	1    0		____ ____
03		____	1    0	____ ____	1    0		____ ____
04		____	1    0	____ ____	1    0		____ ____
05		____	1    0	____ ____	1    0		____ ____
06		____	1    0	____ ____	1    0		____ ____
07		____	1    0	____ ____	1    0		____ ____
08		____	1    0	____ ____	1    0		____ ____
09		____	1    0	____ ____	1    0		____ ____
10		____	1    0	____ ____	1    0		____ ____



EDUCATION MODULE			VILLAGE ID: ____		HOUSEHOLD NUMBER ____			ED			
To be administered to every child in the household age 6 through 17 years who attended school at any time during the 2011-2012 school year.											
ED1. Line no.	ED1A. CHILD'S NAME	ED2 FOR INTERVIEWER: If EN3=1 ⇒ ED3 If EN3=2 ⇒ CL1	ED3. DOES (NAME) HAVE ACCESS TO THE ESSENTIAL TEXTBOOKS FOR HIS OR HER USAGE?  1 YES 0 NO	ED4. IS THE SCHOOL THAT (NAME) ATTENDS PUBLIC OR PRIVATE  1 PUBLIC 2 PRIVATE, SECULAR 3 PRIVATE, RELIGIOUS 4 KORANIC SCHOOL 5 MADRASSA 6 NON FORMAL SCHOOL 7 OTHER (SPECIFY)	ED5. IS THERE A DIRECT ROUTE FROM HOME TO SCHOOL FOR (NAME), OR DOES HE HAVE TO GO AROUND AN OBSTACLE, SUCH AS A LAKE OR RAVINE?  1 YES, DIRECT ROUTE 0 NO, OBSTACLES	ED6. HOW LONG DOES IT TAKE FOR (NAME) TO TRAVEL DIRECTLY TO HIS/HER SCHOOL?	ED7. DID (NAME) ATTEND SCHOOL ON THE MOST RECENT DAY THE SCHOOL WAS OPEN, (DAY)?  1 YES ⇒ ED9 0 NO	ED8. WHAT IS THE MAIN REASON FOR (NAME'S) ABSENCE FROM SCHOOL? 1 SICK 2 FUNERAL 3 OTHER CEREMONY 4 WORK FOR INCOME 5 HOUSEHOLD CHORES 6 FINANCIAL REASONS 7 TAKING CARE OF SIBLINGS 8 CHILD REFUSED 9 TEACHER ABSENT 10 TRAVEL 96 OTHER (SPECIFY)			
LINE	CHILD'S NAME		YES	NO	TYPE OF SCHOOL	YES	NO	ONE WAY MINUTES	YES	NO	REASON
01			1	0		1	0		1	0	
02			1	0		1	0		1	0	
03			1	0		1	0		1	0	
04			1	0		1	0		1	0	
05			1	0		1	0		1	0	
06			1	0		1	0		1	0	
07			1	0		1	0		1	0	
08			1	0		1	0		1	0	
09			1	0		1	0		1	0	
10			1	0		1	0		1	0	

EDUCATION MODULE					VILLAGE ID: ____	HOUSEHOLD NUMBER ____			ED						
To be administered to every child in the household age 6 through 17 years who attended school at any time during the 2011-2012 school year.															
ED1 Line no.	ED1A. CHILD'S NAME	ED9. HOW MANY DAYS HAS (NAME'S) SCHOOL BEEN OPEN IN THE PAST 7 DAYS?	ED10. HOW MANY DAYS WAS (NAME'S) TEACHER PRESENT IN THE PAST 7 DAYS?	ED11. HOW MANY DAYS HAS (NAME) ATTENDED SCHOOL IN THE PAST 7 DAYS?  If ED9 & ED11 MATCH ⇒ ED13	ED12. WHAT WAS THE PRINCIPAL REASON FOR (NAME) MISSING SCHOOL IN THE PAST 7 DAYS? 1 SICK 2 FUNERAL 3 OTHER CEREMONY 4 WORK FOR INCOME 5 HOUSEHOLD CHORES 6 FINANCIAL REASONS 7 TAKING CARE OF SIBLINGS 8 CHILD REFUSED 9 TEACHER ABSENT 10 SCHOOL CLOSED 11 TRAVEL 96 OTHER (SPECIFY)	ED13. DOES (NAME) PARTICIPATE IN ANY FEEDING PROGRAM AT HIS/HER SCHOOL?  1 YES 0 No ⇒ ED15 98 DON'T KNOW			ED14. HOW MANY DAYS PER WEEK DOES (NAME) PARTICIPATE IN THE FEEDING PROGRAM?	ED15. DOES THE SCHOOL (NAME) ATTENDS OFFER a BISONGO?  1 YES 0 No 98 DON'T KNOW			ED16. DOES THE SCHOOL (NAME) ATTENDS OFFER SEPARATE LATRINES FOR BOYS AND GIRLS?  1 YES 0 No 98 DON'T KNOW		
LINE	CHILD'S NAME	NBR OF DAYS	DAYS	DAYS	REASON	Yes	No	DK	NUMBER OF DAYS	Yes	No	DK	Yes	No	DK
01						1	0	98		1	0	98	1	0	98
02						1	0	98		1	0	98	1	0	98
03						1	0	98		1	0	98	1	0	98
04						1	0	98		1	0	98	1	0	98
05						1	0	98		1	0	98	1	0	98
06						1	0	98		1	0	98	1	0	98
07						1	0	98		1	0	98	1	0	98
08						1	0	98		1	0	98	1	0	98
09						1	0	98		1	0	98	1	0	98
10						1	0	98		1	0	98	1	0	98

EDUCATION MODULE		VILLAGE ID: ____			HOUSEHOLD NUMBER ____			ED											
To be administered to every child in the household age 6 through 17 years who attended school at anytime during the 2011 – 2012 school year.																			
ED1. Line no.	ED1A. CHILD'S NAME	ED17. DOES THE SCHOOL (NAME) ATTENDS HAVE A BUILDING FOR THE SCHOOL CANTEEN?  1 YES 0 NO 98 DON'T KNOW			ED18A. DOES THE SCHOOL (NAME) ATTENDS OFFER DRY RATIONS?  1 YES ⇒ ED18B 0 NO ⇒ ED19 98 DON'T KNOW ⇒ ED19			ED18B. IF YES, ARE THE RATIONS FOR GIRLS ONLY?  1 YES 0 NO 98 DON'T KNOW		ED19. DOES THE SCHOOL (NAME) ATTENDS OFFER TEXTBOOKS?  1 OUI 0 NON 98 NE SAIT PAS			ED20. OF THE FOLLOWING FACTORS, WHAT IS THE MOST IMPORTANT TO YOU FOR SENDING (NAME) TO SCHOOL?  1 DRY RATIONS 2 DISTANCE TO SCHOOL 3 BISONGO 4 TEXTBOOKS 5 SCHOOL CANTEEN 6 SEPARATE BATHROOMS FOR BOYS AND GIRLS			ED21. OF THE FOLLOWING FACTORS, WHAT IS THE SECOND MOST IMPORTANT REASON TO YOU FOR SENDING (NAME) TO SCHOOL?  1 DRY RATIONS 2 DISTANCE TO SCHOOL 3 BISONGO 4 TEXTBOOKS 5 SCHOOL CANTEEN 6 SEPARATE BATHROOMS FOR BOYS AND GIRLS			
LINE	CHILD'S NAME	YES	NO	DK	YES	NO	DK	YES	NO	DK	YES	NO	DK	MAIN REASON			SECONDARY REASON		
01		1	0	98	1	0	98	1	0	98	1	0	98						
02		1	0	98	1	0	98	1	0	98	1	0	98						
03		1	0	98	1	0	98	1	0	98	1	0	98						
04		1	0	98	1	0	98	1	0	98	1	0	98						
05		1	0	98	1	0	98	1	0	98	1	0	98						
06		1	0	98	1	0	98	1	0	98	1	0	98						
07		1	0	98	1	0	98	1	0	98	1	0	98						
08		1	0	98	1	0	98	1	0	98	1	0	98						
09		1	0	98	1	0	98	1	0	98	1	0	98						
10		1	0	98	1	0	98	1	0	98	1	0	98						

CHILD LABOR MODULE		VILLAGE ID: _____			HOUSEHOLD NUMBER _____			CL					
<i>To be administered to every child in the household age 6 through 17 years.</i> NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO.													
CL1. Line no.	CL2. CHILD'S NAME	CL3. AT ANY TIME DURING THE PAST YEAR, DID (NAME) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD?  If yes: FOR PAY IN CASH OR KIND?  1 YES, FOR PAY (CASH OR KIND) 2 YES, UNPAID 0 NO → TO CL5			CL4. DURING THE PAST WEEK, DID (NAME) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD?  If yes: FOR PAY IN CASH OR KIND?  1 YES, FOR PAY CASH OR KIND) 2 YES, UNPAID 0 NO			CL5. DURING THE PAST WEEK, DID (NAME) HELP WITH COLLECTING FIREWOOD?  1 YES 0 NO		CL6. DURING THE PAST WEEK, DID (NAME) HELP WITH CLEANING?  1 YES 0 NO		CL7. DURING THE PAST WEEK, DID (NAME) HELP WITH FETCHING WATER?  1 YES 0 NO	
LINE NO.	CHILD'S NAME	YES PAID UNPAID NO			YES PAID UNPAID NO			YES NO		YES NO		YES NO	
01		1	2	0	1	2	0	1	0	1	0	1	0
02		1	2	0	1	2	0	1	0	1	0	1	0
03		1	2	0	1	2	0	1	0	1	0	1	0
04		1	2	0	1	2	0	1	0	1	0	1	0
05		1	2	0	1	2	0	1	0	1	0	1	0
06		1	2	0	1	2	0	1	0	1	0	1	0
07		1	2	0	1	2	0	1	0	1	0	1	0
08		1	2	0	1	2	0	1	0	1	0	1	0
09		1	2	0	1	2	0	1	0	1	0	1	0
10		1	2	0	1	2	0	1	0	1	0	1	0

