Evaluation of the Niger Education and Community Strengthening Program

Design Report

First Draft: February 14, 2013

Revised: August 23, 2013

Errata Corrected: October 1, 2014

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MATHEMATICA
Policy Research

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A. Introduction

With a gross national income per capita of $641 and a Human Development Index of 186 out of 187 countries, Niger is one of the least-developed countries in the world (UNDP 2011). Low levels of education have been an important constraint to economic development since the nation gained independence in 1960. According to the United Nations, the adult literacy rate is 28.7 percent, far below the sub-Saharan Africa average of 62.4 percent, and school enrollment and completion rates in Niger are among the lowest in the region. A concerted government effort has produced substantial gains in primary education in the past decade, yielding an increase in gross enrollment from 32.2 percent in 2000 to 66.6 percent in 2010; however, this success is tempered by a persistent gender gap in enrollment and school completion rates (UNESCO 2011). During the same time period, gross enrollment for males increased from about 38 percent to 73.1 percent, while female enrollment rose from 26.0 percent to 59.8 percent. More telling, the completion rate of primary education in 2010 was only 40.7 percent, with a completion rate of 46.0 percent for boys and 35.1 percent for girls.

In an effort to address some of the education-related challenges facing Niger, the Government of Niger (GoN), the United States Agency for International Development (USAID), and the Millennium Challenge Corporation (MCC) developed the Niger Education and Community Strengthening (NECS) program, which is being implemented by Plan International (Plan) along with two key partners, Aide et Action and Volontaires pour L'Integration Educative (VIE) Kande Ni Bayra. The project's goal is to improve educational opportunities available to children while strengthening links between local communities and state structures, and will include a variety of activities targeted at raising learning outcomes, engaging the community, and encouraging families to enroll and keep their children in school. Throughout all of these activities, NECS will place a special emphasis on girls and literacy. NECS activities will be implemented in 150 villages located in 11 departments and 20 communes across seven regions of Niger.

The NECS program is a follow-up to previous efforts to improve the educational outcomes of girls in Niger through a program called IMAGINE, implemented by Plan in collaboration with USAID as part of MCC's three-year Threshold Program in Niger (NTP), which began in 2008.[1] The IMAGINE program consisted of the construction of 68 primary schools with high quality infrastructure and implementation of a set of complementary interventions designed to increase girls' enrollment and completion rates. The complementary interventions were intended to include the design and dissemination of training modules for teachers, promotion of extracurricular activities, provision of teacher incentive awards, and implementation of a mobilization campaign in support of girls' education. The NTP, including IMAGINE, was suspended in December 2009 in the midst of implementation due to a constitutional crisis in Niger. At the termination of project activities after 9 months of implementation, 62 of the 68 IMAGINE schools had been constructed; however, the majority of the complementary activities had not been implemented.

Mathematica Policy Research conducted a rigorous evaluation of the IMAGINE program in 2011, one year after school construction was completed (Dumitrescu et al. 2011). Overall, the evaluation found that IMAGINE had a 4.3 percentage point positive impact on primary school enrollment, no impact on attendance, and no impact on math and French test scores. The program impacts were larger for girls

[1] IMAGINE's official name is "IMprove the education of Girls In NigEr."

than for boys. For girls, the program had an 8.0 percentage point positive impact on enrollment and a 5.4 percentage point impact on attendance, while there were no significant impacts for boys. Given the interruption of the original IMAGINE program, the GoN and MCC agreed to introduce a second phase of the NTP in collaboration with USAID to implement the types of complementary activities that were not completed. The NECS program has thus been designed under this second phase to include a revised set of complementary quality-based activities.

The NECS program activities, which will be implemented as a package in targeted villages, have been designed to address two strategic objectives. The first objective is to increase access to quality education. Activities will include borehole construction and maintenance, support for de-worming and general hygiene campaigns by mobilizing school governance structures to promote these initiatives, and promotion of gender-equitable classrooms and student leadership activities. Furthermore, NECS will work to engage the community by supporting school management committees and developing a student mentoring program to foster a healthy school environment and motivate parents to keep their children in school. The second objective is to increase student reading achievement by implementing an ambitious Rapid Reading curriculum, which consists of training and supporting teachers in new methods of early grades teaching as well as developing reading materials in local languages. This curriculum will be implemented in 1st and 2nd grades starting in the 2013-2014 school year.[2] The project also aims to promote a culture of reading by establishing community support for reading and developing an adult literacy program.

Figure 1 is a preliminary logic model that shows how the NECS interventions might affect various targeted groups and outcomes of interest. The interventions are listed in the left-hand column, followed by columns showing the groups targeted by each intervention and outcomes potentially improved. The multiple interventions being implemented by NECS target a variety of groups in the community, including children, teachers, parents and other adults, and school management committees. Combined, these interventions are intended to contribute to improving enrollment, attendance, and learning in the short term, but may also improve other outcomes; in the long run they are expected to contribute to improvements in employment and income.

MCC has selected Mathematica to conduct a rigorous evaluation of the NECS program. The proposed approach will enable us to estimate the impacts of the package of NECS interventions with and without IMAGINE infrastructure. We will also be able to evaluate the longer-term impacts of IMAGINE three years after its completion. The remainder of this design report describes our approach to the evaluation. In Section B, we describe the key research questions the evaluation is designed to answer. In Section C, we describe our evaluation design, which builds on the design for the IMAGINE evaluation, and in Section D, we describe the data collection effort for the evaluation. In Section E, we describe our planned cost analyses, while in Section F we discuss our plans for a performance evaluation of the NECS program. In Section G, we provide a time line for the key evaluation activities. Finally, in Section H, we identify key challenges and risks and our plans to address them. This draft of the design report reflects revisions from the initial draft based on discussions with MCC, MCA-Niger, Plan, and other stakeholders.

[2] The materials required for implementation in Zarma, Hausa, Tamasheq, Fulfulde and Kanuri language schools are under simultaneous development and are scheduled to be introduced in schools at the beginning of the 2013-2014 school year.

Figure 1. NECS and IMAGINE Program Intervention Activities and Outcomes

Activity	Group Directly Affected	Outcomes		
		Short Term	Medium Term	Long Term
New girl-friendly schools*	Girls	Enrollment, attendance, learning	Academic performance	Employment and income
Textbooks*	Students	Access to textbooks, learning		
Early grade rapid reading in local languages	Teachers, students	Teaching techniques in early grade reading in local languages, reading ability, learning		
Reading materials in local languages	Students, adults in community	Access to local language reading materials, reading ability, learning		
Mentoring program	Students	Enrollment, attendance, drop-out, completion, learning		
Promotion of gender-equitable classrooms	Teachers, school management committees	Enrollment and attendance of girls, learning of girls		
Promote leadership training for student government	Students	Student/teacher relations, student autonomy, self-esteem	Attendance, student engagement, and academic performance	
Support school management committees (COGES, AMEs, APEs)	School management committees	Community participation in education	Quality of education and support for education	
Adult literacy program	Parents and adults in community	Adult literacy, culture of reading	Children's enrollment, attendance, and academic performance	
New boreholes**	Students	Safer drinking water	Illness, attendance, retention	General health, employment, and income
Facilitating general hygiene and sanitation		Hand washing		
Supporting de-worming		De-worming treatments		

Key Assumptions:

- Schools are sufficiently functional (for example, in terms of infrastructure and management) to support program interventions
- Adequate supply of teachers with the training and motivation to implement the rapid reading curriculum
- Adequate support from MEN inspectors and pedagogic supervisors in monitoring implementation of the rapid reading curriculum
- Sufficient participation and interest in other program interventions by other key target groups (for example, adults in the community and school management committees)
- No major disruptive events in the targeted villages (for example, famine or political unrest)

* IMAGINE intervention activities

** IMAGINE intervention activities that will be completed under NECS

B. Research Questions

The evaluation of the NECS program will address five key research questions and related sub-questions for the impact evaluation, which we have grouped by question type, one key research and related sub-questions for the cost analyses, and one key research and three related sub-questions for the performance evaluation:

Impact on key outcomes

1. What is the impact of the NECS program in combination with the IMAGINE program on key educational outcomes?

    a. What is the impact on primary education enrollment?

    b. What is the impact on learning as measured by test scores?

    c. What is the impact on attendance rates?

    d. What is the impact on other measures of education quality including completion, dropout, repetition, and transition?

2. What is the impact of the NECS program alone on these key educational outcomes?

Impact for different subgroups

3. Are the impacts different for girls than for boys?

4. Are the impacts different for children from households with different asset levels?

Sustainability of IMAGINE

5. Have the previously completed IMAGINE investments been sustainable?

    a. What is the current level of functionality and use of the infrastructure constructed under the IMAGINE program?

    b. Did the IMAGINE program have any lasting impacts on key educational outcomes?

Cost Analyses

6. Was the NECS program investment justified from a cost perspective?

    a. What was the cost effectiveness of the program?

    b. What was the cost benefit of the program?

    c. What was the economic rate of return (ERR) of the program?

Performance Evaluation Questions

7. How were NECS activities designed and implemented?

    a. How were NECS activities designed?

    b. What variations from planned implementation occurred?

    c. How may implementation be associated with program impacts?

The first two research questions are intended to assess the effects of NECS on key educational outcomes. They follow directly from the hypothesis that by tackling some of the major obstacles to education in the targeted communities, the NECS program will affect both the quantity and quality of education experienced by children in these communities. The evaluation will enable us to evaluate the impacts of NECS both in combination with the improved infrastructure introduced to the IMAGINE schools in the first NTP (question 1), and as a stand-alone program in schools with existing infrastructure (question 2). Evaluating these impacts separately will provide useful evidence for MCC, the Niger Ministry of Education (MEN), Plan, and other stakeholders on the extent to which improved infrastructure—which can be very costly—mediates the impact of quality-based interventions. We describe the specific educational outcomes we will evaluate and the data we will collect to measure the impacts in further detail in Section D.

The third and fourth research questions are intended to explore differences in impacts by subgroups defined by gender and household asset levels. Because obstacles to education may be more severe for girls than for boys due to cultural and other reasons, girls in Niger typically experience worse educational outcomes than boys. Improving girls' outcomes is therefore a policy priority for the GoN, and some components of the NECS program such as the promotion of gender-equitable classrooms have been specifically designed to address this. Similarly, obstacles to education may be more severe for children from households with greater poverty levels (as proxied by household assets). We will therefore explore differences in program impacts along both of these dimensions.

The fifth research question pertains to the sustainability of the original IMAGINE program and has two parts. The first part involves examining the presence, functionality, and use of IMAGINE-specific infrastructure (such as high-quality classrooms, toilet facilities, and teacher lodging) in IMAGINE villages at the start of the NECS program, and comparing these elements to those available in non-IMAGINE villages. Besides providing valuable long-term evidence on the sustainability of the IMAGINE program itself, this may inform the interpretation of the NECS estimates (for example, if the impacts estimated for research questions 1 and 2 are similar, it could be because the IMAGINE infrastructure has fallen into a state of disrepair and has little interaction with NECS). The second component involves evaluating the long-term impacts of the IMAGINE program on educational outcomes at the start of the NECS program, three years after the end of IMAGINE. This will allow us to assess whether the finding of limited impacts in the initial IMAGINE evaluation remains or has changed after more time has passed for effects to manifest.

We will conduct a detailed cost analysis to determine whether the NECS program was economically justified (question 6). This includes determining the program's effects on a per-dollar basis (cost effectiveness), comparing potential benefits to costs in monetary terms (cost-benefit analysis), and computing a single summary statistic of the economic merits of the program (the Economic Rate of Return, or ERR). These cost analyses are described in Section E.

Finally, we will conduct a performance evaluation that will explore how key component activities were planned, variations from planned implementation, major barriers and successes with regard to implementation, how implementation may be associated with program impacts, and lessons learned (question 7). This performance evaluation will complement and inform the impact evaluation findings, and is described in Section F.

C. Evaluation Design

1. Overview of Design

We will use a variant of a random assignment design to provide the most rigorous evidence possible to answer the key research questions. The basic random assignment design, which is considered the "gold standard" in impact evaluation, relies on the random assignment mechanism to ensure that those receiving the program (treatment group) are equivalent to those not receiving it (control group); any subsequent difference in outcome changes between the treatment and control groups can then be credibly attributed to the impact of the program. Random assignment provides a more credible comparison group than with other alternatives because all eligible parties have an equal likelihood of being assigned to and receiving treatment. This is more rigorous than other approaches which must rely on observable data to identify potential comparison groups. This approach also is more rigorous, and more powerful than, a pre-post design which compares changes over time for only those that are treated; which cannot account for other trends that may affect outcomes being measured.

The evaluation design for the NECS evaluation is a variant of the basic random assignment design that builds on the random assignment conducted for the IMAGINE evaluation. Specifically, the NECS evaluation design involves two rounds of clustered random assignment. The first round, which was already conducted at the end of 2008 for the IMAGINE evaluation, involved randomly selecting IMAGINE treatment villages from a pool of potential recipient villages identified by the MEN based on specific criteria (the remaining villages became the IMAGINE control villages).[3] The second round of random assignment, which we conducted in November 2012, involved randomly selecting some of the IMAGINE control villages to receive NECS. This design took into account the planned program implementation, which entails implementing NECS in *all* of the IMAGINE treatment villages, and an additional group of villages selected from the IMAGINE control villages. Because we selected this additional group using random assignment, we can conduct a rigorous evaluation of NECS as described below.

The two rounds of random assignment have resulted in three groups of villages, defined by IMAGINE treatment status and NECS treatment status (Table 1):

- Group A villages will receive IMAGINE plus NECS
- Group B villages will receive NECS only
- Group C villages will serve as the control group (receiving neither IMAGINE nor NECS)

[3] Specifically, the MEN identified the pool of potential recipient villages in several steps. First, the MEN selected two regions (Tillabéri and Zinder). Then, within each region, they selected two departments and two communes within each department. (The criteria used to select these regions, departments, and communes are unclear). Then, within each commune, 10 villages were identified that met set criteria. These criteria included the number of school-aged girls in the village, access to water within the village, and proximity to a transportation route. The program was later expanded to additional regions: in each region, departments and communes were selected and eligible villages were identified based on the same criteria as before.

Table 1. Groups of Villages Under the NECS Evaluation Design

	NECS Treatment	NECS Control
IMAGINE Treatment	A 62 villages	
IMAGINE Control	B 88 villages[a]	C 54 villages

[a] While group B (NECS only) consists of 88 villages, one village has been dropped from the evaluation for logistical and security reasons (see Section C.2.); the impact evaluation will therefore include only 87 villages in this group.

These three groups of villages are equivalent as a result of the two rounds of random assignment, except for the effects of IMAGINE and/or NECS.[4] The first round involved randomly selecting villages for IMAGINE, so that group A (all IMAGINE treatment villages) is equivalent to the combined groups B and C (all IMAGINE control villages). The second round involved randomly selecting villages from the IMAGINE control villages for NECS, so that groups B and C are equivalent to one another, while retaining the original equivalence to group A.[5]

Because the three groups are equivalent, comparing outcomes for individuals in these groups will provide credible and rigorous estimates of the impacts of the program. Comparing outcomes for groups A and C will provide an estimate of the impact of NECS and IMAGINE combined (research question 1), while comparing outcomes for groups B and C will provide an estimate of the impact of NECS alone (research question 2). Because Plan will implement the NECS interventions as a package in the same villages, the design will enable us to evaluate only the impact of the combined package of NECS interventions rather than that of individual components. Therefore, outcomes for a representative sample of individuals from these villages will be measured and compared across treatment and control groups. As we note in Section F, however, we will conduct a performance evaluation to provide suggestive evidence on which components of the package may have driven any impacts we observe.

2. NECS Random Assignment

To be compatible with the first round of random assignment for the IMAGINE evaluation, which involved assignment of villages within communes, we conducted the second round of random assignment of villages within communes as well. That is, we randomly selected a number of villages from the IMAGINE control villages in each commune to receive the NECS program (together with all the IMAGINE treatment villages in that commune). The steps we used to complete the NECS random assignment were as follows:

[4] However, because eligible villages were purposefully identified by the MEN using certain criteria, they are not necessarily comparable to other villages in Niger.

[5] There is a subtle distinction in the point in time at which these groups can be considered equivalent. Groups B and C are equivalent through 2012, as their equivalence relies only on the second round of random assignment. Groups A and C are only equivalent through 2008 because their equivalence relies on both rounds of random assignment, the first of which took place at the end of 2008. As we discuss in Section C.3, this distinction has implications for the analysis.

- **Finalize the list of villages for NECS random assignment.** The villages included in the NECS evaluation are the same 204 villages (in 20 communes) that were identified by the MEN as eligible for the original IMAGINE program using the approach described above. We identified the villages that had actually received an IMAGINE school in each commune based on Plan's data, and removed them from consideration for random assignment.[6] These 62 villages, spread across all 20 communes, will automatically receive NECS, and will form group A (IMAGINE plus NECS). The remaining 142 villages, again spread across all 20 communes, were included in the random assignment process through which groups B (NECS only) and C (control) were determined.

- **Allocate the number of NECS-only villages across communes.** The NECS program intends to serve 150 villages, of which 62 automatically received NECS by virtue of having an IMAGINE school. This implied that we had to select a further 88 villages (out of the 142 non-IMAGINE villages available) using the NECS random assignment procedure to meet program targets. Because random assignment was to take place within commune, we had to allocate these 88 NECS-only villages across communes before conducting the draw.

  We had to satisfy several criteria in conducting these allocations. First, we had to ensure that the total number of NECS villages (including IMAGINE plus NECS and NECS only) met the implementation targets of Plan and Aide et Action—78 villages in the 11 Plan communes, and 72 villages in the 9 Aide et Action communes. Second, we wanted to ensure fairness and perceived fairness in the allocations across communes, which was a key request of the MEN. Third, we wanted to protect the design against the possibility of attrition, by ensuring that our proposed allocation that satisfied the first two criteria also included at least 2 of each type of village per commune.[7]

  To meet these criteria, we decided to allocate the 88 NECS-only villages across communes using the overall fraction of villages to be randomly selected for each implementing partner. Specifically, there were 74 villages eligible for random assignment in the 11 Plan communes of which 42 (57 percent) were to be selected. We therefore allocated approximately 57 percent of eligible villages in each Plan commune to receive NECS. We conducted a similar allocation for the Aide et Action communes, allocating 68 percent of villages eligible for random assignment to receive NECS in each commune. Finally, we made minor adjustments to the final allocations to ensure the totals were correct after rounding and that the minimum of 2 villages of each type per commune was attained (Table 2).

[6] We identified these villages based on their actual IMAGINE status (whether an IMAGINE school was constructed) rather than their original IMAGINE random assignment status because USAID wanted to ensure that all actual IMAGINE villages received NECS. Ideally we would have preferred to identify these villages based on their IMAGINE random assignment status because random assignment is what guarantees group equivalence. In practice, this difference affected the categorization of 13 of the 204 villages and has some implications for the analysis, which we discuss in Section C.5.

[7] If we had (for example) only one control village in a commune and for some reason we were unable to collect data in that village, then we would have to exclude the entire commune from any comparisons involving the control group. This is because there would be no control village in that commune, and the design relies on within-commune assignment.

Table 2. Allocation of Villages to Research Groups by Commune

Region	Commune ID	IMAGINE Plus NECS Villages	NECS-Only Villages	Control Villages	Total Villages	Implementing Partner
Agadez	1	2	2	6	10	Plan
Diffa	2	2	5	3	10	Aide
Dosso	3	2	5	3	10	Plan
	19	2	5	3	10	Plan
Maradi	4	2	6	2	10	Aide
	5	2	7	3	12	Aide
	6	2	7	3	12	Aide
	7	2	5	3	10	Aide
Tahoua	8	2	5	3	10	Plan
	9	2	5	3	10	Plan
	10	2	5	3	10	Plan
	11	2	5	3	10	Plan
Tillaberi	12	6	2	2	10	Plan
	13	5	3	2	10	Plan
	14	6	2	2	10	Plan
	15	5	3	2	10	Plan
Zinder	20	3	5	2	10	Aide
	18	2	6	2	10	Aide
	16	6	2	2	10	Aide
	17	5	3	2	10	Aide
Total		62	88	54	204	

- **Conduct random assignment.** We conducted the random assignment at a public meeting in Niamey in November 2012, which was attended by all key stakeholders including the MEN and implementing partners. For each commune, we wrote down the names of all villages that were eligible for random assignment on a separate piece of paper and drew these names randomly out of a bag. The first few villages drawn in each commune were assigned to receive NECS, with the exact number depending on the number of NECS villages allocated to that commune (Table 2).

- **Adjustments to the final list.** After random assignment occurred, it was determined that one of the selected NECS-only villages (in commune number 1) had to be dropped from the NECS program for logistical and security reasons. It was replaced by a village from outside the original list of eligible villages(in commune number 12). Neither the original nor the replacement village will be included in the evaluation, although we will collect data in the replacement village for monitoring purposes. The number of NECS-only villages included in the evaluation is therefore 87 rather than 88.

Random Assignment Conducted in Niamey, November 2012
Mr. Barmou Salifou, Secrétaire General du MEN/A/PLN and Mr. Kalilou Tahirou, Secrétaire General Adjoint du MEN/A/PLN

3. Estimating Overall Impacts

Given the use of random assignment, the basic method to estimate impacts consists of comparing the mean outcomes of the various research groups at end line. However, we intend to use regression models to estimate impacts because these have the advantages of providing greater analytical flexibility, accounting for design characteristics such as stratification by commune, and improving statistical precision through the inclusion of control variables.

We will estimate the impact of NECS plus IMAGINE by estimating the following ordinary least squares model (OLS) for the sample of group A (IMAGINE plus NECS) and group C (control) villages:[8]

$$Y_{ihj,post} = \alpha + \beta IMAGINE\_NECS_j + \delta_k + \lambda X_{ihj} + \varepsilon_{ihj} \qquad (1)$$

Where $Y_{ihj,post}$ is the outcome for child i in household h in village j at end line; $IMAGINE\_NECS_j$ is a binary indicator that is one if j is a group A (IMAGINE plus NECS) village and zero if it is a group C (control) village; δ_k is a vector of binary indicators, one for each commune k; X_{ihj} is a vector of control variables that could be correlated with outcomes (the controls could be at the individual, household, or village level); and ε_{ihj} is a random error term. The parameter of interest in equation (1) is β, which gives the estimated average impact of IMAGINE plus NECS on the outcome of interest (research question 1). Effectively, equation (1) involves a follow-up comparison of groups A and C that assumes equivalence at the time of the original IMAGINE random assignment (in 2008) and captures the effects of any differences between the groups that

[8] Some of the outcomes of interest, such as enrollment, are binary in nature. However, we still prefer to conduct estimation using a linear probability (OLS) model in these cases, because of ease of interpretation. Nevertheless, we will investigate the sensitivity of our results to using a logit or probit model that accounts for the binary nature of these outcomes.

have arisen since then. More specifically, because group A villages will have already experienced three years of IMAGINE at the start of the NECS program, the parameter β can be interpreted as the impact of three years of IMAGINE alone, plus two years of IMAGINE combined with the package of NECS interventions.

Our estimates have to account for the fact that outcomes among individuals in the same village—which is the level of random assignment—are likely to be correlated, because they experience many of the same conditions (such as the same teachers and school environment). We will account for the correlation statistically by clustering the regression error terms at the village level to adjust the standard errors. In addition, because the fraction of group A and group C villages varies by commune, we will weight villages by the inverse of their probability of selection. Otherwise, treatment status could be correlated with commune, which could result in biased estimates. These village-level weights will be combined with the sampling weights that we will compute for households within a village.

Similarly, we will estimate the impact of the package of NECS interventions alone by estimating the following OLS model for the sample of NECS only villages and control villages:

$$Y_{ihj,post} = \alpha + \beta NECS_j + \delta_k + \pi Y_{ihj,pre} + \varepsilon_{ihj} \qquad (2)$$

This model is almost identical to equation (1), with two main differences. First, the treatment variable is now $NECS_j$, a binary indicator that is one if j is a group B (NECS only) village and zero if it is a group C (control) village. This implies that villages in group A will not be included in this part of the analysis. Second, the model explicitly controls for the baseline outcome, $Y_{ihj,pre}$ as one of the control variables. Because the baseline level of the outcome variable is generally highly correlated with the end line level in educational studies, this is likely to help reduce variance and hence improve statistical power. Equation (2) involves a follow-up comparison of groups B and C that assumes equivalence at the time of the NECS random assignment (in 2012) and captures the effects of any differences between the groups that have arisen since then due to the effects of the NECS program. Conceptually, this model is a more flexible version of one that would look at the *change* in outcomes as the outcome of interest, comparing the change in NECS-only to the change in control over the period of the evaluation (a "difference-in-differences" analysis). Once again, we will cluster the standard errors by village and estimate appropriate weights for the analysis. The parameter of interest in equation (2) is again β, which gives the estimated average impact of the package of NECS interventions only on the outcome of interest (research question 2).[9]

The inclusion of the NECS baseline outcome in equation (2) is the key reason why the impacts of IMAGINE plus NECS and NECS alone are estimated separately rather than in a single model. It is not legitimate to control for the baseline outcomes in the comparison of groups A (IMAGINE plus NECS) and C (control) in equation (1) under the RCT design because the two groups in that model are equivalent only at the original IMAGINE randomization in 2008. The two groups may not be equivalent by 2012 because the IMAGINE plus NECS schools would have already

[9] In our analysis of each outcome for the NECS only versus Control and NECS plus IMAGINE versus Control comparisons, we will assess whether our results are robust to correcting for multiple comparisons. This will ensure that statistically significant impacts for a particular outcome are not simply statistically significant by chance due to having two comparisons for that outcome (this is known as the multiple comparisons problem, see Schochet 2009).

experienced several years of the IMAGINE program. In fact, the true "baseline" outcomes for the model in equation (1) would be outcomes collected prior to 2008, which, unfortunately, were not feasible to collect during the IMAGINE evaluation. The impacts of IMAGINE plus NECS and NECS alone must therefore be estimated separately if we want to include the NECS baseline as a control in the RCT analysis and benefit from improved statistical power.[10]

4. Estimating Impacts for In-school Children

Because a key component of the NECS program focuses on learning (particularly the early grade reading component for the 1st and 2nd grades) and is school based, one might expect most of the impacts of NECS on learning to be concentrated on in-school children. NECS partners have therefore expressed a strong interest in estimating the impacts on learning for a sample of in-school children, or for the sample of in-school children in early grades. However, these estimates are problematic because of the potential for selection bias. Specifically, they may result in over- or underestimates of the true effect of the program because other aspects of the intervention may induce systematic differences across research groups in the characteristics of children who enroll in or stay in school. For example, if the program encourages children from more disadvantaged backgrounds to enroll, then one might expect their scores to be lower, which would decrease the resulting impact estimates and dampen our understanding of the true effect of the program. Therefore, while we could conduct additional analyses in which we restrict the estimates in equations (1) and (2) to the sample of in-school children, these estimates would have to be interpreted with caution because of the potential for bias due to selection into enrollment.

An alternative approach to obtain unbiased estimates for the sample of in-school children is to inflate the overall estimates from equations (1) and (2) based on the enrollment rate in treatment villages (NECS-only or NECS plus IMAGINE). For example, if the enrollment rate in treatment villages is 80 percentage points, we could divide the impact estimates by 0.8, effectively inflating them by 25 percent. This is known as a Bloom adjustment (Bloom, 1984).[11] The key assumption underlying this adjustment is that the impact on learning for out of school children in treatment communities is zero, which may be plausible given the in-school focus of the NECS reading program—the component of the program that directly targets learning.[12] If this assumption holds, these "treatment on the treated" (ToT) estimates can be interpreted as the impact of being enrolled in a NECS school on all children who experienced the in-school NECS program. Crucially, valid ToT estimates still require the village level estimates (known as "intent to treat", or ITT estimates) from equations (1) and (2) before the Bloom adjustment can be conducted.

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[10] Including the NECS baseline as a control in equation (1) would imply a difference-in-differences approach that compares the change in outcomes from NECS baseline to NECS end line in group A to the same change for group C. However, this analysis might not have a causal interpretation because it relies on additional assumptions that are not guaranteed by the randomization.

[11] In terms of regression models, this can also be estimated using an instrumental variables (IV) approach (Imbens and Angrist, 1994). In this approach, the learning outcome is regressed on an indicator for enrollment in a treatment school, and village treatment status is used as an "instrument" to adjust for any selection bias.

[12] NECS might still have impacts on the test scores of out-of-school children despite the school-based focus of the reading component. For example, there could be positive spillovers if enrolled siblings share reading materials with non-enrolled siblings, other components of NECS such as adult literacy training could affect out-of-school children in the community, or a child may not be currently in school but could enroll and benefit from the program for some period. These possible impacts are an important caveat to the validity of the adjusted estimates.

5. Additional Analyses

In addition to the basic impact estimates described above, we will conduct several additional analyses:

- **Estimating impacts for subgroups.** Exploring the variation in impacts by subgroups is of interest to the evaluation. Key subgroups include those defined by gender (research question 3) and by household asset levels (research question 4). The impacts for a particular subgroup can be evaluated simply by restricting the sample used to estimates equations (1) and (2) accordingly, or by including appropriate interaction terms in these equations. We will also explore variation in impacts by other subgroups of interest, such as those defined by the age or schooling status of the child.

- **Evaluating the sustainability and longer-term impacts of IMAGINE.** We will be able to evaluate the sustainability and longer-term impacts of IMAGINE two years after the end of the program by comparing IMAGINE treatment (group A) to IMAGINE control (groups B and C combined) villages using our baseline data. We will conduct these estimates using a regression model analogous to equation (1), only replacing the indicator $IMAGINE\_NECS_j$ with $IMAGINE_j$, a binary indicator that is one if village j was assigned to the IMAGINE treatment group. For outcomes that are measured at the school level—specifically, school infrastructure—we will estimate similar models at the school level. By comparing school infrastructure and educational outcomes, we will be able to assess whether the infrastructure investments were sustained over time, and whether the IMAGINE program had longer-term effects on key educational outcomes that did not manifest themselves at the time of the IMAGINE evaluation (research question 5).[13]

- **Accounting for differences between IMAGINE assignment status and actual IMAGINE status.** During the IMAGINE project, IMAGINE random assignment was not adhered to in 13 villages in 5 communes. Specifically, 8 villages were assigned to IMAGINE treatment while no IMAGINE school was built, 2 were assigned to IMAGINE control while an IMAGINE school was built, and 3 villages were not included in the IMAGINE random assignment but had an IMAGINE school built.

  These changes affected the villages included in our research groups for the NECS evaluation because we identified the villages eligible for NECS random assignment based on their actual IMAGINE status and not on their original IMAGINE assignment status to ensure compatibility with implementation plans. There may be a concern that this movement of villages across research groups after the IMAGINE random assignment has disrupted the equivalence of the original IMAGINE treatment and control groups on which the comparison between groups A and C (the NECS plus IMAGINE estimates) relies. (This is not an issue for the comparison of groups B and

[13] The original IMAGINE evaluation included 178 of the 201 villages included in the IMAGINE random assignment process. (The remaining 23 villages were dropped for various reasons, while 3 villages were purposefully selected to receive an IMAGINE school and were not included in the random assignment.) While we will focus our estimates of long-term IMAGINE impacts on the full sample of villages included in the IMAGINE random assignment, we will also explore the sensitivity of our estimates to restricting to the sample of 178 villages in the original IMAGINE evaluation to ensure comparability to those results.

C—the NECS-only estimates—because the equivalence of these groups relies only on the new round of NECS random assignment.)

To address this concern, we will investigate the sensitivity of our NECS plus IMAGINE impact estimates to dropping the villages which violated IMAGINE random assignment.[14] If these estimates are substantively different from those for the full sample, we will prioritize the former because the assumptions underlying the random assignment design are more likely to be satisfied. For the longer-term IMAGINE evaluation, we will use the original IMAGINE random assignment status to obtain intent-to-treat (ITT) estimates, as was done for the original IMAGINE evaluation. These estimates can be interpreted as the impact of being selected into the IMAGINE treatment group.

- **Accounting for bilingual schools.** MCA-Niger has expressed concern that approximately 10 of the villages in the NECS evaluation include bilingual schools, in which early grade instruction in local languages in the norm. Because local language early grade reading is a major component of the NECS program, comparisons using these schools could be different to those using non-bilingual schools. We will address this issue by controlling for bilingual status in our regression models, and exploring the sensitivity of our results to excluding bilingual schools from the analysis.[15]

- **Accounting for potential selection bias due to unobservable outcomes.** Some of the outcomes of interest—dropout, repetition, and transition rates in particular—are observed only for children who are enrolled in school. Because the enrollment decision itself may be affected by the program, an analysis of these outcomes might be subject to selection bias if the program causes different types of children to enroll in the different research groups. For the comparison between the NECS only and control groups, we can account for this potential selection bias by estimating impacts for a specific sample, namely children who were enrolled at the NECS baseline. [16] Random assignment ensures that these children are equivalent across the two groups on average so that a comparison of their outcomes at end line is valid. (We will be able to verify this using the NECS baseline.) However, for the comparison between the NECS plus IMAGINE group and the control group, enrolled children may already differ at the NECS baseline because of the long-term effects of IMAGINE. For these reasons, the results for these outcomes should be interpreted with caution.

[14] These results can be interpreted as impact impacts of IMAGINE plus NECS with sample attrition of the villages in groups A and C which violated IMAGINE random assignment. The number of villages that would be dropped in this manner—five in group A and three in group C—is well within acceptable limits for the equivalence between treatment and control groups to be maintained in a random assignment design. For example, it is within the limits defined by the U.S. Department of Education's What Works Clearinghouse (WWC) research standards for random assignment designs.

[15] We will capture bilingual status in our school survey and will confirm the number of bilingual schools and their distribution across research groups using our baseline data.

[16] As we discuss in Section G, the NECS baseline will be conducted during the summer break, before schools open for the 2013-2014 school year. Baseline enrollment will therefore be captured retrospectively, with respect to the 2012-2013 school year.

6. Home-Based Versus School-Based Tests

An important practical and methodological concern for the evaluation is whether the test score outcomes in the impact analysis should be measured using home-based tests for a random sample of school-aged children in the community (including in-school and out-of-school children), or school-based tests for the sample of in-school children only. There are two issues at play here: 1) whether to sample children at the community or school level, and 2) whether to test selected children at home or at school. As we describe above, sampling children at the community level provides unbiased estimates of learning at both the community level and for those enrolled in school. Whether it is preferable to administer the test in the home or in the school is unresolved.

To further explore these issues, we plan to validate the scores obtained in home-based tests against school-based tests through a separate validation exercise early in the 2013/2014 school year. This exercise will allow us to study the differences between sampling and administering French and local language assessments at home compared to in schools. Specifically, it will address the following questions:

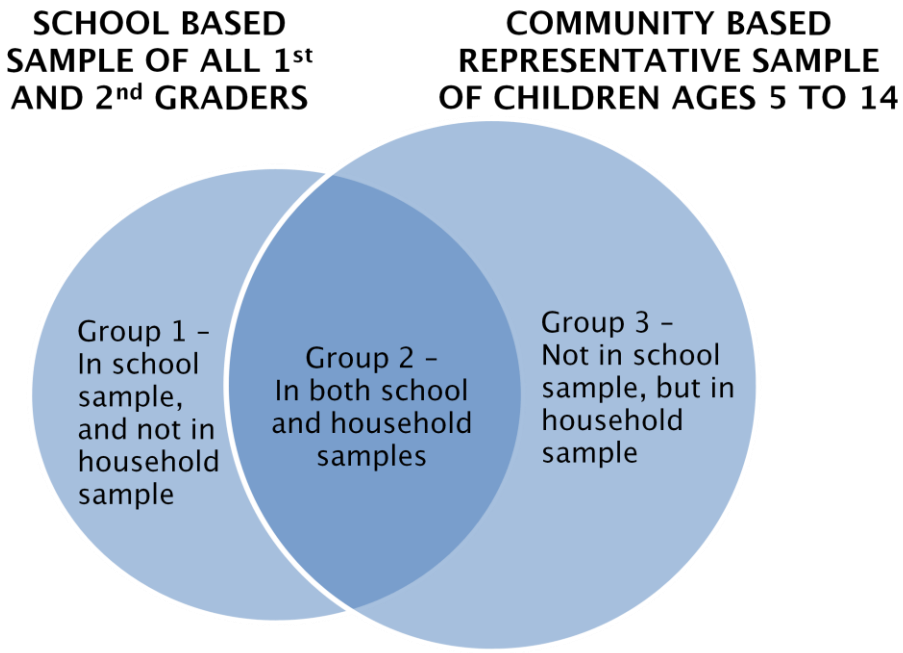
i. Does testing children at home produce equivalent results to testing children in school?

ii. Does restricting the sample of children sampled at the village level to children enrolled in school produce equivalent average test scores as an independent sample of enrolled children drawn from the schools?

The first question aims to determine whether the environment in which the child is administered the reading test has an influence on the outcome of the test. The second question aims to demonstrate that the household-based impact evaluation sample restricted to enrolled children is representative of *all* enrolled children—which we expect to be the case given the random selection of households into our sample. The answers to both of these questions will assist us to determine whether it is necessary to conduct school-based tests in the full sample of villages at end line.

To answer these questions, we will conduct home- and school-based tests in a limited number of villages early in the 2013/2014 school year (after the baseline data collection effort is completed). Specifically, we will conduct school and home-based tests in a sample of 20 villages in two regions near Niamey, chosen from both NECS intervention groups (NECS-only and NECS plus IMAGINE). Because the NECS focus is on reading achievement in 1st and 2nd grades, we intend to conduct the validation tests for students enrolled in these grades only, early in the 2013/2014 school year in the selected villages. We will test all 1st and 2nd grade students enrolled in school in these villages, some of which will appear in our baseline impact evaluation sample (group 2) and the remainder of which will not (group 1), as shown in Figure 2 below. All children in group 1 will be tested in school, while the testing environment for the children in group 2 will be randomly determined: they will be tested at home in 10 of the villages, and in school in the other 10 villages.

Figure 2. Household versus School-based Validation Sample



To answer the first question on test environment, we will compare the school-based test scores to the home-based test scores for the children in group 2. Because the children being administered the school based tests will be randomly chosen (based on whether their village was selected for the home or school based testing described above), a direct comparison of the test scores can be used to assess whether the test environment affects test scores; if the distribution of scores is similar, then the testing environment is unlikely to have had an effect.

To answer the second question, we can compare scores in the full school based sample (groups 1 and 2) to those of the children in group 2 alone. If the distribution of scores is similar, this suggests that restricting the sample of children sampled at the village level to only those enrolled in school produce equivalent results as testing the full sample of enrolled children in the school. This comparison of the distributions of the test scores can therefore be used to assess whether the home-based sample is sufficient or if the full school-based sample is required.

If the test environment does matter and home-based and school-based test scores are substantially different, or if restricting the household based sample to enrolled children only is insufficient, then it may be important to conduct a school-based test in the full sample of villages at end line. On the other hand, if the home-based and school-based tests are similar, then home-based tests may suffice at end line. This will enable us to avoid unnecessary data collection while still satisfying the needs of the evaluation.

7. Power Calculations

To determine the size of the effects that we will be able to detect given our anticipated sample size, we computed minimum detectable impacts (MDIs)—the smallest impacts that our design will be able to statistically distinguish from zero. The MDIs depend critically on the sample size (both the number of villages and the number of respondents within each village), assumptions on key

parameters (such as the intracluster correlation coefficient and the regression R-squared), the power with which we would like to detect effects (typically 80 percent), and the variance of the outcome (which, for binary outcomes, depends crucially on the baseline level of the outcome). Table 3 shows MDIs for several of the key outcomes of interest. To the extent possible, we calculated these MDIs using parameter estimates obtained from the IMAGINE evaluation.

The MDI for the impact of NECS plus IMAGINE on the enrollment rate is 8.6 percentage points (11.7 percent of the expected baseline mean), and that for the attendance rate is 9.2 percentage points (13.5 percent of the expected baseline mean). This suggests that we will only be able to detect relatively large impacts on these outcomes. For test scores—which will make use of the full sample, with scores normalized by age group—we will be able to detect an impact of approximately 0.16 standard deviations. This is within the range of test score impacts that one would typically expect for a relatively successful educational intervention. [17]

The MDIs for the impact of NECS alone are lower than the corresponding impacts for NECS plus IMAGINE. This is both because the number of villages contributing to the NECS only estimates is larger, and because these estimates will include a control for the baseline level of the outcome, which we expect to substantially increase the amount of variation in the outcome that is explained by control variables (the regression R-squared in Table 3). The MDIs for the impact of NECS alone are 6.0 percentage points (8.1 percent of the mean) for enrollment, and 6.4 percentage points (9.4 percent of the mean) for attendance. For test scores, the MDI is approximately 0.11 standard deviations, again smaller than the corresponding MDI for NECS plus IMAGINE. The MDIs for the long-term evaluation of IMAGINE are of a similar magnitude (these MDIs are for the ITT estimates).