CHILD LABOR MODULE		VILLAGE ID: ____ ____ ____		HOUSEHOLD NUMBER ____ ____ ____		CL					
To be administered to every child in the household age 6 through 17 years.											
CL1. Line no.	CL2. CHILD'S NAME	CL8. DURING THE PAST WEEK, DID (NAME) HELP WITH TAKING CARE OF YOUNGER SIBLINGS?  1 YES 0 NO		CL9. DURING THE PAST WEEK, DID (NAME) HELP TEND ANIMALS?  1 YES 0 NO		CL10. DURING THE PAST WEEK, DID (NAME) HELP WITH FARMING?  1 YES 0 NO		CL11. DURING THE PAST WEEK, DID (NAME) HELP WITH SHOPPING?  1 YES 0 NO		CL12. DURING THE PAST WEEK, DID (NAME) DO ANY OTHER FAMILY WORK (IN A BUSINESS OR SELLING GOODS IN THE STREET?)  1 YES 0 NO	
LINE NO.	CHILD'S NAME	YES	No	YES	No	YES	No	YES	No	YES	No
01		1	0	1	0	1	0	1	0	1	0
02		1	0	1	0	1	0	1	0	1	0
03		1	0	1	0	1	0	1	0	1	0
04		1	0	1	0	1	0	1	0	1	0
05		1	0	1	0	1	0	1	0	1	0
06		1	0	1	0	1	0	1	0	1	0
07		1	0	1	0	1	0	1	0	1	0
08		1	0	1	0	1	0	1	0	1	0
09		1	0	1	0	1	0	1	0	1	0
10		1	0	1	0	1	0	1	0	1	0

<b>MATH ASSESSMENT</b>	<b>VILLAGE ID:</b> ____	<b>HOUSEHOLD NUMBER</b> ____	<b>MA</b>
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*To be administered to every child in the household age 6 through 17 years, including those who are not enrolled in school.*

I AM [NAME]. I WORK WITH PARENTS AND CHILDREN. I AM TRYING TO LEARN MORE ABOUT THE DAILY LIFE OF CHILDREN LIKE YOU. I WOULD LIKE TO GIVE YOU A SHORT TEST IN MATH AND FRENCH. I AM GOING TO READ YOU A SET OF QUESTIONS. YOU SHOULD GIVE THE ANSWER THAT FITS BEST. IF YOU DON'T UNDERSTAND THE QUESTION, I WILL READ THE QUESTION AGAIN. YOU CAN ASK ME ANYTIME TO EXPLAIN A QUESTION. YOU CAN CHOOSE NOT TO ANSWER, OR YOU CAN TELL ME IF A QUESTION IS HARD FOR YOU AND WE WILL SKIP THAT QUESTION. IF YOU LIKE, YOU CAN END THE INTERVIEW AT ANY TIME. DO YOU UNDERSTAND?

*If the child understands, continue. If the child does not understand, ask what the child does not understand and clarify the issue for the child. If MA2=2 and MA3=2, end the test. Also test children between the age of 6 and 17 who are not attending school.*

WE'LL START WITH THE MATH TEST.

MA1. <i>Line no.</i>	MA1A. <i>Name</i>	M.CP1.1 CAN YOU COUNT TO TEN?	M.CP1.2. ARE YOU ABLE TO IDENTIFY THE FOLLOWING NUMBERS?  <i>Show Card</i>		M.CP1.3. ARE YOU ABLE TO COUNT THE FOLLOWING ITEMS?  A. FOUR GOATS B. SEVEN ROOSTERS  <i>Show Card</i>		M.CP1.4. OF THE NUMBERS BELOW, ARE YOU ABLE TO IDENTIFY THE GREATER NUMBER?  A. 7    8 B. 4    5 C. 9    2  <i>Show Card</i>				M.CP1.5. ARE YOU ABLE TO COMPLETE THE FOLLOWING ADDITION?  A. 4+2= B. 7+1=  <i>Show Card</i>				M.CP1.6. ARE YOU ABLE TO COMPLETE THE FOLLOWING SUBTRACTION?  A. 3-1= B. 8-5=  <i>Show Card</i>									
LINE NO.	NAME	ENTER HIGHEST NUMBER	3		17		4 GOATS		7 ROOSTERS		A. 8		B. 5		C. 9		A. 6		B. 8		A. 2		B. 3	
			YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
01			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
02			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
03			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
04			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
05			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
06			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
07			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
08			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
09			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
10			1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0

MATH ASSESSMENT		VILLAGE ID: ____				HOUSEHOLD NUMBER ____				MA															
<i>To be administered to every child in the household age 6 through 17 years, including those who are not enrolled in school.</i> NOW I WILL ASK YOU QUESTIONS FOR THE MATH TEST. CHILD'S REACTION TIME = 1 MINUTE AT MOST.																									
MA1. Line no.	MA1A. Name	M.CP2.1. ARE YOU ABLE TO IDENTIFY THE FOLLOWING TIMES?  A. 13H15 B. 9H20		M.CP2.2. ARE YOU ABLE TO IDENTIFY THE FOLLOWING NUMBERS?  <i>Show Card</i>		M.CP2.3. ARE YOU ABLE TO COMPLETE THE FOLLOWING MULTIPLICATION?  A. $2 \times 3 =$ B. $10 \times 9 =$  <i>Show Card</i>		M.CP2.4. ARE YOU ABLE TO COMPLETE THE FOLLOWING DIVISION?  A. $9 \div 3 =$ B. $25 \div 5 =$  <i>Show Card</i>		M.CP2.5. ARE YOU ABLE TO COMPLETE THE FOLLOWING ADDITION?  A. $17+9 =$ B. $33+19 =$  <i>Show Card</i>		M.CP2.6. ARE YOU ABLE TO COMPLETE THE FOLLOWING SUBTRACTION?  A. $42-7 =$ B. $18-5 =$  <i>Show Card</i>													
LINE NO.	NAME	13H15		9H20		32		84		A. 6		B. 90		A. 3		B. 5		A. 26		B. 52		A. 35		B. 13	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
01		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
02		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
03		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
04		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
05		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
06		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
07		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
08		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
09		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
10		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0

<b>MATH ASSESSMENT</b>	<b>VILLAGE ID:</b> ____	<b>HOUSEHOLD NUMBER</b> ____	<b>MA</b>
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*To be administered to every child in the household age 6 through 17 years, including those who are not enrolled in school.*

Now I will ask you questions for the math test. CHILD'S REACTION TIME = 1 MINUTE AT MOST.

MA1. <i>Line no.</i>	MA1A. <i>Name</i>	M.CE1.1. ARE YOU ABLE TO PERFORM THE FOLLOWING CONVERSION ?  60 MINUTES = ____ HOURS <i>Show Card</i>	M.CE1.2. WHAT FRACTION OF THIS RECTANGLE IS SHADED?  [1/4 4/4 1/2 1/3] <i>Show Card</i>	M.CE1.3. ARE YOU ABLE TO IDENTIFY THE PARALLEL LINES?  <i>Show Card</i>	
LINE NO.	NAME	1 HEURE		1/4	
		OUI	NON	OUI	NON
01		1	0	1	0
02		1	0	1	0
03		1	0	1	0
04		1	0	1	0
05		1	0	1	0
06		1	0	1	0
07		1	0	1	0
08		1	0	1	0
09		1	0	1	0
10		1	0	1	0



FRENCH ASSESSMENT		VILLAGE ID: ____ _				HOUSEHOLD NUMBER ____ _				FA							
<i>To be administered to every child in the household age 6 through 17 years, including those who are not currently enrolled in school. If the child cannot read cursive script, you may print the question on a board.</i> NOW I'M GOING TO ASK YOU THE QUESTIONS FOR THE FRENCH TEST. CHILD'S REACTION TIME = 1 MINUTE AT MOST.																	
FA1. <i>Line no.</i>	FA1. <i>Name</i>	F.CP1.1. ARE YOU ABLE TO IDENTIFY THE FOLLOWING LETTERS? A. C B. T  <i>Show Card</i>		F.CP1.2. ARE YOU ABLE TO READ THE FOLLOWING WORDS?  A. PAPA B. VÉLO  <i>Show Card</i>		F.CP1.3. ARE YOU ABLE TO READ THE FOLLOWING WORDS?  A. ÉCOLE B. TOMATE  <i>Show Card</i>		F.CP1.4. ARE YOU ABLE TO IDENTIFY THE CORRECT MISSING WORD?  <i>Il ____ cinq ans.</i>  A. MERE B. A C. RIZ  <i>Show Card</i>		F.CP1.5. ARE YOU ABLE TO IDENTIFY THE CORRECT MISSING WORD?  <i>Jean habite dans une ____.</i>  A. MAISON B. CHEVRE C. PAPIER  <i>Show Card</i>							
LINE NO.	NAME	C		T		A. PAPA		B. VELO		A. ECOLE		B. TOMATE		B. A		A. MAISON	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
01		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
02		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
03		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
04		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
05		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
06		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
07		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
08		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
09		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
10		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0