As mentioned earlier, we are also interested in separately analyzing impacts for certain subgroups—for example, those defined by gender and household asset levels. Although the individual sample sizes for these subgroup analyses will be lower than for the full sample, we expect to have only slightly lower power for these analyses (Table 3). This is because the correlation of outcomes within-village implies that the number of villages and not the number of individuals is most critical in determining power. For example, for a subgroup comprising one half of the full sample (such as girls), the MDIs are only about 3–4 percent higher than for the full sample. For a smaller subgroup comprising one fifth of the full sample (such as children age between 5 and 6 at baseline), the MDIs are about 10–15 percent higher than for the full sample.

[17] The test score MDIs for the ToT estimates are obtained from the MDIs in Table 3, inflated by the enrollment rate in treated villages. For example, if the enrollment rate in NECS plus IMAGINE villages is 85 percent, the MDI for test scores will be 0.16/0.85, or 0.19 standard deviations.

Table 3. Minimum Detectable Impacts for the NECS Evaluation Design

	Number of Villages (Number of Children)		Minimum Detectable Impacts (As Percentage of Baseline Mean)		
	Treatment	Control	Enrollment (Percentage Points)	Attendance (Percentage Points)	Test Scores (Standard Deviations)
NECS plus IMAGINE					
Research group	A	C			
Full sample	62	54	8.6	9.2	0.16
	(6,200)	(5,400)	(11.7%)	(13.5%)	
Subgroup (50 percent)	62	54	8.9	9.4	0.17
	(3,100)	(2,700)	(12.0%)	(13.9%)	
Subgroup (20 percent)	62	54	9.5	10.1	0.19
	(1,240)	(1,080)	(12.9%)	(14.9%)	
NECS Only					
Research group	B	C			
Full sample	87	54	6.0	6.4	0.11
	(8,700)	(5,400)	(8.1%)	(9.4%)	
Subgroup (50 percent)	87	54	6.1	6.5	0.12
	(4,350)	(2,700)	(8.3%)	(9.6%)	
Subgroup (20 percent)	87	54	6.6	7.0	0.13
	(1,740)	(1,080)	(8.9%)	(10.3%)	
Long-Term IMAGINE					
Research group	Treatment	Control			
Full sample	65	136	7.0	7.4	0.13
	(6,500)	(13,600)	(19.5%)	(10.9%)	
Subgroup (50 percent)	65	136	7.2	7.6	0.14
	(3,250)	(6,800)	(9.7%)	(11.2%)	
Subgroup (20 percent)	65	136	7.7	8.2	0.15
	(1,300)	(2,720)	(10.4%)	(12.1%)	

Sources: Authors' calculations using data from the IMAGINE evaluation to estimate key parameters where possible.

Note: MDIs are for a two-tailed test with 80 percent power and a 95 percent level of significance, and were computed using the following formula:

$$MDI = 2.8 * \sqrt{\rho(1-R_v^2) * \left(\frac{1}{N_T} + \frac{1}{N_C}\right) + (1-\rho)(1-R_i^2) * \left(\frac{1}{rnN_T} + \frac{1}{rnN_C}\right)} * \sqrt{\sigma^2}$$

where ρ is the intracluster correlation coefficient (assumed to be 0.1 for test scores and 0.15 for other outcomes based on IMAGINE data); R^2_v and R^2_i are the regression R-squared values that indicate the amount of variation explained by controls at the village level and individual level respectively (both assumed to be 0.1 for the impact of NECS plus IMAGINE, 0.5 for the impact of NECS alone, and 0.1 for the long-term impact of IMAGINE); N_T and N_C are the village sample sizes for the treatment and control groups; n is the child sample size per village (100, assuming 40 households and 2.5 eligible children per household based on our pilot tests); and r is the survey response rate (assumed to be 100 percent based on the IMAGINE data). The term σ^2 is the variation in the outcome, which is one for normalized test scores and equal to $p(1-p)$ for a binary outcome with baseline rate p (assumed to be 74 percentage points for enrollment and 68 percentage points for attendance based on IMAGINE data for control villages).

D. Data Collection

The primary goal of the impact evaluations is to assess the interventions' effectiveness in influencing the outcomes they were designed to address and to test a hypothesis that investing in the whole NECS package will lead to improvements in not only enrollment and attendance, but also learning. In this section, we begin by defining key outcome variables and their indicators to be included in the analysis. We then describe the design of the questionnaires that will be used to collect the impact evaluation data. Finally, we provide a description of the evaluation sample.

1. Outcome Definitions

The research questions presented in Section B suggest the following set of outcomes for the NECS and long-term IMAGINE evaluations (the long-term evaluation of IMAGINE will focus on the subset of outcomes denoted *):

Enrollment (*). Child-level enrollment rates will be measured for all children in the sample for the current school year. We will also measure enrollment in the two previous school years to inform our analysis of dropout, repetition, and transition (which we discuss below).

Attendance. Daily, weekly, and monthly child-level attendance rates will be measured.

Learning in Local Language. Child-level learning will be measured using language tests in Hausa and Zarma.[18] Summary scores will be calculated and converted into standard deviations for each test by normalizing by age and language group, and all scores analyzed together as a single local language test score. In addition to the total reading score, we will compute normalized scores and report separate impacts for each of the five reading domains covered by these tests, namely oral language, letter recognition, word reading, oral reading fluency, and reading comprehension.[19] These domain-specific scores will be informative regarding specific reading skills that are affected by the program.

Learning in French (*) Child-level learning will also be measured using a French reading test. Although the NECS reading activity is focused on local languages and does not directly target French, part of the theory of change is that this will provide young children the essential building blocks for literacy, ultimately improving their French language ability too. In addition, other NECS activities are focused more generally on supporting literacy and enhance the quality of instruction, which may improve French test scores. As with the local language tests, in addition to the total reading score, we will compute normalized scores and report separate impacts for each of the five reading domains covered by these tests, namely oral language, letter recognition, word reading, oral reading fluency, and reading comprehension. A summary score will be calculated and converted into standard deviations by normalizing by age group.

[18] We will also most likely measure reading in Tamasheq, Fulfulde and Kanuri as well, pending creation of the tests in these languages.

[19] In our analysis of scores in multiple different reading domains, we will account for the fact that the impacts in some of these domains may be statistically significant by chance due to the large number of domains considered (this is known as the multiple comparisons problem, see Schochet 2009). Specifically, we will assess whether the results are robust to standard methods that adjust statistical significance levels based on the number of outcomes assessed within reading.

Learning in Math (*). Child-level learning will also be measured using a math test. A summary score will be calculated and converted into standard deviations by normalizing by age group. The comprehensive nature of the interventions suggests that learning may improve across multiple subjects, and therefore testing learning in math is useful. However, because the interventions will not directly touch on math skills in the classroom, this outcome is secondary.

Completion. A child of primary school graduation age is considered to have completed primary school if they finish and are promoted from 6th grade. Completion is defined only for children of primary school graduation age in a particular survey round.

Dropout. An enrolled student is considered to have dropped out of school if they were enrolled in school at baseline but are no longer enrolled at end line. Dropout is therefore only defined for students who were enrolled at baseline.

Repetition. An enrolled student is considered to have repeated school if they repeat any grade at any time during the evaluation time frame. Repetition is therefore defined only for students who were enrolled at baseline.

Transition. An enrolled student is considered to have transitioned successfully to 3rd grade if they are promoted out of 2nd grade and enroll in 3rd grade during the evaluation time frame. Transition is therefore defined only for students who were enrolled at baseline, and are enrolled at 2nd grade at any point in the evaluation. This measure is of particular interest because the reading intervention activities will focus on 1st and 2nd grades.

Additional characteristics of the children, households, and schools in the sample will be collected to facilitate the subgroup analyses described in the research questions, for boys compared to girls, for households with different asset levels, as well as other subgroups of interest. The research questions related to the long-term evaluation of IMAGINE also focus on infrastructure. Therefore, we will measure school infrastructure existence, status, and maintenance at the NECS baseline. We will also measure these variables at NECS follow-up, together with other school inputs such as presence of materials in the school as well as school-level outcomes related to the NECS activities, such as training, enrollment, and head counts.

2. Questionnaire Design

The research questions will be answered using data collected from households in sample villages at both baseline and end line, and data from schools in these villages at end line only. The data collected will be longitudinal for the NECS evaluation, following the same households over time (the households will be different, however, from those included in the IMAGINE evaluation).[20,21] The household questionnaire obtains information about household characteristics, demographics,

[20] Children in sample households who are under age 5 at baseline but will turn age 5 during before end-line in April 2015 will possibly enter into grade 1 during the 2014-2015 school year and would have 1 year of exposure to the program at end line. We will consider adding these children to our sample for follow-up, although we won't have a baseline score for them and will have to treat them a bit differently in the analysis. This will help improve sample size for the in-school early grades analysis at end-line.

[21] Should collecting longitudinal data prove to be infeasible or impractical, we will explore the use of repeated cross sectional data at baseline and endline.

parents' attitudes towards education, children's educational outcomes (enrollment and attendance), children's desire to enroll in school, and skills in French, local language reading, and math. At baseline, a village questionnaire will also capture information about school infrastructure based on the observations of the interviewers and questions posed to village leaders (because the baseline will be conducted while schools are closed for the summer break, as discussed in Section G, it will not be possible to conduct a baseline school survey). The school questionnaire, which will be implemented at follow-up only, gathers information about school characteristics and includes a school roster to collect information on student enrollment and attendance.[22] School officials are asked to report enrollment and attendance information only for those students whose parents have indicated in the household survey that they attend that particular school. Both the household and school questionnaires were developed and conducted as paper questionnaires. Full versions of the questionnaires and sample assessments are included in Appendices B–F.

Household questionnaire. The household questionnaire is based largely on the questionnaire from the IMAGINE impact evaluation. This, in turn, was based on a similar questionnaire used for the BRIGHT impact evaluation in Burkina Faso, which drew heavily from other existing questionnaires widely used in developing countries. They include the Demographic and Health Survey (USAID), Multiple Indicator Cluster Survey (UNICEF), and the Living Standards Measurement Study (The World Bank). Mathematica also consulted USAID's EdDataII: Education Data for Decision Making database for country-specific information and sample assessment questions. Relying on existing questionnaires provides two important benefits. First, because they have been widely and successfully used in similar developing countries, including Niger, we can have confidence in their validity and reliability. Second, using questions that are phrased in the same manner as in other countries allows researchers to more easily compare our findings to those from similar surveys, both in Niger and in other countries. Survey questions were adapted or added, where necessary, to provide more detailed information to answer specific research questions related to the NECS impact evaluation.

The household survey includes reading assessments in French and local languages (Hausa and Zarma) that will be administered to all children in the sample. There are many reading skills that have been measured for different purposes, and existing research shows that several emergent reading skills are particularly important to developing reading comprehension: phonemic awareness, alphabetic principle, concepts about print, writing, and oral language (National Reading Panel 2000, Dickenson et al. 2009). Automaticity in letter recognition, word reading or oral reading, is also of particular importance to a child's ability to read and comprehend (National Reading Panel 2000, Dickinson et al. 2009, Abadzi 2006 and Abu-Hamour et al. 2012). If a child cannot read quickly enough, they will not be able to recall what they just read by the time they complete a passage. Of the domains, oral reading fluency is the strongest predictor of reading comprehension (Kim et al. 2010). In turn, the best predictors of oral reading fluency are oral language and letter recognition (Kim and Pallante 2012 and Dickenson et al. 2009). In other words, once a child knows how to de-code (letter and phoneme identification), oral language (specifically, receptive and expressive

[22] Baseline data collection was originally planned to occur during the 2012/2013 school year, before roll-out of NECS program activities, and was to include both household and school questionnaires. However, due to delays in the baseline data collection effort, it will occur just prior to the start of the 2013/2014 school year so that key outcomes may be measured prior to program beneficiaries being touched by program activities. Therefore, the school questionnaire will not be administered at baseline.

vocabulary knowledge[23]) is the strongest predictor of being able to read fluently. While most research in literacy acquisition has been conducted with English readers, those cross cultural studies that do exist find similar—though not always identical—patterns across languages and cultures. In multilingual contexts, reading acquisition in a child's mother tongue and in a second language can be similar if the spelling-to-sound correspondence is consistent in both languages. The degree of consistency can affect how transferable early reading skills are from one language to the other (Dickinson et al. 2004).

There are therefore a large number of outcomes related to reading ability that could be measured for an evaluation; however, as discussed above, there are a handful of skills that have been found to be the most accurate predictors of reading ability and are therefore particularly useful to measure. Because reading skills can be expected to improve as children get older and receive additional reading instruction, the appropriate skills to measure depends on a child's age and schooling level. For example, if a child is young and unable to read fully, oral language is a strong predictor of future reading ability that is appropriate to measure; for older children, measuring reading comprehension may be appropriate.

Therefore, Mathematica has created reading assessments that focus on these predictive skills, in particular on oral language, letter recognition, word reading, oral reading fluency and reading comprehension. Mathematica has used subtasks from existing assessments as examples a basis for measurement of each reading outcome, including the Early Grade Reading Assessment (Gove and Wetterberg 2011; PHARE 2009) and PreLAS 2000 (Duncan et al. 2000), and has modified the question content and protocols to fit the Niger context. The assessments are short enough to limit respondent burden, tightly linked to the NECS reading intervention, and allow for sufficient variation in each outcome measure. Table 4 below shows the different reading outcomes that will be measured as part of the NECS evaluation. Appendix D presents sample assessments which will be finalized after piloting.

[23] Receptive vocabulary is the ability to understand spoken words, while expressive vocabulary is the ability to produce the proper word (typically after being shown an image). See Lesaux et al. (2010) for further details.

Table 4. Reading Assessments in French and Local Languages

Early Reading Domain	Early Reading Subtask (Outcome)	Description of Questions in NECS Survey
Oral language	Receptive oral vocabulary knowledge	The child is given simple instructions to be followed.
	Expressive oral vocabulary knowledge	The child is asked to identify parts of the body and objects in the environment that the administrator points out.
	Listening comprehension	A text is read aloud to the child and questions about the text are posed afterwards.
Letter recognition	Timed letter identification	The child is given 60 seconds to identify letter names and/or the sounds.
Word reading	Timed familiar word reading	The child is given 60 seconds to read simple common words.
Oral reading fluency	Read connected text accurately (number of words read correctly) and at a sufficient rate (number of words read correctly in 60 seconds)	The child is given 60 seconds to read words in connected text.
Reading comprehension	Respond to questions about the text they have read	The test administrator asks the child reading comprehension questions for the text the child just read.

The household survey includes math assessments as well. To create these, Mathematica worked with our local data collection partner, CIERPA, and their education expert to create assessments that would be useful in creating benchmarks by which to evaluate the effectiveness of the program. These assessments were created by modifying those that were used in the IMAGINE evaluation. Questions were added to deal with floor and ceiling effects. Existing math surveys, including the Early Grade Math Assessment (EGMA), and school textbooks from Niger were used to create questions that touch on the important competencies.

In addition to measuring test scores and many of the other outcomes described is Section D.1, the household survey will also gather detailed household information to enable us to conduct subgroup analyses and use household characteristics as control variables in our regression models to improve precision. The household survey consists of the following modules:

- **Household characteristics.** This module includes information about the head of household, such as religion, language, and education. Information about the household is also included. This information consists of GPS coordinates, construction materials used, available water sources, and proxies for wealth, such as cattle, mobile telephone, or radio.
- **Household listing form.** In this module, the respondent provides a complete list of all eligible children between the ages of 5 and 14 residing in the household. Basic information about these children including relationship to the head of household, sex, age, and school enrollment and attendance is also gathered. Questions in this section also cover child labor and parental attitudes towards the education of the child.

- **Education module.** This module will be administered for all children ages 5 to 14 who attended school at any time during the 2012–2013 school year. Questions address access to textbooks, distance to school, and attendance. Specific information about the school attended, including interventions such as separate latrines, participation in feeding programs, receiving de-worming treatment, and reasons the parents sent the child to school, is also included.

- **Child opinions.** This module consists of questions that are directed towards all eligible children ages 5 to 14 in the household, regardless of school enrollment. Children are asked directly whether or not they have attended school, whether or not they wish to attend school, whether or not they have experienced violence, and measures of gender equity if they have ever enrolled in school.

- **Reading assessments in French.** This module is administered to all children ages 5 to 14, regardless of school enrollment, to measure early reading skills in treatment and control villages. Children are posed questions both orally and with preprinted test booklets. Table 4 outlines the reading skills tested in these assessments, describing the each subtask used to measure the different reading outcomes.

- **Reading assessments in Hausa and Zarma.** A local language reading assessment is administered to all children ages 5 to 14, regardless of school enrollment. Either the Hausa or the Zarma test will be administered in each village, and the same test will be administered to all sampled children in the village. Children not speaking Hausa or Zarma will not be administered the local language test. The Hausa and Zarma assessments test the same competencies at the same level of difficulty to each other, and to the tests in French (Table 4), and are not direct translations.

- **Math assessment.** This module is administered to all children ages 5 to 14, regardless of school enrollment, to obtain a benchmark of mathematics skills in treatment and control villages. Children are asked to count, shown preprinted cards and asked to identify numbers, count items, indicate which number was the greater of a pair of numbers, and perform simple addition, subtraction, multiplication and division, and are asked to perform simple word problems. A single test is administered to all children, regardless of age and education. Because the test is simple and aims to establish benchmarks, more skilled children are able to answer the easier questions relatively quickly and do not demonstrate signs of boredom during test administration.

Village Questionnaire. The village questionnaire allows us to gain basic information about each village and the schools in each village. Questions will be posed to village leaders at each round of data collection about the schools, and about other big programs that occur in the village that may affect schooling or children in the village (for example, a health project could have effects on enrollment, or education programs) for both baseline and end-line. At baseline, interviewers will also visit schools in which sampled children were enrolled and will collect information on infrastructure and its state of repair based on their observations. This information will inform the long-term IMAGINE evaluation. Collecting infrastructure information by external observation is necessary because the baseline will be conducted while schools are closed for the summer break, as discussed in Section G.

School questionnaire. The school questionnaire will be implemented at follow-up only. The draft of this questionnaire was based largely on the questionnaire used for the IMAGINE impact evaluation, which in turn was based on the one used for the BRIGHT impact evaluation in Burkina Faso. Mathematica used the World Bank's Standards Measurement Study School Questionnaire as a model. The questionnaire was updated to cover topics specifically related to the NECS program. The final version of the school questionnaire that will be fielded in the endline survey will be modified during the course of the NECS project to incorporate key questions related to school and teacher practices that may arise as part of the performance evaluation. At endline, the school survey will be administered just after the household surveys are completed, on the same day when possible. The survey will enable measurement of several of the key outcomes defined above, and will provide a second measure of some of these outcomes— for example, enrollment and attendance—which we can use to validate the results from the household survey. It consists of the following modules:

- **School information panel.** This module includes general information about the school, such as name, region, commune, and position of respondent.
- **School characteristics.** This module gathers information about the school including enrollment numbers by grade, type of school (public or private), textbook availability, whether the school offers food programs, and whether other outside programs that may affect schooling outcomes are active in the school or community.
- **School physical structure.** This module includes questions about the number of classrooms, construction materials, availability of desks and chairs, water supply, existence of and functionality of latrines, existence of a preschool, and teacher housing.
- **School personnel.** This module asks respondents to provide information about the teachers at the school including number and gender of teachers, training levels, and participation in gender sensitivity training.
- **School register.** This module contains information on all of the children identified in the household survey as enrolled at this particular school. The first part of the register will be completed by the interviewer before arriving at the school, while the second part requires the interviewer to verify enrollment and attendance for each child while at the school.

Questionnaire development. The household and school surveys were written in both English and French. The local data collection team collaborated with Mathematica to ensure translations were accurate and that idiomatic expressions or language usage particular to Niger had been incorporated. However, French is rarely spoken in rural villages. Faced with the prospect of surveying people of many ethnic groups in their respective local languages, Mathematica decided that the best approach would be to hire local interviewers representing the diverse ethnic backgrounds in Niger who were fluent in both French and local dialects, and train them to translate the survey questions as they conducted the interviews.

Once the questionnaires were developed, they were tested through a pilot data collection effort for which Mathematica randomly selected 10 villages—five IMAGINE treatment and five IMAGINE control—from those villages eligible for the study that are near Niamey. Our aim was to survey households and schools in these villages to identify potential problems with the survey questionnaires and data collection procedures. The pilot test was conducted in November 2012. The pilot included interviewer training, conducting a census and random household selection in each village, identification of schools, administering household and school surveys, and data entry, cleaning, and delivery. Mathematica participated in the training for the pilot, and held several

debriefing phone calls with the data collection firm after the pilot. An additional pilot will be conducted to finalize the subtasks in the reading assessments prior to their fielding in fall 2013.

Follow-up discussions with stakeholders allowed for fine tuning of the instruments. Based on the results of the pilot test and follow-up discussions with stakeholders, several changes were made to the questionnaires. We streamlined both questionnaires by removing questions that were redundant or unnecessary to conduct the impact analysis and by focusing the assessments on the questions that worked best and were continually increasing in difficulty. We also improved instructions to data collectors regarding procedures for administering the assessments. In addition, we determined improvements to our field procedures to allow for better matching between children in the household and school surveys.

Timing. The household survey described above will be administered at baseline in the early fall of 2013, just before the start of the 2013-2014 school year. Endline will take place two years after the children have been exposed to the interventions at the end of the 2014–2015 school year, and will include household and school surveys. This time line is reasonable to see impacts for several reasons. First, there is sufficient time for full implementation of all project activities, even accounting for startup delays, and for one to two years of exposure. Second, for the reading intervention specifically—which may drive changes in reading scores—it seems reasonable to expect impacts after four to six months of exposure, so end line after two years of exposure will ensure there is sufficient time for impacts to manifest for both language groups.

3. Sampling Approach

The sample frame for the NECS evaluation is composed of all households located in the 203 villages that are included in the NECS evaluation. These villages include 62 IMAGINE plus NECS villages, 87 NECS-only villages, and 54 control villages.[24] The survey sample will be composed of 40 households with school-age children (5–14 years old) selected randomly from each village in the sample frame. Households are defined as groups of people living together in a common physical space for a minimum of 6 of the previous 12 months or intend to live together at least 6 months, working together under the authority of a person called the head of household, and taking their meals together or from the same supply of food. To develop a list of eligible households, data collectors first conduct a complete census of all the households in the village and identify those with school-age children. Following the census, 40 eligible households in each village are randomly selected to be surveyed in a public process. Those households that refuse to participate will be noted and replaced so that a sample of 40 households per village is obtained for the baseline. It is important to have 40 households at baseline to ensure a sufficient sample size at end line after attrition for the impact estimation. All schools serving children in the village (up to three maximum) within a 10-kilometer radius of the village will also be surveyed for that village at follow-up (and will have their infrastructure observed and measured by interviewers at baseline). To determine which schools to survey, interviewers will use information collected during the household surveys to identify schools regularly attended by children from each village.

[24] As mentioned earlier, there were originally 204 villages but one was replaced for logistical and security reasons. While we will collect data in this replacement village for monitoring purposes, it will not be included in the evaluation sample.

E. Cost Analyses

In addition to estimating the impact of NECS (alone or in combination with IMAGINE) on key educational outcomes, we will conduct cost analyses to estimate the overall economic merit of the investment. These cost estimates will allow us to compare the economic merit of the program to that of similar educational interventions elsewhere, as well as other social investments. We will conduct these analyses separately for the NECS plus IMAGINE investment as well as the NECS-only investment. This will allow us to determine if one of these two program models was a sounder investment from a cost perspective, which may be informative for future policy decisions in Niger and elsewhere. Below we describe the various types of cost analyses that we intend to conduct.

Cost-effectiveness analysis. Impact estimates will be used to assess the effects of the NECS program on key educational outcomes in the relevant unit of measurement (for example, the effect on enrollment in terms of percentage points, or the effect on test scores in terms of standard deviations). A cost-effectiveness analysis is needed to assess these effects on a per-dollar basis. We will estimate the cost-effectiveness of the NECS (or NECS plus IMAGINE) program in three steps. First, we will obtain impact estimates for the key educational outcomes—including enrollment, attendance, completion, and test scores—from the impact evaluation. Second, we will estimate the costs associated with providing the NECS program (and the IMAGINE program, where relevant) in recipient villages. Third, we will obtain a cost-effectiveness measure for each outcome by dividing the estimated cost by the estimated impact for the outcome.[25] In the case of enrollment, for example, we will divide the costs by the impact on the percentage of enrolled children. To get a broad sense of the magnitude of these cost effectiveness estimates, we will compare them to cost-effectiveness estimates of other education interventions in the literature.

Cost-benefit analysis. Calculations of cost-effectiveness do not take into account potential benefits other than improved educational outcomes. In addition, these measures simply provide estimates of the cost of achieving given educational objectives; they provide no information about whether or not the monetary benefits of these estimates might outweigh the costs. That information is provided through a cost-benefit analysis, where the potential benefits of the NECS program (or NECS plus IMAGINE program) are compared in monetary terms to the costs of the program. Estimating the cost-benefit of the program again involves three steps, similar to those used to estimate cost-effectiveness. First, we will estimate the lifetime discounted monetary benefits of the program. This will be done by taking all benefits of the program into account, monetizing these benefits over the lifetime of the beneficiaries and discounting the estimate so it is comparable to the costs. Second, we will estimate the costs associated with providing the NECS (or NECS plus IMAGINE) program, using the same cost estimates we used to estimate cost effectiveness. Third, we will obtain the cost-benefit measure by subtracting the estimated costs from the estimated monetary benefits.

The key difference between the cost-effectiveness and the cost-benefit analyses is that the former produces one estimate per outcome that informs how much it costs to improve a specific outcome by some specified amount, whereas the latter yields a single measure that informs whether the overall monetary benefits of the program are larger than the costs. Accounting for all the

[25] Because the impact estimates will yield the impact of the NECS program as a whole (including the full package of interventions), all the cost analyses described here will also pertain to the program as a whole.

benefits of the NECS program will require a careful and systematic exploration of the avenues through which the ultimate economic benefit of the program can be realized and an effort to monetize these benefits.

The expected benefits of improved educational outcomes will be realized by improved productivity in the future. In addition to educational outcomes, there are other outcomes that may result in long-term monetary benefits. For example, if child health is improved as a result of the program, lower morbidity, higher productivity, and more years of productive work may be resulting effects. Our exploration of the program impacts will shed light on the set of additional outcomes for which there are measurable effects. However, we will not be observing the children in our sample at the time they will realize their increased economic benefits—which occurs after entering the labor market—and thus we will not have a direct measure of the monetary benefits. We will therefore obtain indirect measures of returns to schooling and other possible outcomes for use in this analysis, using relevant studies from the literature. Mathematica is currently conducting this exercise as part of a cost-benefit analysis for the BRIGHT program in neighboring Burkina Faso, which targets similar outcomes in a similar context; once complete, that analysis will directly inform the analysis for the NECS program.

Economic rate of return (ERR). The cost-benefit analysis of the NECS program (alone or in combination with IMAGINE) will be used to calculate ERRs. An ERR estimate represents a summary statistic that reflects the economic merits of a proposed investment. Conceptually, it is the discount rate at which benefits exactly equal costs of a proposed intervention program. The higher the value of the benefits relative to costs, the higher the ERR. We will estimate the ERR for both the NECS-only and the NECS plus IMAGINE programs based on our estimates of program costs and benefits. Again, our ERR analysis will likely be strongly informed by that currently being conducted for the BRIGHT program in Burkina Faso, since the contexts are quite similar.

Cost Data Sources. A key component in the cost analyses described above is accurate information on costs, which is then combined with information about program impacts. For the NECS-only analysis, the relevant cost information is the difference in costs between NECS-only and control schools; for the NECS plus IMAGINE analysis, the relevant cost information is the difference in costs between NECS plus IMAGINE and control schools.

There are two main categories of relevant costs in this context—infrastructure costs (school building, well, toilets, and so on) and non-infrastructure costs (early grade reading materials, implementing staff time, teachers' salaries, textbooks, and so on). For the NECS-only analysis, we can assume that all school infrastructure costs and MEN-funded non-infrastructure costs are similar in the NECS-only and control group by virtue of random assignment.[26] The only difference in (non-infrastructure) costs arises from the costs of the NECS program; to estimate this we will require obtaining cost data from the NECS implementation team (this should include materials, transport, staff salaries, and so on).

[26] This might not be the case if the NECS interventions cause a reallocation of resources by the MEN. We do not expect this to be the case, but will explore this possibility to the extent possible through our planned school survey at follow-up.

For the NECS plus IMAGINE analysis, we can use the same estimate of NECS program costs. However, we must also account for differences in infrastructure costs between existing and IMAGINE schools, as well as possible differences in lifespan so that these costs can be depreciated accordingly. Ideally, we need comparable estimates of these infrastructure costs for both IMAGINE and existing schools; however, acquiring them is challenging. There are a few possible strategies to collecting these data, and we will work closely with MCA-Niger to identify which is most feasible. The simplest approach is to collect these data from Plan for IMAGINE schools, and from the MEN for non-IMAGINE schools (for the latter, we could request costs of recently-constructed schools and use this as an approximation for the infrastructure costs of non-IMAGINE schools in our sample). Other approaches—such as having an infrastructure expert visit a sample of IMAGINE and non-IMAGINE schools to assess the infrastructure—are much more costly and have not resulted in reliable cost estimates in similar settings in the past (for example, in our evaluation of the BRIGHT project in Burkina Faso). However, if infrastructure cost data are not available from the MEN, we will explore alternative approaches to collecting them.

F. Performance Evaluation

As a part of the impact evaluation of the NECS program, we will conduct a performance evaluation that will explore how key component activities were planned, how and why implementation of these activities may have varied from the original plan, major barriers and successes with regard to implementation of these activities, how implementation may be associated with program impacts, and lessons learned. This performance evaluation will both complement and inform the impact evaluation findings, and will help end users to unpack the roles of the different NECS activities in impacting education and learning outcomes.

This section explains the methodologies we plan to employ to identify qualitative data; collect it for desk review and through semi-structured interviews, focus groups and administrative data; synthesize and analyze it; and report on the findings for each component. We start with an overview of the program logic and general research questions that will guide the performance evaluation of the NECS program. We then discuss the qualitative methods that will be used to address each question.

1. Program Logic

As with all aspects of the evaluation, the program logic that guided the design of the NECS program activities will guide the performance evaluation. As a first step, we will document the program logic based on existing documentation and discussions with stakeholders. Based on that program logic, our general research questions seek to explore how key component activities were planned and implemented, variations from planned implementation, major barriers and successes with regard to implementation, how implementation may be associated with program impacts, and lessons learned. The NECS program is comprised of a variety of specific activities, each with its own program logic and implementation plans. While the underlying approach to our review of each activity will be similar, in that we will seek to document and assess each activity's implementation, our approach will be adjusted based on each activity's specific program logic. The set of process-related research questions will be adapted as described below.

It is important to note that qualitative methods have certain limitations. As with most qualitative research, document review, review of monitoring data, stakeholder interviews, and focus groups are illustrative and do not constitute a representative sample of all documents, monitoring data, stakeholders, or public meetings related to the NECS program. In addition, this performance evaluation is based on a specific education and community strengthening project in Niger that

received MCC support or resources. The results, therefore, may not generalize to all education and community strengthening projects that differ systematically from those in the sample. We will focus on capturing how the program activities were implemented as well as on gaining an understanding of a broad set of implementation issues from a diverse set of stakeholders. From these data, it will be possible to draw some conclusions about program implementation, barriers and strengths of implementation, and even lessons learned in relation to implementation strategies and their potential to support education and community strengthening projects.

2. Research questions

The performance evaluation will be structured around three broad questions (which appear under research question 7 in Section B):

a. How were NECS activities designed?

b. What variations from planned implementation occurred?

c. How may implementation be associated with program impacts?

In general, these core questions will guide the performance evaluation in a manner that addresses each stage of the program life cycle. The first is intended to understand how the program was developed, what needs it attempts to meet, and why the approach is believed to address those needs. The second focuses on implementation and is intended to understand how the program implementation deviated from the original plan and why. The final question attempts to provide context to understand any program impacts that are identified by the evaluation and to describe the causal chain that may have produced those impacts. We discuss each of these components in more detail below.

Component a: NECS Activity Design Questions

The NECS project and the activities that comprise it were designed to address a formidable constraint to improving school education in Niger, the extremely low quality of the current educational system. The Nigerien education system demonstrates low performance in terms of: (a) the number of students who can actually read and write when leaving primary schools; (b) the high repetition and dropout rates, which are an indicator of poor educational quality and efficiency; (c) the lack of access to secondary education, prompting children, especially girls, to drop out before the end of primary school; (d) the dearth of employment and income generating opportunities linked to the level of education attained by children; (e) the insufficient supply of qualified teachers; (f) a somewhat irrelevant and difficult curriculum; and, (g) the lack of textbooks and teaching materials.

A key element in understanding the program design is to link this problem statement to the NECS activities and anticipated outputs and outcomes. This process will take the shape of documenting the program logic. Specific subquestions to address as part of this exercise are:

i. What are the critical activities of the NECS program (both explicit and implicit)?
ii. How are activities anticipated to result in the intended program outcomes?
iii. Do the program activities and objectives match beneficiary needs?

We anticipate that the development of a program logic model and answers to these questions are best accomplished through interviews with funders, implementers and stakeholders as well as a careful review of documentation related to program development.

Component b: Implementation Questions

The objective for assessing implementation is to understand the factors that facilitated or hindered successful implementation and accomplishment of targeted outcomes. Many projects alter implementation based on unanticipated barriers or because a potentially better approach is identified midstream. In order to understand the context within which quantitative impacts manifest, it is essential to understand the extent to which planned activities undertaken and whether new activities were introduced. These changes to implementation should also be documented in the program logic model.

A variety of sub-questions flow from the general question:

i. What was the context in which the program was implemented?
ii. What key contextual factors affected implementation of the NECS program (for example, organizational context and capacity at the national and local levels, local political and economic environment, local norms and values, teacher knowledge and behaviors, and so on)?
iii. How were the core activities of NECS program implemented (key goals and objectives, planned content, intended outcomes, staffing, format, dosage, unique features, and supervision/support)?
iv. What barriers to implementation emerged during the program? How did program implementers and the MEN attempt to address these challenges?
v. What were key successes achieved during implementation of the NECS program?
vi. If there were changes to implementation, what caused those changes?
vii. Was program fidelity achieved? In other words, how did beneficiaries (students, parents, teachers, COGES, and others) respond to training and technical assistance?

These questions are likely to be addressed through a full range of data collection methods, including document reviews, interviews with MEN officials, teachers, implementers and other stakeholders, focus groups with beneficiaries, and with survey data.

Component c: Impact Questions

Quantitative impact estimates, while valuable, often lack the context necessary for correct interpretation. These estimates, for example, may suggest an impact of a certain magnitude but often fail to identify how that impact was manifested. This is a particular problem in bundled interventions, where a number of activities are unfolding at the same time with similar or complimentary objectives, as with the NECS program.

Using the program logic developed early in the program and revised during implementation to reflect deviations, the performance evaluation can attempt to unpack the causal mechanism(s) and provide the necessary context to interpret results, specify key activities from different vantage points, and ultimately improve program delivery. The key questions that drive this analysis are:

i. What key lessons were learned? What program modifications could be incorporated to better achieve program objectives? What project strengths can be built upon to meet unmet needs?
ii. Can the project be effectively replicated? What are the critical implementation elements? How might contextual or organizational factors impact replication?
iii. Can available capacity utilize and sustain outcomes? If not what are the gaps?

iv. What settings (communities, facilities, training, location, class size, teacher quality, and so on) appear to be most useful for meeting the program's objectives?
v. Are there potential unintended impacts of the program (positive or negative)?
vi. What are the stakeholder and beneficiary perceptions of the program, in terms of success and failures?

As with implementation questions, these are best addressed through a full array of data collection, including in depth interviewers with stakeholders, focus groups and interviews with beneficiaries, document review and with survey data.

3. Performance Evaluation Methodologies

The proposed performance evaluation will be implemented by Mathematica in conjunction with a local data collection firm, CIERPA. Mathematica will be responsible for document review; design of semistructured interview protocols, administrative data entry forms, and focus group guides; oversight of data collection; synthesizing and summarizing data; and reporting. CIERPA will be responsible for in-country qualitative data collection including key informant interviews, administrative data entry, and observations. Mathematica will lead key informant interviews in Niamey and the USA.

Mathematica will begin each phase of the performance evaluation by conducting a desk review of program documents. This will allow us to develop a clear understanding of program implementation planning and roll out and anticipated outcomes. We can then use that understanding to tailor interview and focus group protocols according to specifics of each activity. We will train field staff from CIERPA on qualitative methods and the interview protocols. Once they have piloted all protocols, field staff will conduct interviews and other qualitative data collection.

To identify an appropriate set of stakeholders for interviews, we will work with implementers, PLAN, the MEN, MCA, MCC and USAID. To obtain beneficiary perspectives, we would identify 18 villages – six receiving the NECS and IMAGINE programs, six receiving NECS alone and 6 control villages. We would attempt to split these evenly across Plan/Aide. Table 5 presents number of interviews we recommend and the types of key informants for each set of questions.

Table 5. Performance Evaluation Recommended Data Type, Number, and Data Source, by Key Question

Data Type	Number	Data Source
Component a: Design Questions		
Document Review	4	– MCC Planning Documents – USAID Planning Documents – MEN Planning Documents – PLAN Planning Documents
Program Funder Interviews	6	– 2 MCC staff involved in program design – 2 USAID staff involved in program design – 2 MEN staff involved in program design
Implementation Staff Interviews	3	– 1 PLAN/USA staff involved in program design – 2 NECS staff involved in program design
Component b: Implementation Questions		
Document Review	18	– MEN Yearly Documents – PLAN Quarterly Reports – PLAN Quarterly M&E Data
Program Funder Interviews	6	– 2 MCC staff involved in program oversight – 2 USAID staff involved in program oversight – 2 MEN staff involved in program oversight
Implementation Staff Interviews	5	– 1 PLAN/USA staff involved in program implementation – 2 NECS staff involved in program implementation – 2 Field Staff
Beneficiary Interviews	72	– 2 Teachers in each village – 1 School director in each village – 1 School inspector in each village
Beneficiary Focus Groups	54	– 1 Group of mothers, 1 group of fathers in each village – 1 Group of students in each village – 1 Group of COGES/APE/AME in each village
Component c: Impact Questions		
Document Review	3	– MEN Final Document – PLAN Final Report – PLAN Final M&E Data
Program Funder Interviews	6	– 2 MCC staff involved in program oversight – 2 USAID staff involved in program oversight – 2 MEN staff involved in program oversight
Implementation Staff Interviews	5	– 1 PLAN/USA staff involved in program implementation – 2 NECS staff involved in program implementation – 2 Field Staff
Beneficiary Interviews	72	– 2 Teachers in each village – 1 School director in each village – 1 School inspector in each village
Beneficiary Focus Groups	54	– 1 Group of mothers and 1 group of fathers in each village – 1 Group of students in each village – 1 Group of COGES/APE/AME in each village

Given the nature of the questions, we anticipate to begin data collection as early as possible in the implementation of the project. We would then collect data midstream to gain an understanding of how implementation is working. Finally, we would also collect data near the end to assess the overall context and incorporate summary reflections.

4. Qualitative Data Collection and Analysis

This performance evaluation will involve several qualitative data collection activities, including document review, interviews, focus groups, monitoring and evaluation data, and survey data. Document review will include analysis of logic model(s), planning documents, implementation documents, monitoring and evaluation data related to implementation (such as participant lists, program materials, and so on), and any outcomes identified or tracked by the program implementer, among other available documents.

Key themes identified during document review and monitoring and evaluation data review will be used in developing semistructured protocols that will guide interviews with key informants and focus groups with beneficiaries. We will seek a diverse set of respondents, including those who participated in or were aware of program activities for those villages that received the intervention, and a similar group among those villages that did not.

Interview protocols with funders and implementers will incorporate several themes: perceptions of program activities planned and implemented; views of program content plus interest in and satisfaction with program; understanding of, attitudes toward and commitment to primary education; and efforts to raise awareness and engender participation. Themes for the beneficiary interviews will include awareness of and engagement with the NECS program, satisfaction with the program, perceptions of and attitudes toward primary education.

Once interview data have been collected, they will be transcribed by CIERPA in preparation for analysis. Transcripts will be professionally translated. For analysis of each question, Mathematica will synthesize and summarize the key themes that emerge. Where appropriate, we will triangulate document review and monitoring and evaluation, interview, and focus group data with survey data to validate findings and create a greater understanding of project activities, their implementation, outcomes, key lessons learned, and implications for future programming. These findings will be incorporated into a unified report following the end-line survey that presents both the quantitative impact and qualitative performance evaluations.

G. Schedule of Activities

We will collect the quantitative data for the impact evaluation through two rounds of data collection.[27] Baseline quantitative data collection will occur in the early fall of 2013, just before the start of the 2013–2014 school year.[28] Given the planned implementation timeline of NECS intervention, it is necessary to collect these baseline data before the start of the school year to

[27] After several rounds of discussion with MCC and other stakeholders, it was determined that the optimal use of evaluation resources would involve two rounds of data collection for the quantitative impact evaluation—a baseline and a follow-up round.