FRENCH ASSESSMENT		VILLAGE ID: ____ _				HOUSEHOLD NUMBER ____ _				FA							
<i>To be administered for every child in the household age 6 through 17 years, including those who are not currently enrolled in school.</i> NOW, I'M GOING TO ASK YOU THE QUESTIONS FOR THE FRENCH TEST. <i>CHILD'S REACTION TIME = 1 MINUTE AT MOST</i>																	
FA1. Line no.	FA1A. Name	F.CP2.1. ARE YOU ABLE TO IDENTIFY THE FOLLOWING LETTERS?  A, O  <i>Show Card</i>		F.CP2.2. ARE YOU ABLE TO READ THE FOLLOWING VOWELS WITH THE CORRECT ACCENT?  A. Ê B. É  <i>Show Card</i>		F.CP2.3. ARE YOU ABLE TO READ THE FOLLOWING VOWELS WITH THE CORRECT ACCENT?  A. Ê B. À  <i>Show Card</i>		F.CP2.4. ARE YOU ABLE TO IDENTIFY THE WORD THAT BEST CORRESPONDS WITH THE PICTURE?  A. LIVRE B. FRERE C. VACHE  <i>Show Card</i>		F.CP2.5. ARE YOU ABLE TO IDENTIFY THE WORD THAT BEST CORRESPONDS WITH THE PICTURE?  A. SOEUR B. BIC C. POULE  <i>Show Card</i>							
LINE NO.	NAME	A		O		E		E		E		A		A. LIVRE		B. BIC	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
01		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
02		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
03		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
04		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
05		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
06		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
07		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
08		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
09		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
10		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0

FRENCH ASSESSMENT		VILLAGE ID: ____ _				HOUSEHOLD NUMBER ____ _				FA							
<i>To be administered for every child in the household age 6 through 17 years, including those who are not currently enrolled in school.</i> NOW, I'M GOING TO ASK YOU THE QUESTIONS FOR THE FRENCH TEST. CHILD'S REACTION TIME = 1 MINUTE AT MOST																	
FA1. <i>Line no.</i>	FA1A. <i>Name</i>	F.CE1.1. WHICH OF THE FOLLOWING FOUR WORDS ARE ASSOCIATED WITH SPORTS?  A. LA ROUTE B. LE FOOTBALL C. LA PLUIE D. L'EQUIPE  <i>Show Card</i>		F.CE1.2. ARE YOU ABLE TO PUT THE FOLLOWING SENTENCE INTO THE PASSE COMPOSE?  ELLE [ACHETER] DES PANTALONS HIER. <i>Show Card</i>		F.CE1.3. ARE YOU ABLE TO PUT THE FOLLOWING SENTENCE INTO THE PRESENT TENSE?  A. IL [FAIRE] BEAU AUJOURD'HUI. <i>Show Card</i>		F.CE1.4. ARE YOU ABLE TO PUT THE FOLLOWING SENTENCE INTO THE FUTURE SIMPLE TENSE?  A. L'ENFANT [ALLER] A L'ECOLE DEMAIN. <i>Show Card</i>		F.CE1.5. ARE YOU ABLE TO PUT THE FOLLOWING WORD INTO PLURAL FORM?  A. LE CADEAU <i>Show Card</i>		F.CE1.6. ARE YOU ABLE TO PUT THE FOLLOWING WORD INTO MASCULINE FORM?  A. LA VOISINE <i>Show Card</i>		F.CE1.7. ARE YOU ABLE TO DETERMINE IF THE FOLLOWING WORD IS MASCULINE OR FEMININE?  A. CHAT <i>Show Card</i>			
LINE NO.	NAME	LE FOOTBALL		L'EQUIPE		ACHETE		FAIT		IRA		LES CADEAUX		LE VOISIN		MASCULIN	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
01		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
02		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
03		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
04		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
05		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
06		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
07		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
08		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
09		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
10		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0

Burkina Faso



VILLAGE - MENAGE - QUES

Noircir les bulles ainsi: ●

Et non: ☒ ☑

# BRIGHT2

## QUESTIONNAIRE MENAGE

### A- IDENTIFICATION DU MENAGE

HC1. REGION: \_\_\_\_\_

HC2. PROVINCE: \_\_\_\_\_

HC3. DEPARTEMENT/COMMUNE \_\_\_\_\_

HC4. VILLAGE \_\_\_\_\_

HC5. NOM DU CHEF DU CHEF DE MENAGE \_\_\_\_\_

HC6. IDENTIFIANT DU MENAGE \_\_\_\_\_

HC7. NUMERO D'ORDRE DU MENAGE DANS LE VILLAGE \_\_\_\_\_

HC8. Numéro du questionnaire \_\_\_\_\_

HC9. DATE DE L'INTERVIEW \_\_\_\_\_

HC10. NOM ET NUMERO DE L'ENQUETEUR: \_\_\_\_\_

HC11. NOM ET NUMERO DU CONTROLEUR \_\_\_\_\_

### HC12. GEO-REFERENCE

LONGITUDE			LATITUDE:		
DG	MN	SC	DG	MN	SC
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

### HC13. LIEN DU REpondant AVEC LE CHEF DE MENAGE:

- 01 CHEF  
 02 FEMME OU MARI  
 03 FILS OU FILLE  
 04 PETIT FILS OU PETITE FILLE  
 05 PARENT  
 06 FRERE OU SOEUR  
 07 ONCLE/TANTE  
 08 NIECE/NEVEU  
 09 AUTRES RELATIONS  
 10 ADOPTE/PLACE/ENFANT DE CONJOINT  
 11 SANS LIEN  
 98 NE SAIT PAS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

HC14. NOMBRE TOTAL DES MEMBRES DU MENAGE:

0	0
---	---

HC16. RESULTAT DE L'INTERVIEW DU MENAGE

- 1.....COMPLET (1)  
 2.....A BOUT D'EFFORT (2)  
 3.....REFUSE (3)  
 4.....AUTRE (SPECIFIER) (4)

HC15. NOMBRE TOTAL DE PERSONNES DE MOINS DE 18 ANS DANS LE MENAGE:

0	0
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HC17 NOTES DE L'ENQUETEUR/CONTROLEUR: UTILISEZ CET ESPACE POUR ENREGISTRER DES NOTES CONCERNANT L'INTERVIEW DE CE MENAGE.

B - CARACTERISTIQUES DU MENAGE

HC18. Quel est le niveau d'éducation formelle du chef de ménage (noircir une seule réponse)?	0.....Aucun (0) 1.....Préscolaire (1) 2.....Primaire (2) 3.....Secondaire (3) 4.....Supérieur (4) 5.....Programme non-formel (5) 6.....Ne sait pas (6)
HC19. Quelle est la classe la plus élevée atteinte par le chef de ménage?	<div style="text-align: right;"> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> </div> 00.....Aucun 01.....Maternelle 11.....CP1 12.....CP2 13.....CE1 14.....CE2 15.....CM1 16.....CM2 21.....6 ème 22.....5 ème 23.....4 ème 24.....3 ème 25.....2 nde 26.....1 ère 27.....Terminale 31.....Supérieur 41.....prof. avant CEP 42.....Prof S. après CEP 43.....prof S. après BEPC
HC20. Quelle est la religion du chef de ménage?	1.....Musulman (1) 2.....Chrétien (2) 3.....Animiste (3) 4.....Sans religion (4) 5.....Autre religion (specifier)..... (5)
HC21. A quel groupe ethnique se rattache le chef de ménage?	1.....Mossi (1) 2.....Dioulas (2) 3.....Peulh (3) 4.....Gourmanche (4) 5.....Bwaba (5) 6.....(Autre groupe (Spécifier)..... (6)
HC22. Principal matériau du sol de l'habitation:	1.....Matériau naturel (terre, sable, bouse) (1) 2.....Matériau rudimentaire (Planches en bois, palmer, bambou) (2) 3.....Matériau fini (Bois poli, vinyle, asphalte, carrelage, ciment,, moquette) (3) 4.....Autre (specifier)..... (4)
HC23. Principal matériau du toit.	1.....Matériau naturel (sans toit, chaume) (1) 2.....Matériau rudimentaire (terre battue, palmier, bambou, planches en bois) (2) 3.....Matériau fini (métal, bois, ciment, tuiles) (3) 4.....Autre (Spécifier)..... (4)
HC24. Quelle est la principale source d'eau de boisson des membres de votre ménage durant la saison des pluies?	<div style="text-align: right;"> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> </div> 01.....Eau courante (0) 02.....Puits à pompe ou forage (1) 03.....Puits buse (2) 04.....Eau de source (3) 05.....Eau de pluie (4) 06.....Camion avec petite citerne (5) 07.....Camion citerne (6) 08.....Eau de surface (7) 09.....Eau en bouteille ou en sachet (8) 10.....Puits traditionnel (9) 11.....Autre (Spécifier).....

HC26. Depuis combien de temps vivez-vous dans (nom du village)?		Années	Mois
HC27. Durant cette période, avez-vous vécu dans ce (nom du village) de façon?		Permanente Temporaire/Périodique	① ②
HC28. Y a-t-il des femmes de ce ménage qui participent à un programme d'alphabétisation quelconque?		Oui Non	① ②
HC29. Est-ce que vous ou les membres de votre ménage ont consommé des aliments suivants au cours des deux dernières semaines?		Oui Non	
	Sorgho	①	②
	Mil	①	②
	Dolo	①	②
	Riz	①	②
	Pain	①	②
	Pâte	①	②
	Viande	①	②
	Poisson	①	②
	Bière	①	②
HC30. Combien des biens fonctionnels suivants les membres de votre ménage possèdent-ils?		Radio	
	Téléphone mobile		
	Montre		
	Vélo		
	Mobylette/ou un scooter ou un scooter		
	Véhicule à traction animale		
	Boeufs		

## C - CARACTISTIQUES DES MEMBRES DU MÉNAGE

VILLAGE    - MENAGE     - QUES

DITES MOI S'IL VOUS PLAÎT, LE NOM DE CHAQUE PERSONNE QUI VIT RÉGULIÈREMENT ICI DANS CE MÉNAGE QUELQUE SOIT SON ÂGE. Lister tous les membres du ménage dans HL2, en commençant par le chef de ménage suivi des autres membres du ménage, suivi des personnes âgées de 6 à 17 ans qui vivaient régulièrement dans le ménage et qui n'y sont plus. Ajoutez un questionnaire supplémentaire s'il y a plus de 10 membres dans le ménage.

HL1 NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
HL2. NOM DU MEMBRE										
	Chef de ménage									
	HL3.(NOM) est-il/elle de sexe masculin ou féminin?									
Masculin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Féminin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HL4. Quel est le lien de parenté de (NOM) avec le chef de ménage?									
	<input type="text"/>									
01 CHEF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02 FEMME OU MARI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03 FILS OU FILLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04 PETIT FILS OU PETITE FILLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05 PARENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06 FRÈRE OU SOEUR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07 ONCLE/TANTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08 NIECE/NEVEU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09 AUTRES RELATIONS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 ADOPTÉ/PLACÉ/ENFANT DE CONJOINT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 SANS LIEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98 NE SAIT PAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HL5. Quel âge avait (NOM) à son dernier anniversaire de naissance? (Enregistrer en années révolues)									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	S I MOINS DE 6 ANS OU PLUS DE 17 ANS FIN DE L'INTERVIEW POUR CET INDIVIDU									
	HL6.[NOM] vit-il/elle actuellement dans le ménage?									
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	S I OUI ALLER A LA QUESTION HL8									
	HL7.Pourquoi (NOM) ne vit pas actuellement dans le ménage?									
1. Fréquente l'école dans une autre localité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Travail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mariage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Autres raisons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	FIN DE L'INTERVIEW									
	HL8. Quelle est la circonférence du haut du bras du [NOM] ((en )millimètres?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	HL9. Quelle est la taille de [NOM] (en centimètres)?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	HL10. Quelle est le poids de [NOM] (en kg)?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

C - CARACTISTIQUES DES MEMBRES DU MÉNAGE- Suite

HL1 NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
0.....Non scolarisé	HL11. Quel est le niveau le plus élevé que vous souhaitez que (nom) atteigne?									
1.....Préscolaire	0	0	0	0	0	0	0	0	0	0
2.....Primaire	1	1	1	1	1	1	1	1	1	1
3.....Secondaire	2	2	2	2	2	2	2	2	2	2
4.....Supérieur	3	3	3	3	3	3	3	3	3	3
8.....Ne sait pas	4	4	4	4	4	4	4	4	4	4
	8	8	8	8	8	8	8	8	8	8
0.....Non scolarisé	HL12. Quel est le niveau le plus élevé que vous pensez que (nom) peut atteindre?									
1.....Préscolaire	0	0	0	0	0	0	0	0	0	0
2.....Primaire	1	1	1	1	1	1	1	1	1	1
3.....Secondaire	2	2	2	2	2	2	2	2	2	2
4.....Supérieur	3	3	3	3	3	3	3	3	3	3
8.....Ne sait pas	4	4	4	4	4	4	4	4	4	4
	8	8	8	8	8	8	8	8	8	8



**D - MODULE INSCRIPTION -  
ENFANTS DU MENAGE DE 6 A 17 ANS**
**VILLAGE**  
   - **MENAGE**  
   - **QUES**  


NUMERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
	EN2. (NOM) est-il/elle est déjà allé à l'école?									
Oui	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Non	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
SI OUI ALLER A LA QUESTION EN3a										
	EN2a. Pourquoi (NOM) n'est jamais allé à l'école?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
00 Pas d'école en village	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
01 Frais scolaires	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
02 Enfant trop jeune	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
03 Ecole trop éloignée	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
04 Travail rémunérateur	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
05 Travaux domestiques	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
06 Prend soins de ses frères ou sœurs	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
07 Pas de latrines séparées pour garçons et filles	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
08 Enfant trop âgé	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
09 Pour éviter la débauche	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)
10 Empêche le mariage forcé/précoce										
96 Autre (à préciser).....										
ALLER AU MODULE F										
	EN3a. Quel âge avait (NOM) quand il/elle entrait pour la première fois à l'école primaire?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN3b. Est-ce que (NOM) est actuellement inscrit à l'école?									
Oui	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Non	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
SI OUI ALLER A LA QUESTION EN3d										
	EN3c. Pourquoi (NOM) n'est pas inscrit à l'école en 2011-2012?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
00 Pas d'école dans le village	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
01 Frais scolaires	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
02 Enfant trop jeune	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
03 Ecole trop éloignée	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
04 Travail rémunérateur	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
05 Travaux domestiques	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
06 Prend soins de ses frères ou sœurs	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
07 Pas de latrines séparées pour garçons et filles	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
08 Enfant trop âgé	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
09 Pour éviter la débauche	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)
10 Empêche le mariage forcé/précoce										
96 Autre (à préciser).....										
ALLER A LA QUESTION EN4a										
	EN3d. Durant la présente année scolaire en quelle classe (NOM) est il/elle inscrit (e)?									
0.....Aucune/Préscolaire	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
1.....CP1	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
2.....CP2	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
3.....CE1	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
4.....CE2	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
5.....CM1	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
6.....CM2	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
7.....Postprimaire	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
8.....Formation professionnelle	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
	EN3e. Quel est le nom de l'école que (NOM) fréquente actuellement?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ALLER A LA QUESTION EN5										

**D - MODULE INSCRIPTION - ENFANTS DU MENAGE**  
**DE 6 A 17 ANS (suite)**
**VILLAGE**    - **MENAGE**     - **QUES** 

NUMERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
	EN4a. Quelle est la dernière année scolaire durant laquelle (NOM) est allé à l'école?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN4b. Durant la dernière année scolaire (en EN4a), en quelle classe (NOM) était-il/elle inscrit(e)?									
0.....Aucune/Préscolaire	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.....CP1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.....CP2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.....CE1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.....CE2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.....CM1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.....CM2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.....Postprimaire	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8..Formation professionnelle	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN5. Pendant combien d'années (inclure l'année actuelle si applicable) NOM est allé (e) à l'école?									
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN6. En quelle classe (NOM) a commencé l'école?									
0.....Aucune/Préscolaire	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.....CP1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.....CP2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.....CE1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.....CE2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.....CM1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.....CM2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.....Postprimaire	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8..Formation professionnelle	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN7a. Est-ce que (NOM) a déjà sauté une classe au primaire?									
Oui	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Non	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SI NON ALLER A LA QUESTION EN8a										
	EN7b1. Quelle est la première classe du primaire que (NOM) a sauté ?									
1.....CP1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.....CP2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.....CE1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.....CE2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.....CM1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.....CM2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN7b2. Quelle est la deuxième classe du primaire que (NOM) a sauté ?									
1.....CP1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.....CP2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.....CE1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.....CE2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.....CM1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.....CM2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.....Non concerné	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN7b3. Quelle est la troisième classe du primaire que (NOM) a sauté?									
1.....CP1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.....CP2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.....CE1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.....CE2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.....CM1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.....CM2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.....Non concerné	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	EN8a. Est-ce que (nom) a déjà redoublé une classe?									
Oui	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Non	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SI NON ALLER A LA QUESTION EN9										

**D - MODULE INSCRIPTION - ENFANTS DU  
MENAGE DE 6 A 17 ANS (suite)**
**VILLAGE**  
   - **MENAGE**  
    - **QUES**  


NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
EN8b1. Quelle classe (NOM) a redoublé la première fois?										
1.....CP1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....CP2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.....CE1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.....CE2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.....CM1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.....CM2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EN8b2. Quelle classe (NOM) a redoublé la deuxième fois ?										
1.....CP1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....CP2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.....CE1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.....CE2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.....CM1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.....CM2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.....Non concerné	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EN8b3. Quelle classe (NOM) a redoublé la troisième fois?										
1.....CP1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....CP2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.....CE1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.....CE2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.....CM1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.....CM2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.....Non concerné	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EN9. En quelle année, (Nom) a-t-il/elle été inscrit (e) à l'école primaire la première fois ?	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
EN10a. (Nom) a-t-il/elle fait une pause dans la scolarisation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SI NON ALLER A LA QUESTION EN11a</b>										
EN10b. A quelle année scolaire (NOM) il/elle fait une pause dans sa scolarisation?										
	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
EN11a. (NOM) a-t-il/elle déjà changé d'école durant son cycle primaire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SI NON ALLER A LA QUESTION ED3</b>										
EN11b En quelle classe (NOM) a-t-il/elle changé d'école?										
1.....CP1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....CP2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.....CE1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.....CE2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.....CM1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.....CM2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EN11c. Pourquoi (NOM) a-t-il/elle changé d'école durant son cycle primaire ?										
Affectation des parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migration des parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enseignement médiocre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manque d'enseignants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etablissement en mauvais état	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enseignants souvent absents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectif pléthorique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pas de salles de classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manque de cantine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre école plus proche	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autres raisons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0567647498

**E - MODULE EDUCATION - ENFANTS 6 A 17 ANS FREQUENTANT  
L'ECOLE DURANT L'ANNEE SCOLAIRE 2011 - 2012 (EN3B=OUI)**
**VILLAGE**    - **MENAGE**    - **QUES** 