[28] Although the school year officially begins in October, enrollment is often not complete until November due to rains and harvest activities. We will therefore conclude baseline data collection during October 2013 at the latest.

minimize the risk that they are contaminated by program activities. This timing will likely provide valid baseline measures of learning (which would probably not have been impacted by the NECS interventions at this point), as well as other educational outcomes such as enrollment with respect to the previous school year (before NECS was introduced). The follow-up quantitative data collection will be conducted in the spring of 2015, towards the end of the 2014-2015 school year, after two school years of exposure to the majority of program activities.[29] We intend to conduct qualitative data collection throughout the exposure period, with the final interviews occurring in mid 2015, near the quantitative follow-up. This will enable us to explore in detail how the NECS interventions and the experiences of various stakeholders with the interventions evolved over the course of the program. Each round of data collection will be followed by a report, as shown in Figure 3.

Figure 3. Schedule of NECS Evaluation Activities, by Study Year and Quarter

	2013				2014				2015			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Quantitative Data Collection and Processing			B							E		
Qualitative Data Collection and Processing			D	D		D	D			D	D	
Analysis and Reporting				B	B						E	E

B = baseline, D = qualitative data collection, E = end line follow-up

- **Baseline data collection and report.** The NECS baseline data will include a household survey only (because schools will not be open at the time) and serve four purposes. First, for the NECS impact evaluation, it will establish equivalence between NECS-only and control groups. Second, it will improve precision of impact estimates for the NECS-only impact estimates by enabling us to control for baseline levels in a regression framework.[30] Third, the NECS baseline data will be used as an end line for the IMAGINE project and allow estimates of long-term IMAGINE impacts. Finally, some of the data collected will be used by implementation partners as baseline information for monitoring and evaluation indicators. We will produce a baseline report containing initial findings; these will include a description of baseline outcome levels, estimates of long-term IMAGINE impacts, and an assessment of baseline equivalence for the NECS evaluation. The report will also include initial information from the performance evaluation, specifically a description of the NECS design and program logic. We will release a cleaned anonymized dataset of the quantitative data along with the baseline report.

- **End line data collection and final evaluation report.** Mathematica will prepare a final evaluation report after the end line data collection which will incorporate the performance evaluation results as well. Data collection is expected to occur at the end of the school year for the 2014–2015 school year, after the NECS program has been implemented for two school years. The report will provide final impact estimates of the NECS interventions and final cost analyses, complemented by the performance

[29] Although the school year officially ends in May, schools often close early. We will therefore conclude end line data collection by end-April 2015 at the latest.

[30] As noted earlier, baseline characteristics might not be balanced at baseline and cannot be used as baseline controls for the NECS plus IMAGINE impact estimates because data collected at the NECS baseline might have been affected by IMAGINE.

evaluation; we will again release a cleaned anonymized dataset of the quantitative data, as well as of the qualitative data, along with the final evaluation report.

H. Limitations and Challenges

While our design offers the best possible opportunity to provide rigorous evidence to inform the key research questions, it has some limitations and may face certain challenges going forward. These potential limitations and challenges, and our plans to address them, include the following:

- **Limited ability to isolate the impact of specific components of NECS.** Plan intends to implement the NECS interventions in the same villages with approximately the same timing. As a result, our impact evaluation design will only be able to identify the impacts of the *package* of NECS interventions; we will not be able to directly disentangle the impacts of specific components. To provide some suggestive evidence on which components may have played a greater role in contributing to any impacts, we intend to rely primarily on the qualitative performance evaluation described in Section F. This will help us to understand how and to what extent the various components of the NECS program were implemented in practice, how these components interacted with each other, and which components worked better than others and may have been responsible for driving impacts.

- **Limited power to detect small impacts.** As we discussed in Section C.7, our design only has sufficient statistical power to detect relatively large impacts. Unfortunately, we have little scope to improve power because the number of villages available in the evaluation—which is the primary determinant of the statistical power of the design—is fixed. Nevertheless, we believe the magnitude of the effects we are able to detect is reasonable given the range of effects that are likely to be policy relevant.

- **Limited ability to assess external validity.** The villages included in the evaluation were purposefully identified by the MEN based on certain criteria, and may not be representative of the typical village in Niger. Therefore the external validity of our results is not clear—one might obtain different impacts if the interventions are implemented in other villages in Niger. It may be difficult to rigorously assess external validity because we lack comparable representative data on household and school characteristics from the rest of Niger. However, we will carefully describe the characteristics of the respondents and schools in our sample to provide context for the results. The qualitative component of the evaluation may also shed light on the characteristics of villages and schools that are key facilitators or barriers to program success.

- **Possible adverse events in Niger.** The unstable regional security situation could negatively affect our ability to implement the evaluation or collect data in certain villages or communes. The greater the number of villages or communes affected, the more detrimental this will be to our ability to statistically detect impacts. In addition, several stakeholders have informed us that they were concerned about the effects of the food crisis in rural Niger. If large-scale migration ensues from either problem, this could pose severe challenges to the NECS program as well as to the impact evaluation. Although these events are beyond our control, we will have to closely monitor the situation so that we can adapt as necessary.

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APPENDIX A

BASELINE VILLAGE FORM AND SCHOOL INFRASTRUCTURE INSTRUMENT

NECS VILLAGE AND SCHOOL INFRASTRUCTURE QUESTIONNAIRE 2013

REGION [NAME] [ID]	**COMMUNE** [NAME] [ID]	**VILLAGE** [NAME] [ID]

VILL1. TEAM LEADER NAME: _____ ID: |___|___|

VILL2. DAY/MONTH/YEAR OF VISIT: |___|___| / |___|___| / |_2_|_0_|_1_|_3_|

VILL3. NAME OF VILLAGE CHIEF: _____

VILL4A. NAME OF RESPONDENT IF NOT VILLAGE CHIEF:

_____

VILL4B. POSITION OF RESPONDENT IF NOT CHIEF:

_____

MODULE VILLAGE LANGUAGE VL

LIST THE LANGUAGES SPOKEN IN THE VILLAGE, START WITH THE MOST FREQUENTLY SPOKEN.

VL1.

VL2.

VL3.

MODULE VILLAGE SCHOOLS.

RECORD ALL PRIMARY SCHOOLS SERVING THE VILLAGE. IF A SCHOOL IS NOT ALREADY LISTED, YOU WILL CREATE A NEW SCHOOL ID BY WRITING THE VILLAGE ID AND THE NUMBER LINKED TO THE ROW (E.G. '004' POUR VE4). THEN FILL IN THE SCHOOL MODULES FOR UP TO 3 SCHOOLS IN THE VILLAGE. RECORD THE PRIMARY LANGUAGE USED IN EACH SCHOOL FROM SCH10A ON THIS TABLE AND CIRCLE THE LANGUAGE FOR THE SCHOOL THAT IS THE LARGEST.

SCHOOL NAME	SCHOOL ID	LANGUAGE	SCHOOL FORM RESULT
VE1. [IMAGINE NAME]	[ID]		
VE2. [IMAGINE NAME 2]	[ID2]		
VE3. [IMAGINE NAME 3]	[ID3]		
VE4.			
VE5.			

MODULE VILLAGE HOUSEHOLDS. VM

RECORD THE NUMBER OF HOUSEHOLDS ENUMERATED IN THE CENSUS, AND THE COUNT OF ELIGIBLE HOUSEHOLDS FROM THE CENSUS. RECORD THE NUMBER OF HH INTERVIEWED. VERIFY THAT 40 HOUSEHOLDS WERE INTERVIEWED IN EACH VILLAGE. IF THERE ARE FEWER THAN 40 ELIGIBLE HOUSEHOLDS IN THE VILLAGE, VERIFY THAT ALL ELIGIBLE HOUSEHOLDS WERE INTERVIEWED.

VM1. Count CENSUS			
VM2. Count ELIGIBLE			
VM3. Count Interviewed			

SCHOOL INFORMATION		**SCH**
COLLECT INFORMATION FOR MODULE SCH AND SC BY TALKING TO THE VILLAGE CHIEF OR OTHER VILLAGE LEADER. THEN, GO TO THE SCHOOL AND LOOK FOR THE INFRASTRUCTURE COMPONENTS TO COMPLETE MODULE SS.		
SCH1A.	[IMAGINE NAME]	
SCH1B.	[ID]	
SCH2.	NAME OF SCHOOL DIRECTOR (IF NOT THE RESPONDENT) _____	
SCH3.	SEX OF SCHOOL DIRECTOR	MALE ..... 1 FEMALE ..... 2 |___|
SCH4.	IS THE DIRECTOR FROM THIS VILLAGE?	YES ..... 1 NO ..... 2 |___|
SCH5.	GEO-REFERENCE:	LATITUDE: DG N|__|__| MN |__|__| SC |__|__|__| LONGITUDE: DG E|__|__| MN |__|__| SC |__|__|__|
SCH6.	IS THIS A PUBLIC SCHOOL OR A PRIVATE SCHOOL? (*READ THE OPTIONS*)	PUBLIC/COMMUNITY ..... 1 PRIVATE ..... 2 KORANIC SCHOOL ..... 3 MADRASA ..... 4 NON-FORMAL SCHOOL ..... 5 OTHER (*SPECIFY*) ..... 99 _____ |___|
SCH7.	IS THIS A BILINGUAL SCHOOL?	YES ..... 1 NO ..... 2 |___|
SCH8.	WHAT YEAR WAS THIS SCHOOL OPENED?	YEAR ..... DON'T KNOW ..... 98 |___|___|___|___|
SCH9.	HAS THE SCHOOL CHANGED LOCATION?	YES ..... 1 NO ..... 2 |___|
SCH10A.	WHAT IS THE PRIMARY LANGUAGE SPOKEN IN THIS SCHOOL?	HAUSSA ..... 01 ZARMA ..... 02 TAMASHEQ ..... 03 FULFULDE ..... 04 KANOURI ..... 05 TOUBOU ..... 06 ARABE ..... 07 BOUDOUMA ..... 08 GOURMANTCHE ..... 09 DJOULA ..... 10 OTHER LANGUAGE (SPECIFY) ..... 96 ..... |___|___|
SCH10B.	SECONDARY LANGUAGE?	|___|___|
SCH11.	ARE THERE OUTSIDE PROGRAMS ACTIVE IN THE COMMUNITY THAT MAY AFFECT SCHOOLING OR CHILDREN SINCE OCTOBER 2012?	YES ..... …1 NO ..... 2 |___| 2⇨SS1

SCH12.	IF YES, WHAT ARE THOSE PROGRAMS? 1=YES, 2=NO (MULTIPLE ANSWERS POSSIBLE) 1. UNICEF 2. WORLD VISION 3. PROJECT LUXEMBOURG – DEVELOPMENT PAM 4. FRENCH DEVELOPMENT AGENCY (AFD) 5. OTHER (SPECIFY) _____	1. |___| 2. |___| 3. |___| 4. |___| 5. |___|
SCH13.	IF YES, WHAT PROGRAMMING IS INCLUDED IN THESE ACTIVITIES? 1=YES, 2=NO (MULTIPLE ANSWERS POSSIBLE) 1. TEACHER TRAINING 2. TEXTBOOKS/MATERIALS 3. READING 4. SCHOOL FEEDING 5. DEWORMING 6. OTHER HEALTH PROGRAM 7. INFRASTRUCTURE 8. OTHER (SPECIFY) _____	1. |___| 2. |___| 3. |___| 4. |___| 5. |___| 6. |___| 7. |___| 8. |___|
SCH14.	IS THERE LODGING IN THE VILLAGE SPECIFICALLY FOR THE TEACHERS? YES ..... 1 NO ..... 2 DON'T KNOW 98	|___|___| 2⇨SS1
SCH15.	IS THE LODGING ONLY FOR FEMALE TEACHERS? YES ..... 1 NO ..... 2 DON'T KNOW 98	|___|___|

SCHOOL INFRASTRUCTURE PANEL		**SS**
RESPONSES TO THESE QUESTIONS SHOULD COME FROM DIRECT OBSERVATION ONLY.		
SS1. HOW MANY CLASSROOMS DOES THIS SCHOOL HAVE?	CLASSROOMS..... NOT OBSERVABLE.....98	|___|___|
SS2. HOW MANY OF THESE CLASSROOMS ARE MADE OF FINISHED MATERIAL?	NUMBER..... NOT OBSERVABLE.....98	|___|___|
SS3. DOES THIS SCHOOL HAVE A POTABLE WATER SOURCE ?	YES .....1 NO.....2 NOT OBSERVABLE.....98	|___|___| 2⇨SS6
SS4. WHAT TYPE OF WATER SOURCE IS IT?	PIPED WATER .....1 TUBE WELL OR BOREHOLE.....2 DUG WELL .....3 RAINWATER.....4 TANKER TRUCK.....5 CART WITH SMALL TANK .....6 OTHER (SPECIFY).....99 _____	|___|___|
SS5. DOES THIS WATER SUPPLY FOR THE SCHOOL FUNCTION?	YES .....1 NO.....2	|___|
SS6. DOES THIS SCHOOL HAVE TOILET FACILITIES FOR STUDENTS?	YES .....1 NO.....2	|___| 2⇨SS9
SS7. DO THE TOILETS FUNCTION?	YES .....1 NO.....2 NOT OBSERVABLE.....98	|___|___| 2⇨SS9
SS8. DO GIRLS AND BOYS HAVE SEPARATE TOILET FACILITIES?	YES, SEPARATE BLOCKS.....1 YES, SAME BLOCK.....2 NO.....3 NOT OBSERVABLE.....98	|___|___|
SS9. DOES THIS SCHOOL HAVE A PRESCHOOL?	YES .....1 NO.....2 NOT OBSERVABLE.....98	|___|___|
SS10. DOES THIS SCHOOL HAVE A PLAYGROUND?	YES .....1 NO.....2	|___|

INTERVIEW RESULT	**RE**
INTERVIEWER/SUPERVISOR NOTES :	
RE1A. NAME OF DATA ENTRY CLERK – 1ST ENTRY : _____	
DATA ENTRY CLERK NUMBER	|___|___|
DATA ENTRY DAY/MONTH/YEAR:	|___|___| / |___|___| / |2|0|1|3|
RE1B. NAME OF DATA ENTRY CLERK – 2ND ENTRY : _____	
DATA ENTRY CLERK NUMBER	|___|___|
DATA ENTRY DAY/MONTH/YEAR:	|___|___| / |___|___| / |2|0|1|3|

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APPENDIX B

BASELINE HOUSEHOLD QUESTIONNAIRE

HELLO. MY NAME IS _____ AND I AM WORKING WITH THE RESEARCH INSTITUTE CIERPA. WE ARE WORKING ON A STUDY CONCERNED WITH EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT YOUR HOUSEHOLD. THE INTERVIEW WILL TAKE SOME TIME. 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.

IDENTIFICATION OF HOUSEHOLD — IM

IM1. REGION: _____ ID |___|	IM2. COMMUNE: _____ ID |___|___|
IM3. VILLAGE: _____ ID |___|___|___|	IM4. HOUSEHOLD NUMBER: |___|___|
IM5. INTERVIEWER NAME AND NUMBER: NAME_____ ID |___|___|	IM6. SUPERVISOR NAME AND NUMBER: NAME_____ ID |___|___|
IM7. DAY/MONTH/YEAR OF INTERVIEW: |___|___| / |___|___| / | 2 | 0 | 1 | 3 |	

HOUSEHOLD CHARACTERISTICS — HC

HC1. NAME OF HEAD OF HOUSEHOLD: _____

HC2. RESPONDENT RELATIONSHIP TO HEAD OF HOUSEHOLD: \|___\|___\|

HEAD 01	MOTHER/FATHER 05	ADOPTED/FOSTER/STEPCHILD 09
WIFE OR HUSBAND 02	BROTHER OR SISTER 06	NOT RELATED 10
SON OR DAUGHTER 03	UNCLE/AUNT 07	OTHER RELATION 96
GRANDCHILD 04	NIECE/NEPHEW 08	DON'T KNOW 98

HC3. RESPONDENT'S NAME (IF NOT HEAD OF HOUSEHOLD) _____

HC4. HOUSEHOLD GEO-REFERENCE:
LATITUDE: DG N\|___\|___\| MN\|___\|___\| SC\|___\|___\|___\|
LONGITUDE: DG E\|___\|___\| MN\|___\|___\| SC\|___\|___\|___\|

HC5. DESCRIPTION OF HOUSEHOLD LOCATION: _____

HC6. RESPONDENT'S TELEPHONE NR.: \|___\|___\|___\|___\|___\|___\|___\|___\|

HC7. HEAD OF HOUSEHOLD'S TELEPHONE NR.: \|___\|___\|___\|___\|___\|___\|___\|___\|

HC8. PERSON TO CONTACT TO FIND THE RESPONDENT. IF POSSIBLE, THIS PERSON SHOULD LIVE IN THE VILLAGE. IF THE CODE IS 'OTHER', SPECIFY THE RELATIONSHIP.

HEAD 01	MOTHER/FATHER 05	ADOPTED/FOSTER/STEPCHILD 09
WIFE OR HUSBAND 02	BROTHER OR SISTER 06	NEIGHBOR 10
SON OR DAUGHTER 03	UNCLE/AUNT 07	COUSIN 11
GRANDCHILD 04	NIECE/NEPHEW 08	FRIEND 11
		OTHER (SPECIFY) 96

NAME _____ RELATIONSHIP: \|___\|___\| _____

TELEPHONE NR: \|___\|___\|___\|___\|___\|___\|___\|___\|

HOUSEHOLD CHARACTERISTICS		HC
HC9. SEX OF HEAD OF HOUSEHOLD:	MALE ..... 1 FEMALE 2	|___|
HC10. AGE OF HEAD OF HOUSEHOLD: (DON'T KNOW, 98)		|___|___|
HC11. HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD: ***MARK THE HIGHEST LEVEL, UP TO TWO RESPONSES ARE POSSIBLE*** NONE ..... 00 PRE-SCHOOL ..... 01 PRIMARY ..... 02 SECONDARY ..... 03 HIGHER 04	KORANIC SCHOOL ..... 05 MADRASA ..... 06 ADULT LITERACY ..... 07 DON'T KNOW 98	A. |___|___| B. |___|___|
HC12. TOTAL NUMBER OF HOUSEHOLD MEMBERS:		|___|___|
HC13. TOTAL NUMBER OF CHILDREN UNDER 18 YEARS OLD IN HOUSEHOLD:		|___|___|
HC15. WHAT NATIONAL LANGUAGES DOES THE HEAD OF THIS HOUSEHOLD SPEAK? ***MARK ALL THAT APPLY, UP TO THREE***	HAUSSA ..... 01 ZARMA ..... 02 TAMASHEQ ..... 03 FULFULDE ..... 04 KANOURI ..... 05 TOUBOU ..... 06 ARABE ..... 07 BOUDOUMA ..... 08 GOURMANTCHE ..... 09 DJOULA ..... 10 OTHER LANGUAGE (SPECIFY) ..... 96 _____	A. |___|___| B. |___|___| C. |___|___|
HC16. DOES THE HEAD OF THIS HOUSEHOLD SPEAK FRENCH?	YES ..... 01 NO ..... 02 DON'T KNOW 98	|___|___|
HC17. CAN THE HEAD OF THE HOUSEHOLD READ A SIMPLE PHRASE IN ANY LANGUAGE?	YES ..... 01 NO ..... 02 DON'T KNOW 98	|___|___|