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
ED3. (NOM) a-t-il/elle un ensemble de livres essentiels pour son usage?										
Oui	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Non	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
ED4. L'école que (NOM) fréquente est-elle publique ou privée?										
1.....Publique	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
2.....Privée laïque	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
3.....Privée religieuse	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
4.....Ecole coranique	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
5.....MEDERSA	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
6.....Ecole non formelle	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
7..Autre (spécifier).....	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
ED5. Y a-t-il une route directe de la maison à l'école de (NOM), ou faut-il contourner un obstacle, comme un lac un ravin?										
Oui, route directe	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Non, Obstacle	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
ED6. Quand (NOM) va directement à l'école, quel temps met-il pour y arriver?										
HH	HH	HH	HH	HH	HH	HH	HH	HH	HH	HH
Heures										
Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn	Mn
Minutes										
ED7. (Nom) est-il/elle allé (e) à l'école le jour précédent où l'école était ouverte (jour)?										
Oui	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Non	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
<b>SI OUI ALLER A LA QUESTION ED9</b>										
ED8. Quelle était la raison principale d'absence de (NOM) à l'école?										
01 Maladie										
02 Funérailles										
03 Autre cérémonie										
04 Travail rémunéré	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
05 Travail du ménage	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
06 Raisons financières	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
07 Garde ou soins de petit/e frère/soeur	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
08 Refus de l'enfant	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
09 L'absence de l'enseignant	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
10 Les voyageS	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
96 Autre (spécifier).....	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
ED9. Combien de jours l'école de (NOM) a-t-elle été ouverte durant les 7 derniers jours?										
ED10. Combien de jours l'enseignant de (NOM) a été présent durant les 7 derniers jours?										
ED11. Combien de jours (NOM) est-il/elle allé (e) à l'école durant les 7 derniers jours?										
<b>SI LA REPONSE à ED9 EST LA MEME QU'A ED11 ALLER A LA QUESTION ED13</b>										
ED12. Quelle était la raison principale d'absence de (NOM) à l'école durant les 7 derniers jours?										
01 Maladie										
02 Funérailles										
03 Autre cérémonie										
04 Travail rémunéré	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
05 Travail du ménage	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
06 Raisons financières	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
07 Garde ou soins de petit/e frère/soeur	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
08 Refus de l'enfant	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
09 L'absence de l'enseignant	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
10 L'école fermé	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
11 Les voyages	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
96 Autre (spécifier).....	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
ED13. (NOM) a-t-il/elle participé/e à un programme quelconque d'alimentation à son école?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SI NON ALLER A LA QUESTION ED15</b>										
ED14. Combien de jours par semaine (NOM) reçoit-il/elle cette nourriture?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ED15. Y'a-t-il un bisongo dans l'école fréquentée par (NOM) ?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ED16. L'école fréquentée par (NOM) offre-t-elle des toilettes séparées pour garçons et filles?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ED17. L'école fréquentée par (NOM) a un bâtiment pour une cantine scolaire?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ED18A. L'école fréquentée par (NOM) offre-t-elle des rations sèches?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SI NON ALLER A LA QUESTION ED19</b>										
ED18B. Si oui, est-ce que ces rations sèches sont pour les filles seulement?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ED19. L'école fréquentée par (NOM) offre-t-elle des manuels?										
1.....Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.....Ne sait pas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ED20. Des facteurs suivants, quelle est la raison la plus importante pour vous d'avoir envoyé (NOM) à cette école?										
1.....Rations sèches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Distance de l'école	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.....Bisongo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.....Manuels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.....Cantine scolaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.....Latrines séparées pour garçons et filles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ED21. Des facteurs suivants, quelle est la seconde raison la plus importante pour vous d'avoir envoyé (NOM) à cette école?										
1.....Rations sèches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.....Distance de l'école	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.....Bisongo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.....Manuels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.....Cantine scolaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.....Latrines séparées pour garçons et filles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
<b>MAINTENANT J'AMERAI VOUS POSER DES QUESTIONS SUR LES TRAVAUX QUE LES ENFANTS DU MENAGE AURAIENT EFFECTUES.</b>										
CL3. (NOM) a-t-il ou a-t-elle fait un travail quelconque à une période donnée de l'année passée pour le compte de quelqu'un qui n'est pas membre de ce ménage? Si oui: contre paiement cash ou en nature?	1....Oui contre paiement, cash ou nature)	1	1	1	1	1	1	1	1	1
2.....Oui, sans paiement	2	2	2	2	2	2	2	2	2	2
3.....non	3	3	3	3	3	3	3	3	3	3
<b>SI NON ALLER A LA QUESTION CL5</b>										
CL4. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle travaillé pour quelqu'un qui n'est pas membre de ce ménage? Si oui: Payé cash ou en nature?	1.....Oui paye (cash ou nature)	1	1	1	1	1	1	1	1	1
2.....Oui, non payé	2	2	2	2	2	2	2	2	2	2
3.....Non	3	3	3	3	3	3	3	3	3	3
CL5. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé à aller chercher du bois de chauffe?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL6. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé au nettoyage?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL7. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé à aller chercher de l'eau?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL8. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé à prendre soins de ses frères ou soeurs cadets?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL9. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé à garder des animaux?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL10. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé à faire les travaux champêtres?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL11. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle aidé à faire des achats?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
CL12. Au cours des 7 derniers jours, (NOM) a-t-il ou a-t-elle effectué un autre travail familial (en entreprise ou vente de biens au bord de la route) ?	Oui	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2

JE SUIS [DITES VOTRE NOM]. JE TRAVAILLE AVEC LES PARENTS ET LES ENFANTS. J'ESSAIE DE MIEUX APPRENDRE DE LA VIE QUOTIDIENNE D'ENFANTS COMME VOUS. J'AIMERAIS VOUS FAIRE UN PETIT TEST EN CALCUL ET EN FRANCAIS. JE VAIS VOUS LIRE UN CERTAIN NOMBRE DE QUESTIONS. VOUS ME DONNEREZ LA REPONSE QUI CORRESPOND LE MIEUX. SI VOUS NE COMPRENEZ PAS LA QUESTION, JE LA LIRAI ENCORE. VOUS POUVEZ ME DEMANDER A TOUT MOMENT D'EXPLIQUER UNE QUESTION. VOUS POUVEZ CHOISIR DE NE PAS REpondre, OU ME DIRE SI LA QUESTION EST DURE POUR VOUS ET QUE VOUS ALLEZ SAUTER CETTE QUESTION. SI VOUS VOLEZ, VOUS POUVEZ METTRE FIN A L'INTERVIEW A TOUT MOMENT. AVEZ-VOUS COMPRIS?

Si l'enfant comprend, continuer. Si l'enfant ne comprend pas, demander ce que l'enfant ne comprend pas et donner lui la clarification nécessaire. Si Tester aussi les enfants de 6-17 ans n'allant pas à l'école.

NOUS ALLONS COMMENCER AVEC LE TEST DE CALCUL.

### MODULE TEST DE CALCUL NIVEAU 1 - ENFANTS 6 A 17 ANS

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10	
	M.CP1.1. Peux-tu compter jusqu'à dix? <b>ECRIVEZ LE DERNIER NUMERO</b>										
	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	
	M.CP1.2. Etes-vous capable d'identifier les nombres suivants ? <b>MONTRER LA CARTE</b>										
	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>
Oui											
Non											
	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>	<div><div>17</div><div>1</div><div>2</div></div>
Oui											
Non											
	M.CP1.3. Etes-vous capable de compter les animaux suivants? <b>A. Quatre moutons B. Sept Coqs MONTRER LA CARTE</b>										
	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>	<div><div>Quatre moutons</div><div>1</div><div>2</div></div>
Oui											
Non											
	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>	<div><div>Sept coqs</div><div>1</div><div>2</div></div>
Oui											
Non											
	M.CP1.4. Parmi les nombres suivants, êtes-vous en mesure d'identifier le plus grand? <b>MONTRER LA CARTE</b>										
7 et 8	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	
Oui											
Non											
4 et 5	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	<div><div>5</div><div>1</div><div>2</div></div>	
Oui											
Non											
9 et 2	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	<div><div>9</div><div>1</div><div>2</div></div>	
Oui											
Non											
	M.CP1.5. Etes-vous capable de faire les additions suivantes? <b>MONTRER LA CARTE</b>										
4 + 2	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	<div><div>6</div><div>1</div><div>2</div></div>	
Oui											
Non											
7 + 1	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	<div><div>8</div><div>1</div><div>2</div></div>	
Oui											
Non											
	M.CP1.6. Etes-vous capable de faire les soustractions suivantes? <b>MONTRER LA CARTE</b>										
3 - 1	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	<div><div>2</div><div>1</div><div>2</div></div>	
Oui											
Non											
8 - 5	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	<div><div>3</div><div>1</div><div>2</div></div>	
Oui											
Non											

# MODULE TEST DE CALCUL NIVEAU 2 - ENFANTS 6 A 17 ANS

VILLAGE    - MENAGE    - QUES'

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
	M.CP2.1. Etes-vous capable d'identifier les heures suivantes? MONTRER LA CARTE									
	13H15	13H15	13H15	13H15	13H15	13H15	13H15	13H15	13H15	13H15
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9H20	9H20	9H20	9H20	9H20	9H20	9H20	9H20	9H20	9H20
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	M.CP2.2. Etes-vous capable d'identifier les nombres suivants? MONTRER LA CARTE									
	32	32	32	32	32	32	32	32	32	32
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	84	84	84	84	84	84	84	84	84	84
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	M.CP2.3. Etes-vous capable de faire les multiplications suivantes? MONTRER LA CARTE									
$2 \times 3$	6	6	6	6	6	6	6	6	6	6
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
$10 \times 9$	90	90	90	90	90	90	90	90	90	90
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	M.CP2.4. Etes-vous capable de faire les divisions suivantes? MONTRER LA CARTE									
$9 \div 3$	3	3	3	3	3	3	3	3	3	3
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
$25 \div 5$	5	5	5	5	5	5	5	5	5	5
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	M.CP2.5. Etes-vous capable de faire les additions suivantes? MONTRER LA CARTE									
$17+9$	26	26	26	26	26	26	26	26	26	26
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
$33+19$	52	52	52	52	52	52	52	52	52	52
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	M.CP2.6. Etes-vous capable de faire les soustractions suivantes? MONTRER LA CARTE									
$42-7$	35	35	35	35	35	35	35	35	35	35
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
$18-5$	13	13	13	13	13	13	13	13	13	13
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**MODULE TEST DE CALCUL NIVEAU 3 - ENFANTS 6 A 17 ANS**

**VILLAGE**    - **MENAGE**     - **QUES**

Page 14 sur 17

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
<b>B. 60 MINUTES = ____ HEURES</b>  Oui Non	<b>M.CE1.1. Etes-vous capable de faire les conversions suivantes ? MONTRER LA CARTE</b>									
	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>	<b>1H</b>
	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2
<b>[1/4 4/4 1/2 1/3]</b>  Oui Non	<b>M.CE1.2.A. Quelle fraction de ce rectangle est ombrée? MONTRER LA CARTE</b>									
	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>	<b>1/4</b>
	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2
<b>Oui</b> <b>Non</b>	<b>M.CE1.3. A. Etes-vous capable d'identifier les lignes parallèles? MONTRER LA CARTE</b>									
	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
	F.CP1.1. Etes-vous capable d'identifier les lettres suivants? <b>MONTRER LA CARTE</b>									
	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>	<b>c</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>	<b>t</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	F.CP1.2. Etes-vous capable de lire les mots suivants? <b>A. papa B. vélo MONTRER LA CARTE</b>									
	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>	<b>papa</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>	<b>vélo</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	F.CP1.3. Etes-vous capable de lire les mots suivants plus difficiles? <b>A. école, B. tomate MONTRER LA CARTE</b>									
	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>	<b>école</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>	<b>tomate</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	F.CP1.4. Il ____ cinq ans : Etes-vous capable d'identifier le bon mot qui est absent? <b>A.mère B. a C. riz MONTRER LA CARTE</b>									
	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2
	F.CP1.5. Jean habite dans une ....Etes-vous capable d'identifier le bon mot qui est absent? <b>A. maison B. chèvre C. papier MONTRER LA CARTE</b>									
	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>	<b>maison</b>
Oui	1	1	1	1	1	1	1	1	1	1
Non	2	2	2	2	2	2	2	2	2	2

NUMERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
	F.CP2.1. Etes-vous capable d'identifier les lettres suivantes?					MONTRER LA CARTE				
	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>	<b>a</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>	<b>o</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	F.CP2.2. Etes-vous capable de lire les voyelles suivantes avec des accents correctes?					MONTRER LA CARTE				
	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>	<b>é</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>	<b>è</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	F.CP2.3. Etes-vous capable de lire des voyelles suivantes avec les accents correctes?					MONTRER LA CARTE				
	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>	<b>ê</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>	<b>à</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	F.CP2.4. Etes-vous capable d'identifier le mot qui correspond le mieux à la photo?					A. livre, B. frère, C. vache				
	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>	<b>livre</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	F.CP2.5. Etes-vous capable d'identifier le mot qui correspond le mieux à la photo?					A. soeur, B. bic, C. poule				
	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>	<b>bic</b>
Oui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NUM ERO DE COLONNE	1	2	3	4	5	6	7	8	9	10
	F.CE1.1. Parmi les quatre mots suivants, lesquels sont associés au sport ? <b>MONTRE LA CARTE</b> A. la route, B. le football, C. la pluie, D. l'équipe									
	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2	football <input type="radio"/> 1 <input type="radio"/> 2
Oui Non										
	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2	l'équipe <input type="radio"/> 1 <input type="radio"/> 2
Oui Non										
	F.CE1.2. Etes-vous capable de mettre les phrases suivantes au passé composé? <b>MONTRE LA CARTE</b> A. ELLE [ACHETER] DES PANTALONS HIER.									
Oui Non	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2	a acheté <input type="radio"/> 1 <input type="radio"/> 2
	F.CE1.3. Etes-vous capable de mettre les phrases suivantes au présent? <b>MONTRE LA CARTE</b> A. IL [FAIRE] BEAU AUJOURD'HUI.									
Oui Non	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2	fait <input type="radio"/> 1 <input type="radio"/> 2
	F.CE1.7 Etes-vous capable de mettre les phrases suivantes au futur simple? <b>MONTRE LA CARTE</b> L'enfant [aller] à l'école demain.									
Oui Non	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2	ira <input type="radio"/> 1 <input type="radio"/> 2
	F.CE1.8 Etes-vous capable de mettre les mots suivants au pluriel? <b>MONTRE LA CARTE</b> Le cadeau									
Oui Non	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2	Les cadeaux <input type="radio"/> 1 <input type="radio"/> 2
	F.CE1.9. Etes-vous capable de mettre le mot suivant au masculin? <b>MONTRE LA CARTE</b> La voisine									
Oui Non	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2	Le voisin <input type="radio"/> 1 <input type="radio"/> 2
	F.CE1.10. Etes-vous capable de déterminer si le mot suivant est masculin ou féminin? <b>MONTRE LA CARTE</b> Le chat									
Oui Non	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2	Masculin <input type="radio"/> 1 <input type="radio"/> 2

## **APPENDIX C**

### **SCHOOL QUESTIONNAIRE**

## SCHOOL QUESTIONNAIRE

SCH14. DATA ENTRY CLERK ID: \_\_\_\_\_

A: SCHOOL CHARACTERISTICS					SC
SC1. IS THIS A PUBLIC SCHOOL OR A PRIVATE SCHOOL?		PUBLIC ..... 1 PRIVATE SECULAR..... 2 PRIVATE RELIGIOUS..... 3 KORANIC SCHOOL ..... 4 MADRASSA ..... 5 NON-FORMAL SCHOOL..... 6 OTHER (SPECIFY) ..... 96 _____			
SC2. IN WHAT YEAR DID THIS SCHOOL BEGIN OPERATING? Year ____ ____ (PLEASE NOTE THE YEAR, EVEN IF THE CLASSES WERE ORIGINALLY HELD IN NON-PERMANENT STRUCTURES)					
SC3. HOW MANY MALE AND FEMALE STUDENTS ARE ENROLLED IN EACH GRADE?					
GRADE	MALE STUDENTS	FEMALE STUDENTS	BOYS PRESENT TODAY	GIRLS PRESENT TODAY	
CP1					
CP2					
CE1					
CE2					
CM1					
CM2					
SC4. HOW MANY WEEKS WAS THIS SCHOOL ACTUALLY OPEN DURING THE <b>LAST</b> ACADEMIC YEAR (2010-2011)?			WEEKS OPEN LAST ACADEMIC YEAR (2010-2011) ____ ____ <i>Record 00 if no school was present in previous year.</i>		
SC5. WHAT LANGUAGE IS USED FOR....					
01 FRENCH	06 GOURMANTCHEMA	MATHEMATICS INSTRUCTION..... ____ ____			
02 MOORE	07 BWAMU	READING INSTRUCTION ..... ____ ____			
03 DIOULA	08 ARABIC	GENERAL CONVERSATION ..... ____ ____			
04 TUAREG	96 OTHER LANGUAGE(SPECIFY)				
05 FULFULBE					
SC6. DURING <b>THIS</b> SCHOOL YEAR (2011-2012), WERE ALL STUDENTS WHO WANTED TO ENROLL IN THIS SCHOOL ADMITTED?			Yes ..... 1 No ..... 0		
SC7. IN YOUR OPINION, WHAT IS THE MOST IMPORTANT REASON TO PARENTS FOR <b>NOT</b> SENDING GIRLS TO SCHOOL?					
NO SCHOOL IN VILLAGE ..... 1		TAKING CARE OF SIBLINGS ..... 7			
SCHOOL FEES ..... 2		NO SEPARATE BATHROOMS FOR BOYS AND GIRLS..... 8			
CHILD TOO YOUNG ..... 3		CHILD TOO OLD ..... 9			
SCHOOL TOO FAR ..... 4		TO AVOID DEBAUCHERY ..... 10			
WORK FOR INCOME..... 5		PREVENTS EARLY MARRIAGE..... 11			
HOUSEHOLD WORK ..... 6		OTHER (SPECIFY) ..... 96 _____			
SC8. DOES THIS SCHOOL HAVE A FEEDING PROGRAM?			Yes ..... 1 No ..... 0		0⇒SC10
SC9. WHAT TYPE OF FEEDING PROGRAM IS OFFERED BY THE SCHOOL?			CANTEEN.....1 DRY RATIONS .....2 CANTEEN AND DRY RATIONS .....3 OTHER (SPECIFY) .....96 _____		
SC10. WHICH OF THE FOLLOWING SITUATIONS APPLIES TO YOUR SCHOOL?			ALL OF THE STUDENTS HAVE THEIR OWN READING TEXTBOOK ..... 1 MOST OF THE STUDENTS HAVE THEIR OWN READING TEXTBOOK ..... 2 SOME OF THE STUDENTS HAVE THEIR OWN READING TEXTBOOK ..... 3 NONE OF THE STUDENTS HAVE THEIR OWN READING TEXTBOOK.....4		

A: SCHOOL CHARACTERISTICS		SC
SC11. WHICH OF THE FOLLOWING SITUATIONS APPLIES TO YOUR SCHOOL?	ALL OF THE STUDENTS HAVE THEIR OWN MATH TEXTBOOK ..... 1 MOST OF THE STUDENTS HAVE THEIR OWN MATH TEXTBOOK ..... 2 SOME OF THE STUDENTS HAVE THEIR OWN MATH TEXTBOOK ..... 3 NONE OF THE STUDENTS HAVE THEIR OWN MATH TEXTBOOK ..... 4	