HOUSEHOLD CHARACTERISTICS		HC
HC18. MAIN MATERIAL OF THE DWELLING FLOOR?	NATURAL MATERIAL (EARTH, SAND) ..... 01 RUDIMENTARY MATERIAL (WOOD PLANKS, PALM) ... 02 FINISHED MATERIAL (VINYL, ASPHALT, CERAMIC, CEMENT, TILE) ..... 03 OTHER (SPECIFY) ..... 96 _____	|___|___|
HC19. MAIN MATERIAL OF THE ROOF?	NATURAL MATERIAL (NO ROOF, STRAW) ..... 01 RUDIMENTARY MATERIAL (RUSTIC MAT, PALM, WOOD PLANKS) ..... 02 FINISHED MATERIAL (METAL, WOOD, CEMENT, SHINGLES)..... 03 OTHER (SPECIFY) ..... 96 _____	|___|___|
HC20. MAIN MATERIAL OF THE DWELLING WALLS?	NATURAL MATERIAL (EARTH, SAND)..... 01 RUDIMENTARY MATERIAL (WOOD PLANKS, PALM, STEM/STALK, STRAW) ..... 02 FINISHED MATERIAL (ASPHALT, TILES, CEMENT) ..... 03 WITHOUT WALLS ..... 04 OTHER (SPECIFY) ..... 96 _____	|___|___|
HC21. DO ANY MEMBERS OF YOUR HOUSEHOLD OWN ANY OF THE FOLLOWING FUNCTIONING GOODS?		
A. RADIO	YES .....1 NO 2	|___|
B. TELEPHONE /CELL PHONE	YES .....1 NO 2	|___|
C. WATCH	YES .....1 NO 2	|___|
D. BICYCLE	YES .....1 NO 2	|___|
E. ANIMAL DRAWN-CART	YES .....1 NO 2	|___|
F. CATTLE	YES .....1 NO 2	|___|
G. CAMELS	YES .....1 NO 2	|___|
HC22A. IF HC21B =1, HOW MANY CELL PHONES ARE OWNED BY MEMBERS OF THE HOUSEHOLD?	NUMBER OF CELL PHONES	|___|___|

HOUSEHOLD CHARACTERISTICS		HC
HC22B. IF HC21B =1, WHICH MEMBERS OF THE HOUSEHOLD HAVE THESE CELL PHONES? ***MARK ALL APPLICABLE RELATIONS TO THE HEAD OF THE HOUSEHOLD***	HEAD ..... 01 WIFE OR HUSBAND ..... 02 SON OR DAUGHTER ..... 03 GRANDCHILD ..... 04 MOTHER/FATHER ..... 05 BROTHER/SISTER ..... 06 UNCLE/AUNT ..... 07 NIECE/NEPHEW ..... 08 ADOPTED/FOSTER/STEP CHILD ..... 09 NOT RELATED ..... 10 OTHER RELATIONS (SPECIFY) ..... 96 _____	A. |___|___| B.|___|___| C.|___|___|
HC22C. IF HC21B =1, WHICH MEMBERS OF THE HOUSEHOLD ARE ALLOWED TO USE THESE CELL PHONES? ***MARK ALL APPLICABLE RELATIONS TO THE HEAD OF THE HOUSEHOLD***	HEAD ..... 01 WIFE OR HUSBAND ..... 02 SON OR DAUGHTER ..... 03 GRANDCHILD ..... 04 MOTHER/FATHER ..... 05 BROTHER/SISTER ..... 06 UNCLE/AUNT ..... 07 NIECE/NEPHEW ..... 08 ADOPTED/FOSTER/STEP CHILD ..... 09 NOT RELATED ..... 10 OTHER RELATIONS (SPECIFY) ..... 96 _____	A. |___|___| B.|___|___| C. |___|___|
HC23. WHAT IS THE MAIN SOURCE OF DRINKING WATER FOR MEMBERS OF YOUR HOUSEHOLD DURING THE RAINY SEASON?	PIPED WATER ..... 01 TUBE WELL OR BOREHOLE ..... 02 COVERED WELL ..... 03 TRADITIONAL WELL ..... 04 TANKER TRUCK ..... 05 SURFACE WATER (RAIN, RIVER, STREAM, ETC) ..... 06 BOTTLED WATER ..... 07 OTHER (SPECIFY) ..... 96 _____	|___|___|
HC24. WHAT IS THE PRINCIPAL TYPE OF TOILET THAT IS USED BY YOUR HOUSEHOLD?	MODERN TOILET ..... 01 IMPROVED LATRINE ..... 02 TRADITIONAL LATRINE ..... 03 BUSH/IN NATURE ..... 04 OTHER (SPECIFY) ..... 96 _____	|___|___|
HC25. HAVE ANY ADULT MEMBERS OF THIS HOUSEHOLD PARTICIPATED IN LITERACY TRAINING OF ANY KIND?	YES ..... 1 NO 2	|___| 2⇨HC29
HC26. HOW MANY ADULT MEMBERS PARTICIPATED, BY GENDER?	A. MALES ..... B. FEMALES	|___|___| |___|___|
HC27. DO ANY ADULT MEMBERS CURRENTLY PARTICIPATE?	YES ..... 1 NO 2	|___| 1⇨HC29

HOUSEHOLD CHARACTERISTICS		HC
HC28. HAVE ANY ADULT MEMBERS PARTICIPATED DURING THE PREVIOUS 1 YEAR?	YES .....1 NO 2	|____|
HC29. HAVE ANY MEMBERS OF THIS HOUSEHOLD PARTICIPATED IN ANY COMMUNITY EVENTS RELATED TO LITERACY AND READING IN THE PREVIOUS 1 YEAR?	YES .....1 NO 2	|____|
HC30. ON AVERAGE, HOW MANY MEALS PER DAY DO YOU HAVE IN YOUR HOUSEHOLD?	NUMBER OF MEALS	|____|
HC31. IN THE PREVIOUS 7 DAYS, HAVE YOU OR ANY MEMBER OF YOUR HOUSEHOLD GONE TO BED HUNGRY BECAUSE THERE WAS NOT ENOUGH FOOD AVAILABLE?	YES .....1 NO 2	|____|
HC32. HOW SATISFIED ARE YOU WITH THE INFRASTRUCTURE IN THE PRIMARY SCHOOL IN YOUR VILLAGE? *IF THERE IS MORE THAN 1 SCHOOL, THINK OF THE SCHOOL THAT THE LARGEST NUMBER OF YOUR CHILDREN ATTEND.*	UNSATISFIED .....1 A LITTLE SATISFIED .....2 SOMEWHAT SATISFIED .....3 SATISFIED 4	|____|
HC33. HOW SATISFIED ARE YOU WITH THE TEACHERS IN THE PRIMARY SCHOOL IN YOUR VILLAGE? *IF THERE IS MORE THAN 1 SCHOOL, THINK OF THE SCHOOL THAT THE LARGEST NUMBER OF YOUR CHILDREN ATTEND.*	UNSATISFIED .....1 A LITTLE SATISFIED .....2 SOMEWHAT SATISFIED .....3 SATISFIED 4	|____|
HC34. DOES SOMEONE (ADULT) IN YOUR HOUSEHOLD PARTICIPATE IN ACTIVITIES WITH THE COGES/CGDES, AME OR APE DURING THE PREVIOUS YEAR?	YES .....01 NO .....02 DON'T KNOW 98	|___|___|
HC35. DOES THE PRIMARY SCHOOL OFFER SEPARATE BATHROOMS FOR BOYS & GIRLS?	YES .....01 NO .....02 DON'T KNOW 98	|___|___|
HC36. DOES THE PRIMARY SCHOOL OFFER A SCHOOL FEEDING PROGRAM?	YES .....01 NO .....02 DON'T KNOW 98	|___|___| 2⇨HC39
HC37. DOES THE PRIMARY SCHOOL OFFER DRY RATIONS?	YES .....01 NO .....02 DON'T KNOW 98	|___|___| 2⇨HC39
HC38. IF YES, ARE THE DRY RATIONS FOR GIRLS ONLY?	YES .....01 NO .....02 DON'T KNOW 98	|___|___|
HC39. DOES THE PRIMARY SCHOOL OFFER TEXTBOOKS?	YES .....01 NO .....02 DON'T KNOW 98	|___|___|
HC40. AT WHAT AGE DO YOU EXPECT CHILDREN TO BE CAPABLE OF READING?	AGE	|___|___|

HOUSEHOLD LISTING FORM **Village ID:** |___|___|___| **Household Number** |___|___| **HL**

FIRST, PLEASE TELL ME THE NAME OF EACH CHILD WHO USUALLY LIVES HERE BETWEEN THE AGES OF 5 AND 14. *List all household members between 5 and 14 years old in HL2, their relationship to the household head (HL5), their sex (HL3), and their age (HL4). Then ask:* ARE THERE ANY OTHER CHILDREN BETWEEN THE AGE OF 5 AND 14 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 in the household between the ages of 5 and 14. Tick here if continuation sheet used* ☐

The ID code of the child noted in HL1 has to be constant on all following pages.

HL1. *Child ID*	HL2. CHILD'S NAME	HL3. IS (NAME) MALE FOR FEMALE? 1 MALE 2 FEMALE	HL4A. HOW OLD IS (NAME)? RECORD IN COMPLETED YEARS 98 DON'T KNOW	HL4B. DO YOU HAVE (NAME'S) LEGAL BIRTH DOCUMENTS? 1 YES 2 NO	HL5. WHAT IS THE RELATIONSHIP OF (NAME) TO THE HEAD OF THE HOUSEHOLD? 01 SON OR DAUGHTER 02 GRANDSON OR GRANDDAUGHTER 03 BROTHER OR SISTER 04 NIECE OR NEPHEW 05 ADOPTED/FOSTERED/ STEPCHILD 06 NO RELATION 96 OTHER (SPECIFY) _____ 98 DON'T KNOW	HL6. WHAT IS (NAME)'S MOTHER TONGUE? 01 HAUSSA 02 ZARMA 03 TAMASHEQ 04 FULFULDE 05 KANOURI 06 TOUBOU 07 ARABE 08 BOUDOUMA 09 GOURMANTCHE 10 DJOULA 11 FRENCH 96 OTHER (SPECIFY) _____	HL7. 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/ IN KIND OR NON-PAID? 1 YES, PAID (CASH OR IN KIND) 2 YES, NON-PAID 3 NO	HL8. WHAT IS THE HIGHEST LEVEL OF SCHOOL (NAME) ATTENDED? LEVEL: 00 NO SCHOOL 01 PRESCHOOL 02 PRIMARY 03 SECONDARY 04 NON FORMAL 98 DON'T KNOW 00 OR 04 OR 98 ⇨ HL10	HL9. WHAT IS THE HIGHEST GRADE (NAME) COMPLETED AT THIS LEVEL? GRADE: 1 PRESCHOOL 2 CI 3 CP 4 CE1 5 CE2 6 CM1 7 CM2 8 6TH 9 ABOVE 6TH	HL10. WHAT IS THE HIGHEST LEVEL YOU THINK (NAME) WILL COMPLETE? LEVEL: 00 NO SCHOOL 01 PRESCHOOL 02 PRIMARY 03 SECONDARY 04 ADVANCED DEGREE 98 DON'T KNOW	HL11. WHAT IS THE HIGHEST LEVEL OF SCHOOL YOU WOULD LIKE (NAME) TO ATTEND? LEVEL: 00 NO SCHOOL 01 PRESCHOOL 02 PRIMARY 03 SECONDARY 04 ADVANCED DEGREE 98 DON'T KNOW
ID	NAME	SEX	AGE	BIRTH CERTIFICATE	RELATION	MOTHER TONGUE	WORK	LEVEL	GRADE	LEVEL	LEVEL
01		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|	|___|___|	|___|___|

HOUSEHOLD LISTING FORM **Village ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|** **HL**

To be administered for every child in the household age 5 through 14 years

HL1. *CHILD ID*	HL2. CHILD'S NAME	HL12. DURING THE (2011-2012) SCHOOL YEAR, HAS (NAME) ATTENDED SCHOOL OR PRESCHOOL AT ANY TIME? 01 YES 02 NO ⇨ HL15 98 DON'T KNOW ⇨ HL15	HL13. WHAT GRADE DID (NAME) ATTEND DURING THE 2011/2012 SCHOOL YEAR? GRADE: 1 PRESCHOOL 2 CI 3 CP 4 CE1 5 CE2 6 CM1 7 CM2 8 6IEME 9 7IEME OU PLUS	HL14. DID (NAME) COMPLETE THE SCHOOL YEAR? 01 YES 02 NO 98 DON'T KNOW	HL15. DURING THE (2012-2013) SCHOOL YEAR, HAS (NAME) ATTENDED SCHOOL OR PRESCHOOL AT ANY TIME? 01 YES 02 NO ⇨ HL18 98 DON'T KNOW ⇨ HL18 IF YES, CIRCLE CHILD'S NAME IN HL2	HL16. WHAT GRADE DID (NAME) ATTEND DURING THE 2012/2013 SCHOOL YEAR? GRADE: 1 PRESCHOOL 2 CI 3 CP 4 CE1 5 CE2 6 CM1 7 CM2 8 6IEME 9 7IEME OU PLUS	HL17. DID (NAME) COMPLETE THE SCHOOL YEAR? 01 YES 02 NO 98 DON'T KNOW	HL18. IF NO IN HL15: WHAT IS THE PRIMARY REASON (NAME) DID NOT ENROLL IN SCHOOL IN 2012-2013? 01 NO SCHOOL IN THE VILLAGE 02 SCHOOL FEES 03 CHILD TOO YOUNG 04 SCHOOL TOO FAR 05 WORK FOR INCOME 06 HOUSEHOLD WORK 07 TAKING CARE OF SIBLINGS 08 NO SEPARATE TOILETS 09 CHILD TOO OLD 10 AVOID DEBAUCHERY 11 EARLY MARRIAGE 12 FAMILY REFUSED 13 NO CERTIFICATE OF BIRTH 14 VIOLENCE 15 CHILD HAS HEALTH PROBLEMS 16 CHILD DISABLED 17 CHILD REFUSED 18 EXPELLED/FAILED 96 OTHER (SPECIFY) 98 DON'T KNOW	HL19. DO YOU PLAN TO ENROLL (NAME) IN SCHOOL DURING THE 2013/2014 SCHOOL YEAR? 01 YES → ED1 02 NO 98 DON'T KNOW	HL20. IF NO IN HL19: WHAT IS THE PRIMARY REASON YOU DO NOT PLAN TO ENROLL (NAME) IN SCHOOL IN 2013-2014? 01 NO SCHOOL IN THE VILLAGE 02 SCHOOL FEES 03 CHILD TOO YOUNG 04 SCHOOL TOO FAR 05 WORK FOR INCOME 06 HOUSEHOLD WORK 07 TAKING CARE OF SIBLINGS 08 NO SEPARATE TOILETS 09 CHILD TOO OLD 10 AVOID DEBAUCHERY 11 EARLY MARRIAGE 12 FAMILY REFUSED 13 NO CERTIFICATE OF BIRTH 14 VIOLENCE 15 CHILD HAS HEALTH PROBLEMS 16 CHILD DISABLED 17 CHILD REFUSED 18 EXPELLED/FAILED 96 OTHER (SPECIFY) 98 DON'T KNOW
ID	NAME	ENROLLMENT 2011/2012	GRADE 2011/2012	COMPLETED 2011/2012	ENROLLMENT 2012/2013	GRADE 2012/2013	COMPLETED 2012/2013	REASON NOT ENROLLED 2012/2013	ENROLLMENT 2013/2014	REASON NOT ENROLLED
01		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
02		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
03		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
04		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
05		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
06		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
07		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
08		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
09		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|
10		|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|	|___|	|___|___|

MODULE EDUCATION **Village ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|** **ED**

TO BE ADMINISTERED FOR EVERY CHILD IN THE HOUSEHOLD AGE 5 THROUGH 14 YEARS THAT WENT TO SCHOOL DURING THE 2012-2013 SCHOOL YEAR (HL15=1)

HL1. CHILD ID	HL2. CHILD'S NAME	ED1. DID (NAME) HAVE ACCESS TO A COMPLETE SET OF TEXTBOOKS FOR HIS OR HER USE? 1 YES 2 NO	ED2. WHAT IS THE NAME OF THE SCHOOL THAT (NAME) ATTENDED IN 2012/2013 AND IN WHICH VILLAGE IS IT LOCATED? WRITE THE APPROPRIATE SCHOOL AND VILLAGE CODE FROM THE LIST. IF SCHOOL IS NOT LISTED, RECORD 888 AND WRITE FULL NAME OF SCHOOL AND THE VILLAGE ID. IF VILLAGE IS NOT LISTED, WRITE 888 IN VILLAGE ID AND RECORD VILLAGE NAME.		ED3. HOW LONG DOES IT TAKE (NAME) TO TRAVEL TO HIS/HER SCHOOL? 01 LESS THAN 10 MINUTES 02 10 – 20 MINUTES 03 20 – 30 MINUTES 04 MORE THAN 30 MINUTES 98 DON'T KNOW	ED4. OF THE FOLLOWING FACTORS, WHAT IS THE MOST IMPORTANT TO YOU FOR SENDING (NAME) TO THIS SCHOOL? 01 DISTANCE TO SCHOOL 02 TEXTBOOKS 03 SCHOOL CANTEEN 04 DRY RATIONS 05 SEPARATE BATHROOMS FOR BOYS AND GIRLS 06 READING MATERIALS IN LOCALE LANGUAGE	ED5. OF THE FOLLOWING FACTORS, WHAT IS THE SECOND MOST IMPORTANT REASON TO YOU FOR SENDING (NAME) TO THIS SCHOOL? 01 DISTANCE TO SCHOOL 02 TEXTBOOKS 03 SCHOOL CANTEEN 04 DRY RATIONS 05 SEPARATE BATHROOMS FOR BOYS AND GIRLS 06 READING MATERIALS IN LOCALE LANGUAGE
ID	NAME	MANUALS	ID SCHOOL	ID VILLAGE	ONE WAY	PRINCIPAL REASON	SECONDARY REASON
01		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
02		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
03		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
04		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
05		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
06		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
07		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
08		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
09		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|
10		|___|	|___|___|___|	|___|___|___|	|___|___|	|___|___|	|___|___|

MODULE EDUCATION **Village ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|** **ED**

TO BE ADMINISTERED FOR EVERY CHILD IN THE HOUSEHOLD AGE 5 THROUGH 14 YEARS THAT WENT TO SCHOOL DURING THE 2012-2013 SCHOOL YEAR (HL18=1)

HL1. *CHILD ID*	HL2. CHILD'S NAME	ED6. WAS THE CHILD EVER ABSENT FOR MORE THAN 2 CONSECUTIVE WEEKS DURING THE PAST SCHOOL YEAR? 1 YES 2 NON	ED9. HOW MANY DAYS DID (NAME) MISS DURING THE LAST MONTH THAT SCHOOL WAS OPEN?	ED10. WHAT WAS THE PRINCIPAL REASON FOR (NAME) MISSING SCHOOL ? 01 SICK 02 FUNERAL 03 OTHER CEREMONY 04 WORK FOR INCOME 05 HOUSEHOLD CHORES 06 FINANCIAL REASONS 07 TAKING CARE OF SIBLINGS 08 CHILD REFUSED 09 TEACHER ABSENT 10 SCHOOL CLOSED 11 TRAVEL 12 VIOLENCE 96 OTHER (SPECIFY)	ED11. HOW OLD WAS (NAME) WHEN HE/SHE FIRST ENTERED PRIMARY SCHOOL? 94 NOT APPLICABLE (IF CHILD IS CURRENTLY IN PRESCHOOL)	ED13. DOES (NAME) HAVE A MENTOR? 01 YES 02 NO 98 DON'T KNOW	ED14. HAS (NAME) RECEIVED DE-WORMING TREATMENT IN THE PREVIOUS 12 MONTHS? 01 YES 02 NO 98 DON'T KNOW

ID	NAME	PRESENCE	NR OF DAYS	REASON	AGE	MENTOR	DEWORMING
01		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
02		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
03		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
04		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
05		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
06		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
07		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
08		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
09		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
10		|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|

OPINIONS OF CHILDREN **Village ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|** **OE**

To be administered for every child in the household age 5 through 14 years, even those that have never been currently 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 ASK YOU A FEW QUESTIONS. MARK THE RESULT CODE AFTER THE CONSENT PROCESS. ***First pose some simple questions to the child to build a rapport. Make them feel comfortable. Use the language most comfortable to the child, his/her mother tongue. Note the language in OE1.*** *WHAT IS YOUR NAME? WHAT IS THE NAME OF YOUR FATHER? WHAT IS THE NAME OF YOUR MOTHER?* ***Continue with OE5. After OE10 STATE****: I WOULD LIKE TO GIVE YOU A SHORT TEST IN MATH, HAUSSA OR ZARMA AND FRENCH. YOU WILL BE POSED 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.** *WE'LL START WITH A READING TEST.*

HL1. *CHILD ID*	HL2. CHILD'S NAME COPY FROM HL2	**RESULT CODE CHILD** AFTER OBTAINING CONSENT, RECORD THE RESULT CODE 1 INTERVIEW COMPLETED IN THE HOME 2 INTERVIEW COMPLETED AT THE SCHOOL 3 PARENT REFUSED 4 CHILD REFUSED 5 CHILD NOT AVAILABLE 6 OTHER (SPECIFY)	OE4. *WRITE THE LANGUAGE USED TO POSE QUESTION TO THE CHILD* 01 FRENCH 02 HAUSSA 03 ZARMA 04 KANOURI 05 TAMASHEQ 06 FULFULDE 96 OTHER LOCALE LANGUAGE (SPECIFY)	OE5. HOW OLD ARE YOU? 98 DON'T KNOW	OE6. WERE YOU ENROLLED IN SCHOOL DURING THE LAST SCHOOL YEAR? 1 YES 2 NO ⇨ OE6	OE8. DID YOU EXPERIENCE VIOLENCE IN SCHOOL? 1 YES 2 NO	OE9. DID YOUR TEACHER CALL MORE ON BOYS OR ON GIRLS? 1 BOYS 2 GIRLS 3 SAME	OE10. DO YOU WANT TO GO TO SCHOOL? 1 YES 2 NO
ID	NAME	RESULT	LANGUAGE	AGE	ENROLLED	VIOLENCE	GENDER	SCHOOL
01		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
02		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
03		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
04		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
05		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
06		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
07		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
08		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
09		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|
10		|___|	|___|___|	|___|___|	|___|	|___|	|___|	|___|

HAOUSSA TEST **VILLAGE ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|___|** **HA1**

Subtask 1: Receptive Oral Language

INSTRUCTIONS:

Interviewer states: "We are going to play a game, I am going to give you instructions, and we can see if you can follow what I say.