B: SCHOOL PERSONNEL CHARACTERISTICS MODULE		SP
SP1. HOW MANY TEACHERS ARE CURRENTLY TEACHING IN THIS SCHOOL, INCLUDING TRAINEES AND VOLUNTEERS?	TEACHERS.....__ __	
SP2. HOW MANY OF THESE TEACHERS ARE FEMALE?	FEMALE TEACHERS .....__ __	
SP3. HOW MANY TEACHERS HAVE AN ADVANCED DEGREE?	TEACHERS WITH: BAC .....__ __ DEUG/DUTBts.....__ __ LICENSE .....__ __ OTHER (SPECIFY) .....__ __ _____	
SP4. HOW MANY TEACHERS ARE THERE IN EACH CATEGORY?	NUMBER OF PERMANENT TEACHERS .....__ __ PRINCIPAL TEACHERS:____ TRAINEES:____ VOLUNTEERS:____ NUMBER OF SUBSTITUTE TEACHERS .....__ __ PRINCIPAL TEACHERS:____ TRAINEES:____ VOLUNTEERS:____	
SP5. HOW MANY TEACHERS ARE THERE IN EACH RANK?	NUMBER OF ASSISTANT TEACHERS . .....__ __ NUMBER OF CERTIFIED ASSISTANT TEACHERS______ NUMBER OF CERTIFIED TEACHERS.. .....__ __ NUMBER OF PRINCIPAL TEACHERS.....__ __	
SP6. NOW, I WOULD LIKE SOME INFORMATION ON THE TEACHING EXPERIENCE OF THESE TEACHERS. HOW MANY OF THESE TEACHERS HAVE...	LESS THAN 5 YEARS.....__ __ 5 YEARS BUT LESS THAN 10 YEARS.....__ __ 10 OR MORE YEARS .....__ __	
SP7. HOW OFTEN IS A TYPICAL TEACHER ABSENT?	ONCE PER WEEK ..... 1 2-3 TIMES PER MONTH ..... 2 ONCE PER MONTH ..... 3 LESS THAN ONCE PER MONTH ..... 4	
SP8. HOW MANY TEACHERS HAVE RECEIVED TRAINING ON GENDER APPROACHES?	TEACHERS.....__ __	



C: SCHOOL PHYSICAL STRUCTURE		SS
SS1. HOW MANY CLASSROOMS DOES THIS SCHOOL HAVE?	CLASSROOMS ..... ____ ____	
SS2. HOW MANY CLASSROOMS ARE USABLE?	USABLE CLASSROOMS ..... ____ ____	
SS3. HOW MANY OF THESE CLASSROOMS ARE MADE OF NATURAL OR RUDIMENTARY MATERIAL?	NUMBER ..... ____ ____	
SS4. HOW MANY OF THESE CLASSROOMS ARE MADE OF FINISHED MATERIAL?	NUMBER ..... ____ ____	
SS5. HOW MANY OF THESE CLASSROOMS HAVE A BLACKBOARD?	NUMBER ..... ____ ____	
SS6. HOW MANY OF THESE CLASSROOMS HAVE A BLACKBOARD THAT IS VISIBLE TO ALL STUDENTS?	NUMBER ..... ____ ____	
SS7. HOW MANY CLASSROOMS CAN BE USED WHEN IT RAINS?	CLASSROOMS ..... ____ ____	
SS8. NUMBER OF STUDENTS WHO DO NOT HAVE DESKS WITH CHAIRS (DEFICIT OF PLACES TO SIT)?	NUMBER ..... ____ ____	
SS9. HOW MANY CLASSES ARE HELD UNDERNEATH A PRECARIOUS SHELTER (SHED, TENT, TREE) AS A RESULT OF A LACK OF CLASSROOMS?	NUMBER ..... ____ ____	
SS10. DOES THIS SCHOOL HAVE A WATER SUPPLY?	YES ..... 1 No ..... 0	
SS11. DOES THIS SCHOOL HAVE TOILET FACILITIES FOR STUDENTS?	YES ..... 1 No ..... 0	0⇒SS13
SS12. DO GIRLS AND BOYS HAVE SEPARATE TOILET FACILITIES?	YES ..... 1 No ..... 0	
SS13. DOES THIS SCHOOL HAVE A PRESCHOOL (BISONGOS)?	YES ..... 1 No ..... 0	
SS14. HOW MANY ACCOMMODATIONS ARE THERE FOR THE TEACHERS? (ACCOMMODATIONS BUILT FOR THE LEVEL OF SCHOOL)	NUMBER ..... ____ ____	

STUDENT ATTENDANCE ROSTER											SAR
COMPLETE THIS ROSTER BY RECORDING EACH STUDENT ENROLLED IN THE SCHOOL AS IDENTIFIED IN THE HOUSEHOLD SURVEY. BE SURE THAT THE DATE ON THIS ROSTER CORRESPONDS TO THE DATE OF THE SCHOOL VISIT. ONLY COLLECT DATA FOR PRIMARY AND SECONDARY SCHOOLS BUT INCLUDE EACH GRADE. THE FIRST SIX COLUMNS (SAR1 – SAR6) MUST BE FILLED OUT BEFORE GOING TO THE SCHOOL. SAR9 MUST BE BASED ON INTERVIEWER OBSERVATION. USE THE SCHOOL ROSTER FOR SAR10 – SAR12. USE ADDITIONAL SHEETS AS NECESSARY. THE STUDENT HOUSEHOLD ID NUMBER (SAR4) IS THE SAME AS THE CHILD ID NUMBER FOR QUESTION HL1 IN THE HOUSEHOLD SURVEY.								DATE OF VISIT _____ / _____ / _____			
SCHOOL ID: _____								NAME OF SCHOOL: _____			
SAR1 LINE NO.	SAR2 STUDENT NAME (HL2)	SAR3 STUDENT HOUSEHOLD NUMBER (HC6)	SAR4 STUDENT HOUSEHOLD LINE NUMBER (HL1)	SAR5 AGE (HL5)	SAR6 SEX (HL3)	SAR7 IS STUDENT ENROLLED IN SCHOOL?	SAR8 GRADE	SAR9 IS THE STUDENT PRESENT AT SCHOOL TODAY?	SAR10 STUDENT PRESENT AT SCHOOL ON THIS DAY EXACTLY 7 DAYS AGO (IF SCHOOL WASN'T OPEN ON THAT DAY, USE THE PAST 6 OR 8 DAYS).	SAR11 DURING THE LAST 3 DAYS THE SCHOOL WAS OPEN, HOW MANY TIMES WAS THE STUDENT PRESENT?	SAR12 HOW OFTEN DOES THE STUDENT USUALLY ATTEND SCHOOL? 1 ALWAYS 2 OFTEN 3 SOMETIMES 4 RARELY 5 NEVER
					M F	YES NO		YES NO		0 1 2 3	1 2 3 4 5
01					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
02					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
03					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
04					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
05					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
06					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
07					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
08					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
09					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
10					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
11					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
12					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
13					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
14					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
15					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5

## QUESTIONNAIRE ECOLE

1

A: CARACTERISTIQUES DE L'ECOLE					SC
SC1. CETTE ECOLE, EST-ELLE UNE ECOLE PUBLIQUE OU UNE ECOLE PRIVEE?		PUBLIQUE ..... 1 PRIVEE LAIQUE ..... 2 PRIVEE RELIGIEUSE ..... 3 ECOLE CORANIQUE ..... 4 MEDERSA ..... 5 ECOLE NON FORMELLE ..... 6 AUTRE (SPECIFIER)..... 96 _____			
SC2. QUELLE EST L'ANNEE D'OUVERTURE DE CETTE ECOLE? ANNEE ____ ____ (PRECISER L'ANNEE MEME SI LES CLASSES ETAIENT SOUS ABRIS PRECAIRES)					
SC3. COMBIEN DE GARCONS ET DE FILLES SONT INSCRITS DANS CHAQUE CLASSE?					
CLASSE	GARCONS	FILLES	GARCONS PRESENTS AUJOURD'HUI	FILLES PRESENTES AUJOURD'HUI	
CP1					
CP2					
CE1					
CE2					
CM1					
CM2					
SC4. PENDANT COMBIEN DE SEMAINES L'ECOLE A-T-ELLE ETE EFFECTIVEMENT OUVERTE DURANT L'ANNEE SCOLAIRE PASSEE (2010-2011)?		SEMAINES OUVERTES DURANT L'ANNEE SCOLAIRE PASSEE (2010-2011) ____ ____ <i>Mettez 00 s'il n'y avait aucune école actuelle pendant l'année précédente.</i>			
SC5. QUELLE LANGUE EST UTILISEE POUR ....		INSTRUCTION EN CALCUL ..... ____ ____ INSTRUCTION EN LECTURE ..... ____ ____ CONVERSATION GENERALE ..... ____ ____			
01 FRANCAIS	06 GOURMANTCHEMA				
02 MOORE	07 BWAMU				
03 DIOULA	08 ARABE				
04 TUAREG	96 AUTRE LANGUE (SPECIFIER)				
05 FULFULBE					
SC6. PENDANT CETTE ANNEE SCOLAIRE (2011-2012), TOUS LES ENFANTS VOULANT S'INSCRIRE DANS CETTE ECOLE L'ONT-ILS ETE?		OUI ..... 1 NON ..... 0			
SC7. A VOTRE AVIS, QUEL EST LE MOTIF LE PLUS IMPORTANT AUX YEUX DES PARENTS POUR <b>NE PAS</b> ENVOYER DES FILLES A L'ECOLE?					
PAS D'ECOLE DANS LE VILLAGE ..... 1		PREND SOINS DE SES FRERES OU SOEURS ..... 7			
FRAIS SCOLAIRES ..... 2		PAS DE LATRINES SEPARÉES POUR GARCONS & FILLES ... 8			
ENFANT TROP JEUNE ..... 3		ENFANT TROP AGE ..... 9			
ECOLE TROP ELOIGNEE ..... 4		POUR EVITER LA DEBAUCHE ..... 10			
TRAVAIL REMUNERATEUR ..... 5		EMPECHE LE MARIAGE FORCE/PRECOCE ..... 11			
TRAVAUX DOMESTIQUES..... 6		AUTRE (SPECIFIER)..... 96 _____			
SC8. EST-CE QUE LES ENFANTS BENEFICIENT D'UN PROGRAMME ALIMENTAIRE A L'ECOLE?		OUI ..... 1 NON ..... 0			0⇒SC10
SC9. QUEL TYPE DE PROGRAMME ALIMENTAIRE OFFRE-T-ELLE?		CANTINE ..... 1 RATIONS SECHES ..... 2 CANTINE ET RATIONS SECHES ..... 3 AUTRE (SPECIFIER)..... 96 _____			