Example 1: "Point to your nose"." Interviewer points to his nose, and encourages the child to do the same. If the child points correctly, say "Bravo, that is correct!" If the child does not point, repeat the instructions and ask, "Can you point to your nose?"

Example 2: "Point to your head". Interviewer does not point, but encourages child to point.

If child makes 5 consecutive errors, continue to Subtask 2. If child does not respond, mark no response, and continue to Subtask 2.

RESPONSE CODES: *1= CORRECT*, 2= INCORRECT

HL1. *CHILD ID*	HL2. CHILD'S NAME	HA11. POINT TO YOUR EAR	HA12. POINT TO YOUR MOUTH	HA13. RAISE YOUR HAND	HA14. LIFT YOUR LEG	HA15. SHOW ME ONE FINGER	HA16. CLAP YOUR HANDS	HA17. JUMP	HA18. RAISE BOTH ARMS/ DOWN	HA19. LOOK BEHIND YOU	HA110. JUMP ON ONE LEG	NO RESPONSE
ID	NOM ET PRENOM	EAR	MOUTH	HAND	LEG	FINGER	CLAP	JUMP	ARMS	LOOK	JUMP	NO RESPONSE
01		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

HAOUSSA TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **HA2**

Subtask 2: Expressive Oral Language

INSTRUCTIONS:
Interviewer states: "Now I am going to show you things, and you tell me what they are called."
Example 1: Interviewer point to his eye, "What is this?" Then you says, "it is an eye".
Example 2: Interviewer point to his ear, "what is this?" says, "ear". Ok?
If the child does not understand, explain again.
If child makes 5 consecutive errors, continue to Subtask 2.
If child does not respond, mark no response, and continue to Subtask 2.

RESPONSE CODES: *1= CORRECT*, 2= INCORRECT

HL1. *CHILD ID*	HL2. CHILD'S NAME	HA21. NOSE	HA22. HAIR/HEAD	HA23. FOOT	HA24. FINGER	HA25. NECK	HA26. TEETH	HA27. SHIRT	HA28. PANTS/ SKIRT	HA29. SHOE	HA210. PEN/ PENCIL	NO RESPONSE
ID	NOM ET PRENOM	NOSE	HAIR/HEAD	FOOT	FINGER	NECK	TEETH	SHIRT	PANTS/SKIRT	SHOE	PEN/PENCIL	NO RESPONSE
01		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

HAOUSSA TEST	VILLAGE ID: |___|___|___|	HOUSEHOLD NUMBER |___|___|___|	HA3

Subtask 3: Listening Comprehension

INSTRUCTIONS: This is not a timed exercise and this is administered orally only. The interviewer reads aloud the following passage ONE TIME, slowly (about 1 word per second).

Interviewer states: "Now, I am going to read to you a story aloud one time. Afterwards, I will ask you some questions about the story. Listen carefully, and after you will answer the questions the best you can. Okay? Do you understand what are you supposed to do? Let's begin! Listen carefully."

TEXT:

MUSA DA ABOKIN SA ALI SUKA HADU DAN SU CI SHINKAFA.
MUSA YA YI ZARIN LOMA, SAI SHINKAFA TA SARKE SHI.
SAI YA FARA TARI, ALI YA DAMU KWARAI.
SAI YA YI SAURI YA KAWO MASA RUWA YA SHA.
BAYAN MUSA YA SHA RUWA, SAI SUKA GAMA CIN SHINFKAFARSU. SAI SUKA RUGA A GUJE YIN WASAR KWALLO.

A. MINENE MUSA DA ALI SUKA CI TARE?
B. ME SUKAYI BAYAN SUN KARE CIN ABINCI ?

REPONSE CODES:
1= CORRECT, *2= INCORRECT*

HL1. *CHILD ID*	HL2. CHILD'S NAME	HA31. MINENE MUSA DA ALI SUKA CI TARE?	HA32. ME SUKAYI BAYAN SUN KARE CIN ABINCI ?	HA33.
ID	NAME	A. SHINKAFA	B. WASAN KWALLO	
01		|___|	|___|	|___|
02		|___|	|___|	|___|
03		|___|	|___|	|___|
04		|___|	|___|	|___|
05		|___|	|___|	|___|
06		|___|	|___|	|___|
07		|___|	|___|	|___|
08		|___|	|___|	|___|
09		|___|	|___|	|___|
10		|___|	|___|	|___|

HAOUSSA TEST	VILLAGE ID: |___|___|___|	HOUSEHOLD NUMBER |___|___|___|	HA4

Subtask 4: Letter Name/Sound Identification

INSTRUCTIONS: Start the timer when the child reads the first letter. If the child does not respond after 10 seconds, mark auto-stop. For each row, mark the number of correct responses. Count self-corrections as correct. After 60 seconds say, "Stop and Thank you." Early stop rule: If the child does not give a single correct response on the first line, say "Thank you," discontinue this exercise, mark auto-stop, and go on to the next exercise.

Examples: O ou T ch

HL1. *CHILD ID*	HL2. CHILD'S NAME	HA41.	HA42.	HA43.	HA44.	HA45.	HA46.	HA47.	HA48.	HA49.	HA410.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NOM ET PRENOM	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|

HAOUSSA TEST **VILLAGE ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|___|** **HA5**

Subtask 5: Letter Name/Sound Identification

INSTRUCTIONS:

INSTRUCTIONS: Start the timer when the child reads the first letter. If the child does not respond after 10 seconds, mark auto-stop. For each row, mark the number of correct responses. Count self-corrections as correct. After 60 seconds say, "Stop and Thank you." Early stop rule: If the child does not give a single correct response on the first line, say "Thank you," discontinue this exercise, mark auto-stop, and go on to the next exercise.

Examples: O ou T ch

HL1. *CHILD ID*	HL2. CHILD'S NAME	HA51.	HA52.	HA53.	HA54.	HA55.	HA56.	HA57.	HA58.	HA59.	HA510.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NOM ET PRENOM	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|

HAOUSSA SUBTASKS 6 & 7 **VILLAGE ID:** |____|____|____| **HOUSEHOLD NUMBER** |____|____|____| **HA6 & HA7**

HL1. *CHILD ID*

HL2. CHILD'S NAME

HA6- *ORAL READING FLUENCY*

NOW I WOULD LIKE YOU TO READ OUT LOUD THE STORY OF A CHILD. TRY TO READ QUICKLY AND CORRECTLY, AND AFTERWARDS, I WILL ASK YOU SOME QUESTIONS. START HERE WHEN I TELL YOU..

SHOW THE CARD

GIVE THE CHILD 60 SECONDS TO READ AS MUCH OF THE TEXT AS POSSIBLE.

NOTE THE NUMBER OF WORDS READ CORRECTLY PER EACH LINE. IF THE CHILD CANNOT READ A LINE, MARK 0 FOR THAT LINE AND ALL THOSE FOLLOWING.

NOTE THE EXACT NUMBER OF SECONDS OUT OF 60 LEFT ON THE STOPWATCH IF THE CHILD READS ALL WORDS AND THERE IS STILL TIME REMAINING.

MARK 00 IF THE 60 SECONDS ARE DONE.

HA7 – READING COMPREHENSION.

AFTER THE CHILD HAS FINISHED READING, TAKE THE CARD FROM THE CHILD AND ASK THE FIRST QUESTION. IF THE CHILD DOES NOT GIVE ANY RESPONSE AFTER 10 SECONDS, REPEAT THE QUESTION, AND GIVE THE CHILD ANOTHER 5 SECONDS TO RESPOND. IF THE CHILD STILL DOES NOT ANSWER, GO TO THE NEXT QUESTION. ASK ONLY THOSE QUESTIONS THAT CORRESPOND TO THE LINES OF TEXT READ BY THE CHILD, UP TO THE LAST LINE THE CHILD WAS ABLE TO READ.

Yanzu zan yi miki/maka wasu yan tambayoyi game da labarin da kika/ka karanta. Ki/ka yi kokari Kika/ka bada amsa gwargwadon iyawarka/ki

A. Yaw wace rana ce ?
B. Minene Rabi ta ke son a saya mata?
C. Wane irin kalan riga ne Rabi take nema ?
D. Ta samu jan rigan ?
E. Minene Rabi ta sa ?

RESPONSE CODE 1=CORRECT, 2=INCORRECT

ID	NOM ET PRENOMS	A (9)	B (8)	C (6)	D (10)	E (9)	F TEMPS	A. RANAN KASUWA	B. RIGA	C. JAN RIGA	D. A'A	E. SABUAR RIGA/RIGA MAY ƘAW
01		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
02		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
03		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
04		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
05		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
06		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
07		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
08		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
09		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
10		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|

ZARMA TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **ZA1**

Subtask 1 - Receptive Oral Language

INSTRUCTIONS:

Interviewer states: "We are going to play a game, I am going to give you instructions, and we can see if you can follow what I say.

Example 1: "Point to your nose"." Interviewer points to his nose, and encourages the child to do the same. If the child points correctly, say "Bravo, that is correct!" If the child does not point, repeat the instructions and ask, "Can you point to your nose?"

Example 2: "Point to your head". Interviewer does not point, but encourages child to point.

If child makes 5 consecutive errors, continue to Subtask 2. If child does not respond, mark no response, and continue to Subtask 2.

RESPONSE CODES: *1= CORRECT*, 2= INCORRECT

HL1. *CHILD ID*	HL2. CHILD'S NAME	ZA11. POINT TO YOUR EAR	ZA12. POINT TO YOUR MOUTH	ZA13. RAISE YOUR HAND	ZA14. LIFT YOUR LEG	ZA15. SHOW ME ONE FINGER	ZA16. CLAP YOUR HANDS	ZA17. JUMP	ZA18. RAISE BOTH ARMS/ DOWN	ZA19. LOOK BEHIND YOU	ZA110. JUMP ON ONE LEG	NO RESPONSE
ID	NOM ET PRENOM	EAR	MOUTH	HAND	LEG	FINGER	CLAP	JUMP	ARMS	LOOK	JUMP	NO RESPONSE
01		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

ZARMA TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **ZA2**

Subtask 2- Expressive Oral Language

INSTRUCTIONS:
Interviewer states: "Now I am going to show you things, and you tell me what they are called."
Example 1: Interviewer point to his eye, "What is this?" Then you says, "it is an eye".
Example 2: Interviewer point to his ear, "what is this?" says, "ear". Ok?
If the child does not understand, explain again.
If child makes 5 consecutive errors, continue to Subtask 2.
If child does not respond, mark no response, and continue to Subtask 2.

RESPONSE CODES: *1= CORRECT*, 2= INCORRECT

HL1. *CHILD ID*	HL2. CHILD'S NAME	ZA21. NOSE	ZA22. HAIR/HEAD	ZA23. FOOT	ZA24. FINGER	ZA25. NECK	ZA26. TEETH	ZA27. SHIRT	ZA28. PANTS/ SKIRT	ZA29. SHOE	ZA210. PEN/ PENCIL	NO RESPONSE
ID	NOM ET PRENOM	NOSE	HAIR/HEAD	FOOT	FINGER	NECK	TEETH	SHIRT	PANTS/SKIRT	SHOE	PEN/PENCIL	NO RESPONSE
01		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

ZARMA TEST	VILLAGE ID: |___|___|___|	HOUSEHOLD NUMBER |___|___|___|	ZA3

Subtask 3: Listening Comprehension

INSTRUCTIONS: This is not a timed exercise and this is administered orally only. The interviewer reads aloud the following passage ONE TIME, slowly (about 1 word per second).

Interviewer states: "Now, I am going to read to you a story aloud one time. Afterwards, I will ask you some questions about the story. Listen carefully, and after you will answer the questions the best you can. Okay? Do you understand what are you supposed to do? Let's begin! Listen carefully."

TEXT:

MUSA NA LAKALZAREY LOMA TE KALA MOA NADI.
A SINTIN GA KOTO, ALI LAKALEY TUNU GUMO
ALI WASI GA KANDE A SE HARI.
MUSA NA HARO HAN YAN BANDA INA INGAY MOA NWA GA BANE, KULU IZURU WASU GA KOY GA INGAY BALL FORI TE.

A. I FO NO MUSA INGA ALI INWA CARE BANDE?
B. I FO NO I TE KAN IN WA GA BAN?

REPONSE CODES:
1= CORRECT, *2= INCORRECT*

HL1. *CHILD ID*	HL2. CHILD'S NAME	ZA31. I FO NO MUSA INGA ALI INWA CARE BANDE?	ZA32. I FO NO I TE KAN IN WA GA BAN?	ZA33.
ID	NAME	B. A. MOO	B. BALLE KARE YAN	
01		|___|	|___|	|___|
02		|___|	|___|	|___|
03		|___|	|___|	|___|
04		|___|	|___|	|___|
05		|___|	|___|	|___|
06		|___|	|___|	|___|
07		|___|	|___|	|___|
08		|___|	|___|	|___|
09		|___|	|___|	|___|
10		|___|	|___|	|___|

ZARMA TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **ZA4**

Subtask 4: Letter Name/Sound Identification

INSTRUCTIONS:

INSTRUCTIONS: Start the timer when the child reads the first letter. If the child does not respond after 10 seconds, mark auto-stop. For each row, mark the number of correct responses. Count self-corrections as correct. After 60 seconds say, "Stop and Thank you." Early stop rule: If the child does not give a single correct response on the first line, say "Thank you," discontinue this exercise, mark auto-stop, and go on to the next exercise.

Examples: O ou T ch

HL1. *CHILD ID*	HL2. CHILD'S NAME	FA21.	FA22.	FA23.	FA24.	FA25.	FA26.	FA27.	FA28.	FA29.	FA210.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NOM ET PRENOM	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|

ZARMA TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **ZA5**

Subtask 5: Letter Name/Sound Identification

INSTRUCTIONS: Start the timer when the child reads the first letter. If the child does not respond after 10 seconds, mark auto-stop. For each row, mark the number of correct responses. Count self-corrections as correct. After 60 seconds say, "Stop and Thank you." Early stop rule: If the child does not give a single correct response on the first line, say "Thank you," discontinue this exercise, mark auto-stop, and go on to the next exercise.

Examples: O ou T ch

HL1. *CHILD ID*	HL2. CHILD'S NAME	ZA51.	ZA52.	ZA53.	ZA54.	ZA55.	ZA56.	ZA57.	ZA58.	ZA59.	ZA510.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NOM ET PRENOM	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|

ZARMA TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **ZA6 & ZA7**

HL1. *CHILD ID*

HL2. CHILD'S NAME

ZA6: *ORAL READING FLUENCY*

NOW I WOULD LIKE YOU TO READ OUT LOUD THE STORY OF A CHILD. TRY TO READ QUICKLY AND CORRECTLY, AND AFTERWARDS, I WILL ASK YOU SOME QUESTIONS. START HERE WHEN I TELL YOU..

SHOW THE CARD

GIVE THE CHILD 60 SECONDS TO READ AS MUCH OF THE TEXT AS POSSIBLE.

NOTE THE NUMBER OF WORDS READ CORRECTLY PER EACH LINE. IF THE CHILD CANNOT READ A LINE, MARK 0 FOR THAT LINE AND ALL THOSE FOLLOWING.

NOTE THE EXACT NUMBER OF SECONDS OUT OF 60 LEFT ON THE STOPWATCH IF THE CHILD READS ALL WORDS AND THERE IS STILL TIME REMAINING.

MARK 00 IF THE 60 SECONDS ARE DONE.

ZA7 – READING COMPREHENSION.

AFTER THE CHILD HAS FINISHED READING, TAKE THE CARD FROM THE CHILD AND ASK THE FIRST QUESTION. IF THE CHILD DOES NOT GIVE ANY RESPONSE AFTER 10 SECONDS, REPEAT THE QUESTION, AND GIVE THE CHILD ANOTHER 5 SECONDS TO RESPOND. IF THE CHILD STILL DOES NOT ANSWER, GO TO THE NEXT QUESTION.

ASK ONLY THOSE QUESTIONS THAT CORRESPOND TO THE LINES OF TEXT READ BY THE CHILD, UP TO THE LAST LINE THE CHILD WAS ABLE TO READ.

SOHON AY GA HAYAN TE NI SE LABAREY KAN NI CAW BON, NI MA KOKARI GA TU AY SE MATE KAN NI GA HINE

A.HONKUNA ZARRI FONO ?
B. IFO NO RABI GABA INGA MA DAY?
C.HARI FO DUMI NO KWAYO KAN RABI GABA?
D. ADU KWAYI CIRA NO?
E. IFO NO RABI DU ?

RESPONSE CODE 1=CORRECT, 2=INCORRECT

ID	NOM ET PRENOMS	A (9)	B (8)	C (6)	D (10)	E (9)	F TEMPS RESTANTS	A. HABOU ZAARI	B. KWAYI	C. KWAYI CIREY	D. HA'A	E. KWAYI TAGGI HANO AIME
01		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
02		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
03		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
04		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
05		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
06		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
07		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
08		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
09		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
10		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|

FRENCH TEST **VILLAGE ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|___|** **FA1**

Subtask 1 - Receptive Oral Language

INSTRUCTIONS:

Interviewer states: "We are going to play a game, I am going to give you instructions, and we can see if you can follow what I say.

Example 1: "Point to your nose"." Interviewer points to his nose, and encourages the child to do the same. If the child points correctly, say "Bravo, that is correct!" If the child does not point, repeat the instructions and ask, "Can you point to your nose?"

Example 2: "Point to your head". Interviewer does not point, but encourages child to point.

If child makes 5 consecutive errors, continue to Subtask 2. If child does not respond, mark no response, and continue to Subtask 2.

RESPONSE CODES: *1= CORRECT*, 2= INCORRECT

HL1. *CHILD ID*	HL2. CHILD'S NAME	FA11. POINT TO YOUR EAR	FA12. POINT TO YOUR MOUTH	FA13. RAISE YOUR HAND	FA14. LIFT YOUR LEG	FA15. SHOW ME ONE FINGER	FA16. CLAP YOUR HANDS	FA17. JUMP	FA18. RAISE BOTH ARMS/ DOWN	FA19. LOOK BEHIND YOU	FA110. JUMP ON ONE LEG	NO RESPONSE
ID	NOM ET PRENOM	EAR	MOUTH	HAND	LEG	FINGER	CLAP	JUMP	ARMS	LOOK	JUMP	NO RESPONSE
01		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

FRENCH TEST **VILLAGE ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|___|** **FA2**

Subtask 2: Expressive Oral Language

INSTRUCTIONS:
Interviewer states: "Now I am going to show you things, and you tell me what they are called."
Example 1: Interviewer point to his eye, "What is this?" Then you says, "it is an eye".
Example 2: Interviewer point to his ear, "what is this?" says, "ear". Ok?
If the child does not understand, explain again.
If child makes 5 consecutive errors, continue to Subtask 2.
If child does not respond, mark no response, and continue to Subtask 2.

RESPONSE CODES: *1= CORRECT*, 2= INCORRECT

HL1. *CHILD ID*	HL2. CHILD'S NAME	FA21. NOSE	FA22. HAIR/HEAD	FA23. FOOT	FA24. FINGER	FA25. NECK	FA26. TEETH	FA27. SHIRT	FA28. PANTS/ SKIRT	FA29. SHOE	FA210. PEN/ PENCIL	NO RESPONSE
ID	NOM ET PRENOM	NOSE	HAIR/HEAD	FOOT	FINGER	NECK	TEETH	SHIRT	PANTS/SKIRT	SHOE	PEN/PENCIL	NO RESPONSE
01		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

FRENCH TEST	VILLAGE ID: |___|___|___|	HOUSEHOLD NUMBER |___|___|___|	FA3

Subtask 3: Listening Comprehension

INSTRUCTIONS: This is not a timed exercise and this is administered orally only. The interviewer reads aloud the following passage ONE TIME, slowly (about 1 word per second).