<b>A: CARACTERISTIQUES DE L'ECOLE</b>		<b>SC</b>
SC10. LAQUELLE DES SITUATIONS SUIVANTES S'APPLIQUENT A VOTRE ECOLE ?	TOUS LES ELEVES ONT LEUR PROPRE MANUEL DE LECTURE..... 1 LA PLUPART DES ELEVES ON LEUR PROPRE MANUEL DE LECTURE..... 2 QUELQUES ELEVES ONT LEUR PROPRE MANUEL DE LECTURE..... 3 AUCUN DES ELEVES ONT LEUR PROPRE MANUEL DE LECTURE .....4	
SC11. LAQUELLE DES SITUATIONS SUIVANTES S'APPLIQUENT A VOTRE ECOLE ?	TOUS LES ELEVES ONT LEUR PROPRE MANUEL DE CALCUL ..... 1 LA PLUPART DES ELEVES ON LEUR PROPRE MANUEL DE CALCUL ..... 2 QUELQUES ELEVES ONT LEUR PROPRE MANUEL DE CALCUL ..... 3 AUCUN DES ELEVES ONT LEUR PROPRE MANUEL DE CALCUL.....4	

<b>B: MODULE CARACTERISTIQUES DU PERSONNEL DE L'ECOLE</b>		<b>SP</b>
SP1. COMBIEN DE MAITRES/MAITRESSES ENSEIGNENT ACTUELLEMENT DANS CETTE ECOLE Y COMPRIS LES CONTRACTUELS, VOLONTAIRES?	MAITRES/MAITRESSES ..... ____ ____	
SP2. COMBIEN DE MAITRESSES Y A-T-IL PARMIS CES ENSEIGNANTS?	MAITRESSES ..... ____ ____	
SP3. COMBIEN D'ENSEIGNANTS ONT UN DIPLOME SUPERIEUR?	ENSEIGNANTS AVEC: BAC ..... ____ ____ DEUG/DUTBTS..... ____ ____ LICENCE ..... ____ ____ AUTRES (A PRECISER)..... ____ ____ _____	
SP4. COMBIEN D'ENSEIGNANTS Y A-T-IL PAR CATEGORIE?	NOMBRE DE TITULAIRES ..... ____ ____ DONT: FONCTIONNAIRES: ____ . CONTRACTUELS: ____ VOLONTAIRES: ____ NOMBRE DE SUPPLEANTS ..... ____ ____ DONT: FONCTIONNAIRES: ____ CONTRACTUELS: ____ VOLONTAIRES: ____	
SP5. COMBIEN D'ENSEIGNANTS Y A-T-IL PAR GRADE?	NBRE D'INSTITUTEURS ADJOINTS..... ____ ____ NBRE D'INSTRS ADJOINTS CERTIFIES ..... ____ ____ NBRE D'INSTITUTEURS CERTIFIES ..... ____ ____ NBRE D'INSTITUTEURS PRINCIPAUX ..... ____ ____	
SP6. MAINTENANT, J'AIMERAIS AVOIR DES INFORMATIONS SUR L'EXPERIENCE DES ENSEIGNANTS. COMBIEN DE CES ENSEIGNANTS ONT...	MOINS DE 5 ANS..... ____ ____ 5 ANS MAIS MOINS DE 10 ANS..... ____ ____ 10 ANS ET PLUS..... ____ ____	
SP7. QUELLE EST LA FREQUENCE D'ABSENCE D'UN ENSEIGNANT TYPIQUE?	UNE FOIS PAR SEMAINE ..... 1 2-3 FOIS PAR MOIS..... 2 UNE FOIS PAR MOIS ..... 3 MOINS D'UNE FOIS PAR MOIS..... 4	

<b>B: MODULE CARACTERISTIQUES DU PERSONNEL DE L'ECOLE</b>		<b>SP</b>
SP8. COMBIEN D'ENSEIGNANTS ONT-ILS REÇU UNE FORMATION EN APPROCHE GENRE ?	NBRE D'ENSEIGNANTS.....__ __	

<b>C: STRUCTURE PHYSIQUE DE L'ECOLE</b>		<b>SS</b>
SS1. COMBIEN DE SALLES DE CLASSE DANS CETTE ECOLE?	SALLES DE CLASSE .....__ __	
SS2. COMBIEN DE SALLES DE CLASSE SONT UTILISABLES?	SALLES DE CLASSE UTILISABLES.....__ __	
SS3. COMBIEN DE CES CLASSES SONT EN MATERIAU NATUREL OU RUDIMENTAIRE?	NOMBRE.....__ __	
SS4. COMBIEN DE CES CLASSES SONT EN MATERIAUX DUR?	NOMBRE.....__ __	
SS5. COMBIEN DE CES CLASSES ONT UN TABLEAU?	NOMBRE.....__ __	
SS6. COMBIEN DE CES CLASSES ONT UN TABLEAU LISIBLE PAR TOUS LES ELEVES?	NOMBRE.....__ __	
SS7. COMBIEN DE SALLES DE CLASSE PEUVENT ETRE UTILISEES QUAND IL PLEUT?	SALLES DE CLASSE .....__ __	
SS8. NOMBRE D'ELEVES NE DISPOSANT PAS DE TABLE-BANCS (DEFICIT EN PLACES ASSISES)	NOMBRE.....__ __	
SS9. COMBIEN DE CLASSES TIENNENT LEUR COURS SOUS DES ABRIS PRECAIRES (HANGAR, TENTE, ARBRE) PAR MANQUE DE SALLES?	NOMBRE.....__ __	
SS10. CETTE ECOLE, A-T-ELLE UN POINT D'EAU?	OUI..... 1 NON..... 0	
SS11. CETTE ECOLE, A-T-ELLE DES TOILETTES POUR LES ELEVES?	OUI..... 1 NON..... 0	0⇒SS13
SS12. LES FILLES ET LES GARCONS, ONT-ILS DES TOILETTES SEPEEES?	OUI..... 1 NON..... 0	
SS13. CETTE ECOLE EST-ELLE DOTEES D'UN PRESOLAIRE (BISONGOS)?	OUI..... 1 NON..... 0	
SS14. QUEL EST LE NOMBRE DE LOGEMENTS POUR LES ENSEIGNANTS ?  (LOGEMENTS CONSTRUIES AU NIVEAU DE L'ECOLE)	NOMBRE.....__ __	

REGISTRE DE SCOLARISATION											SAR
COMPLETER CE REGISTRE EN ENREGISTRANT LES ELEVES INSCRITS A L'ECOLE ET IDENTIFIES DANS LES MENAGES. ASSUREZ-VOUS QUE LA DATE MENTIONNEE SUR CE REGISTRE CORRESPOND A LA DATE DE VISITE DE L'ECOLE. RECUEILLIR DES INFORMATIONS SEULEMENT POUR LES ECOLES PRIMAIRES ET SECONDAIRES MAIS POUR CHAQUE CLASSE. LES PREMIERES SIX COLONNES (SAR1 – SAR6) DOIVENT ETRE REMPLIES AVANT DE SE PRESENTER A L'ECOLE. SAR9 DOIT ETRE BASEE SUR L'OBSERVATION D'ENQUETEUR. UTILISER LE REGISTRE DE SCOLARISATION POUR SAR10 – SAR12. UTILISER D'AUTRES FEUILLES SI NECESSAIRE. LE ID DE L'ELEVE DANS LE MENAGE (SAR4) EST LE MEME QUE LE ID DE L'ENFANT A LA QUESTION HL1 DE L'ENQUETE MENAGE.								DATE DE VISITE _____ / _____ / _____			
ECOLE ID: _____								NOM DE L'ECOLE: _____			
SAR1 LIGNE NO.	SAR2 NOM DE L'ELEVE (HL2)	SAR3 NUMERO DU MENAGE DE L'ELEVE (HC6)	SAR4 ID DE L'ELEVE DANS LE MENAGE (HL1)	SAR5 AGE (HL5)	SAR6 SEXE (HL3)	SAR7 EST-IL INSCRIT A L'ECOLE?	SAR8 CLASSE DE L'ELEVE	SAR9 L'ELEVE EST-IL PRESENT A L'ECOLE AUJOURD'HUI?	SAR10 L'ELEVE ETAIT-IL PRESENT A L'ECOLE IL Y A EXACTEMENT 7 JOURS (SI L'ECOLE N'ETAIT PAS OUVERTE IL Y A 7 JOURS, CONSIDERER IL Y A 6 OU 8 JOURS).	SAR11 DES 3 DERNIERS JOURS OU L'ECOLE ETAIT OUVERTE, COMBIEN DE FOIS L'ELEVE ETAIT-IL PRESENT?	SAR12 FREQUENCE DE PRESENCE DE L'ELEVE A L'ECOLE? 1 TOUJOURS 2 SOUVENT 3 QUELQUES FOIS 4 RAREMENT 5 JAMAIS
					M F	OUI NON		OUI NON		0 1 2 3	1 2 3 4 5
01					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
02					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
03					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
04					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
05					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
06					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
07					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
08					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
09					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
10					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
11					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
12					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
13					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
14					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5
15					1 2	1 0		1 0		0 1 2 3	1 2 3 4 5

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