Interviewer states: "Now, I am going to read to you a story aloud one time. Afterwards, I will ask you some questions about the story. Listen carefully, and after you will answer the questions the best you can. Okay? Do you understand what are you supposed to do? Let's begin! Listen carefully."

TEXT:

LA PETITE POULE BLANCHE EST TOMBEE DANS LA MARE. « AIDE-MOI ! » ELLE CRIE.

UN AGNEAU NOIR VIENT A SON SECOURS. MAIS IL TOMBE LUI AUSSI DANS LA MARE. « QUE FAIRE ? » DEMANDE-T-IL.

LA POULE DIT « REGARDE CE TRONC D'ARBRE QUI FLOTTE. IL PEUT NOUS SAUVER ! »

LES DEUX AMIS GRIMPENT ALORS SUR LE TRONC D'ARBRE ET CRIENT, « OUF, NOUS ALLONS POUVOIR RETROUVER LA TERRE FERME ! »

AFTER READING THE PASSAGE, THE INTERVIEWER POSES EACH OF THE FOLLOWING QUESTIONS.

A. OU EST TOMBEE LA PETITE POULE ?

B. DE QUELLE COULEUR EST L'AGNEAU ?

C. QUEL OBJET IMPORTANT LA PETITE POULE A VU ?

RESPONSE CODES:

1= CORRECT, *2= INCORRECT*

HL1. *CHILD ID*	HL2. CHILD'S NAME	FA31. *OU EST TOMBEE LA PETITE POULE ?*	FA32. I *DE QUELLE COULEUR EST L'AGNEAU ?*	FA33. *QUEL OBJET IMPORTANT LA PETITE POULE A VU ?*
ID	NAME	C. A. LA MARE	B. NOIR	C. LE TRONC D'ARBRE
01		|___|	|___|	|___|
02		|___|	|___|	|___|
03		|___|	|___|	|___|
04		|___|	|___|	|___|
05		|___|	|___|	|___|
06		|___|	|___|	|___|
07		|___|	|___|	|___|
08		|___|	|___|	|___|
09		|___|	|___|	|___|
10		|___|	|___|	|___|

FRENCH TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **FA4**

Subtask 4: Letter Name/Sound Identification

INSTRUCTIONS: Start the timer when the child reads the first letter. If the child does not respond after 10 seconds, mark auto-stop. For each row, mark the number of correct responses. Count self-corrections as correct. After 60 seconds say, "Stop and Thank you." Early stop rule: If the child does not give a single correct response on the first line, say "Thank you," discontinue this exercise, mark auto-stop, and go on to the next exercise.

Examples: O ou T ch

HL1. *CHILD ID*	HL2. CHILD'S NAME	FA41.	FA42.	FA43.	FA44.	FA45.	FA46.	FA47.	F438.	F439.	FA410.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NOM ET PRENOM	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|

FRENCH TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **FA5**

Subtask 5: Letter Name/Sound Identification

INSTRUCTIONS: Start the timer when the child reads the first letter. If the child does not respond after 10 seconds, mark auto-stop. For each row, mark the number of correct responses. Count self-corrections as correct. After 60 seconds say, "Stop and Thank you." Early stop rule: If the child does not give a single correct response on the first line, say "Thank you," discontinue this exercise, mark auto-stop, and go on to the next exercise.

Examples: O ou T ch

HL1. *CHILD ID*	HL2. CHILD'S NAME	FA51.	FA52.	FA53.	FA54.	FA55.	FA56.	FA57.	FA58.	FA59.	FA510.	AUTO STOP	TIME REMAINING	TOTAL CORRECT
ID	NOM ET PRENOM	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	(100)	AUTO	SECONDS	TOTAL
01		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
02		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
03		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
04		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
05		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
06		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
07		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
08		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
09		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|
10		|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|	|___|___|	|___|___|

FRENCH TEST **VILLAGE ID:** |___|___|___| **HOUSEHOLD NUMBER** |___|___|___| **FA6 & FA7**

HL1. *CHILD ID*

HL2. CHILD'S NAME

FA6- *ORAL READING FLUENCY*

NOW I WOULD LIKE YOU TO READ OUT LOUD THE STORY OF A CHILD. TRY TO READ QUICKLY AND CORRECTLY, AND AFTERWARDS, I WILL ASK YOU SOME QUESTIONS. START HERE WHEN I TELL YOU..

SHOW THE CARD

GIVE THE CHILD 60 SECONDS TO READ AS MUCH OF THE TEXT AS POSSIBLE.

NOTE THE NUMBER OF WORDS READ CORRECTLY PER EACH LINE. IF THE CHILD CANNOT READ A LINE, MARK 0 FOR THAT LINE AND ALL THOSE FOLLOWING.

NOTE THE EXACT NUMBER OF SECONDS OUT OF 60 LEFT ON THE STOPWATCH IF THE CHILD READS ALL WORDS AND THERE IS STILL TIME REMAINING.

MARK 00 IF THE 60 SECONDS ARE DONE.

FA7 – READING COMPREHENSION.

AFTER THE CHILD HAS FINISHED READING, TAKE THE CARD FROM THE CHILD AND ASK THE FIRST QUESTION. IF THE CHILD DOES NOT GIVE ANY RESPONSE AFTER 10 SECONDS, REPEAT THE QUESTION, AND GIVE THE CHILD ANOTHER 5 SECONDS TO RESPOND. IF THE CHILD STILL DOES NOT ANSWER, GO TO THE NEXT QUESTION.

ASK ONLY THOSE QUESTIONS THAT CORRESPOND TO THE LINES OF TEXT READ BY THE CHILD, UP TO THE LAST LINE THE CHILD WAS ABLE TO READ.

MAINTENANT, TU VAS REPONDRE A QUELQUES QUESTIONS SUR L'HISTOIRE QUE TU VIENS DE LIRE.

A QUI A FAIM?
B. QU'EST-CE QUI N'EST PAS PRÊT ?
C. Où VA ISSA?
D. QU'EST-CE QUE MAMAN PREPARE ?
E. POURQUOI ISSA EST-IL CONTENT?

RESPONSE CODE 1=CORRECT, 2=INCORRECT

ID	NOM ET PRENOMS	A	B	C	D	E	F_TEMPS	A. ISSA	B. LE REPAS	C. A LA CUISINE	D. LE RIZ ET LES FEUILLES	E. IL MANGE LE PLAT QU'IL AIME
01		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
02		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
03		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
04		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
05		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
06		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
07		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
08		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
09		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|
10		|__|	|__|	|__|	|__|	|__|	|__|__|	|__|	|__|	|__|	|__|	|__|

MATH TEST **VILLAGE ID: |___|___|___|** **HOUSEHOLD NUMBER |___|___|** **MA**

To be administered for every child in the household age 5 through 14 years, even those are not currently enrolled in school. USE THE LANGUAGE THAT IS MOST COMFORTABLE FOR THE CHILD TO COMMUNICATE WITH THE CHILD AND ADMINISTER THE TESTS. Pose the questions in the language that is most comfortable for the child. **Do not assist the child by reading the numbers to them. If the stopwatch reaches 60 seconds, mark incorrect and proceed to the next questions. If the child misses four questions in a row, stop the test. RESPONSE CODES: 1= CORRECT; 2=INCORRECT**

HL1. *CHILD ID*	HL2. CHILD'S NAME	MA1 CAN YOU COUNT TO TEN? ENTER HIGHEST NUMBER MARK 0 IF NOT ABLE TO COUNT	MA2. ARE YOU ABLE TO IDENTIFY THE FOLLOWING NUMBERS? A. 3 B. 9 *Show Card* *Do not say the number*		MA3. ARE YOU ABLE TO COUNT THE FOLLOWING ITEMS? A. FOUR LAMBS B. SEVEN ROOSTERS *Show Card* *Do not say the number*		MA4. OF THE NUMBERS BELOW, ARE YOU ABLE TO IDENTIFY THE GREATER NUMBER? A. 7 8 B. 63 54 C. 381 279 *Show Card* *Do not say the numbers*			MA5. ARE YOU ABLE TO COMPLETE THE FOLLOWING ADDITION? A. 4+2= B. 13+3= *Show Card* *Do not say the number*		MA6. ARE YOU ABLE TO COMPLETE THE FOLLOWING SUBTRACTION? A. 3-1= B. 12-9= *Show Card* *Do not say the numbers*		MA7. ORAL QUESTION: ARE YOU ABLE TO SOLVE THE FOLLOWING PROBLEMS I WILL READ OUT LOUD? A. MOHAMMED HAS 2 MANGOES. HIS FATHER GIVES HIM 5 MORE MANGOES. HOW MANY DOES HE HAVE NOW? B. THERE ARE 8 KIDS WALKING TO SCHOOL. 6 ARE BOYS, AND THE OTHERS ARE GIRLS. HOW MANY GIRLS ARE WALKING TO SCHOOL ?		MA8. ARE YOU ABLE TO INDENTIFY THE TRIANGLE AMONG THE FOLLOWING FIGURES? *Show Card*	MA9. ARE YOU ABLE TO COMPLETE THE FOLLOWING CALCULATIONS? A. 2X4= B. 12 : 3= *Show Card* *Do not say the numbers*		MA10. ORAL QUESTION: AMADOU GOES 180KM IN 6 HOURS. WHAT IS HIS AVERAGE SPEED? 180KM/H 60KM/H 30KM/H
ID	NOM ET PRENOM	COMPTER	A= 3	B= 9	A= 4	B= 7	A = 8	B = 63	C = 381	A = 6	B = 16	A = 2	B = 3	A = 7	B = 2	TRIANGLE	A = 8	B = 4	30 KM/H
01		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
02		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
03		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
04		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
05		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
06		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
07		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
08		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
09		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|
10		|___|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|	|___|

INTERVIEW RESULT **Village ID:** |___|___|___| **Household Number**|___|___|___| ***RE***

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

RE1. RESULT OF HH INTERVIEW: |___|___|

COMPLETE 01	REFUSED 03
INCOMPLETE 02	OTHER (SPECIFY)..... 96
	_____

RE2. *INTERVIEWER/SUPERVISOR NOTES:* USE THIS SPACE TO RECORD NOTES ABOUT THE INTERVIEW WITH THIS HOUSEHOLD.

RE3A. NAME OF DATA ENTRY CLERK -1ST ENTRY: _____

DATA ENTRY CLERK NUMBER: |___|___|

DATA ENTRY DAY/MONTH/YEAR: |___|___| / |___|___| / |2|0|1|3|

RE3B. NAME OF DATA ENTRY CLERK -2ND ENTRY: _____

DATA ENTRY CLERK NUMBER: |___|___|

DATA ENTRY DAY/MONTH/YEAR: |___|___| / |___|___| / |2|0|1|3|

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APPENDIX C

SAMPLE BASELINE ASSESSMENTS

NECS

ENQUETE DE BASE

O u T c

E	**i**	**f**	**O**	**A**	**é**	**c**	**Q**	**z**	**u**
b	**N**	**o**	**s**	**i**	**m**	**L**	**n**	**G**	**T**
w	**O**	**g**	**u**	**L**	**T**	**j**	**c**	**p**	**M**
V	**K**	**a**	**R**	**u**	**f**	**é**	**J**	**s**	**b**
s	**L**	**c**	**a**	**D**	**Y**	**f**	**H**	**a**	**e**
i	**s**	**u**	**p**	**M**	**v**	**i**	**T**	**n**	**P**
Z	**n**	**e**	**g**	**i**	**F**	**d**	**o**	**n**	**v**
d	**é**	**b**	**A**	**m**	**n**	**T**	**C**	**o**	**r**
R	**L**	**q**	**B**	**e**	**n**	**i**	**a**	**p**	**u**
g	**E**	**h**	**V**	**d**	**U**	**ç**	**i**	**m**	**x**

ta	par	lune		
tu	**il**	**vol**	**sa**	**ma**
ou	**or**	**lire**	**ami**	**car**
sol	**peur**	**papa**	**sage**	**bébé**
carte	**cri**	**vache**	**blé**	**fleur**
sur	**chaise**	**peau**	**vole**	**bleu**
mil	**mur**	**table**	**clé**	**monde**
fin	**date**	**tour**	**posé**	**kilo**
ronde	**pré**	**abri**	**faire**	**porter**
été	**beau**	**pain**	**rougir**	**moto**
mal	**douze**	**bol**	**vélo**	**vide**

Le repas. Il est midi. Issa a faim.

Maman ne l’appelle pas. Le repas n’est pas prêt.

Issa va à la cuisine. Maman prépare le riz.

Les feuilles sont prêtes. Toute la famille est à table.

Issa est content. Il mange le plat qu’il aime.

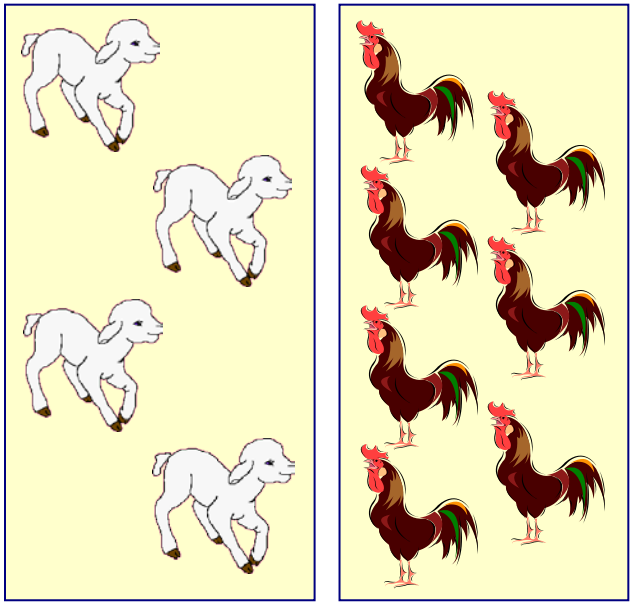
MATH

MA2.

3

9

MA3.



MA4.

7 8

63 54

381 279

MA5.

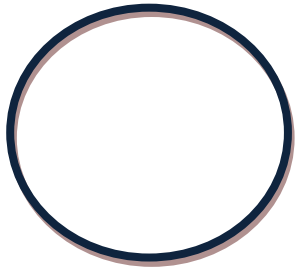
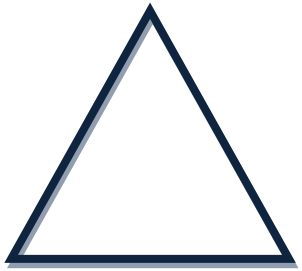
4 + 2 =

13 + 3=

MA6.

3 - 1 =

12 - 9 =

MA8.	MA9.
  	**2 x 4 =** **12 : 3 =**

Math

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APPENDIX D

BASELINE CENSUS

Census Form NECS Baseline Survey Date |___|___| / |___|___| / |_2_|_0_|_1_|_3_|

Commune____________________ |___|___| Village_________________ |___|___|___| Interviewer ___________________________ |___|___|

<table>
<tr><th rowspan="2">Serial Number</th><th rowspan="2">Concession Number</th><th rowspan="2">Household Number</th><th rowspan="2">First and last name of the head of household</th><th rowspan="2">Sex of head of household

MALE…….1
FEMALE…2</th><th rowspan="2">Number of adults in household age 18 or over that are not in school</th><th colspan="2">Number of School-age children (5-14 years old) in household</th><th rowspan="2">Eligible for Sample

ELIGIBLE…1
NOT-ELIGIBLE…0</th><th rowspan="2">Sample Household Number

(IM4)</th></tr>
<tr><th>Girls</th><th>Boys</th></tr>
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APPENDIX E

DRAFT FOLLOW-UP SCHOOL QUESTIONNAIRE

SCHOOL INFORMATION PANEL — SCH

VISITS SHOULD BE MADE IN THE MORNING WHEN THE SCHOOL IS OPEN AND THE STUDENTS ARE IN CLASS. COLLECT INFORMATION FROM MODULES SCH, SC, SS, AND SP. THEN, TO FILL OUT THE STUDENT ATTENDANCE ROSTER, REQUEST THE OFFICIAL ROSTER OF STUDENTS ENROLLED IN THE SCHOOL.

SCH1. REGION: _____ ID |___|	SCH2. COMMUNE: _____ ID |___|___|
SCH3. VILLAGE: _____ ID |___|___|___|	SCH4. SCHOOL: _____ ID |___|___|___|
SCH5. INTERVIEWER NAME AND NUMBER : NAME: _____ ID |___|___|	SCH6. SUPERVISOR NAME AND NUMBER : NAME: _____ ID |___|___|

SCH7. DAY/MONTH/YEAR OF INTERVIEW : |___|___| / |___|___| / |_2_|_0_|_1_|_5_|

SCH8. NAME OF SCHOOL:
_____

SCH9. NAME OF RESPONDENT:
_____

SCH10. RESPONDENT POSITION

DIRECTOR	01
OTHER ADMINISTRATOR	02
TEACHER	03
OTHER (SPECIFY)	99

_____ |___|___|

SCH11. NAME OF SCHOOL DIRECTOR (IF NOT THE RESPONDENT)
_____

SCH12. SEX OF SCHOOL DIRECTOR	MALE ..... 1 FEMALE 2	|___|
SCH13. IS THE DIRECTOR FROM THIS VILLAGE?	YES ..... 1 NO 2	|___|
SCH14. GEO-REFERENCE:	LATITUDE: DG N|__|__| MN |__|__| SC |__|__|__| LONGITUDE: DG E|__|__| MN |__|__| SC |__|__|__|	
SCH15. NUMBER OF DAYS SCHOOL WAS OPEN IN:	OCTOBER 2014..... NOVEMBER 2014 ..... DECEMBER 2014 ..... JANUARY 2015..... FEBRUARY 2015	|___|___| |___|___| |___|___| |___|___| |___|___|

SCHOOL CHARACTERISTICS	SCHOOL ID: |___|___|___|	SC
SC1A. IS THIS A PUBLIC SCHOOL OR A PRIVATE SCHOOL? (***READ THE OPTIONS***)	PUBLIC/COMMUNITY ..... 1 PRIVATE ..... 2 KORANIC SCHOOL ..... 3 MADRASA ..... 4 NON-FORMAL SCHOOL ..... 5 OTHER (SPECIFY) ..... 99 _____	|___|
SC1B. IS THIS A BILINGUAL SCHOOL?	YES ..... 1 NO 2	|___|
SC2. WHAT YEAR WAS THIS SCHOOL OPENED?	YEAR ..... DON'T KNOW 98	|___|___|___|___|
SC3. HAS THE SCHOOL CHANGED LOCATION?	YES ..... 1 NO 2	|___|

SC4A. HOW MANY MALE AND FEMALE STUDENTS WERE ENROLLED IN EACH GRADE AT THE END OF THE PREVIOUS SCHOOL YEAR (2013/2014)? *RECORD THE NUMBER OF STUDENTS ENROLLED IN EACH GRADE BY GENDER FROM THE SCHOOL REGISTER.*

	CI	CP	CE1	CE2	CM1	CM2
BOY STUDENTS						
GIRL STUDENTS						
TOTAL						

SC4B. OF THOSE ENROLLED IN CP DURING 2013-2014, HOW MANY MALE AND FEMALE STUDENTS WERE PROMOTED TO CE1 AND HOW MANY ENROLLED IN CE1? *RECORD THE NUMBER OF STUDENTS PROMOTED FROM CP TO CE1 AND ENROLLED IN CE1 BY GENDER FROM THE SCHOOL REGISTERS.*

	STUDENTS IN CP DURING 2013/2014 PROMOTED TO CE1 AT THE END OF THE YEAR	STUDENTS IN CP DURING 2013/2014 THAT ACTUALLY ENROLLED IN CE1 DURING 2014/2015
BOY STUDENTS		
GIRL STUDENTS		
TOTAL		

SC5A. HOW MANY MALE AND FEMALE STUDENTS ARE ENROLLED IN EACH GRADE THIS SCHOOL YEAR (2014/2015)? *RECORD THE NUMBER OF STUDENTS ENROLLED IN EACH GRADE BY GENDER FROM THE SCHOOL REGISTER.*

	CI	CP	CE1	CE2	CM1	CM2
BOY STUDENTS						
GIRL STUDENTS						
TOTAL						

SC5B. OF THE STUDENTS ENROLLED IN EACH GRADE THIS SCHOOL YEAR (2014/2015), HOW MANY LIVE IN THIS VILLAGE AND HOW MANY LIVE OUTSIDE OF THIS VILLAGE? ASK THE PRINCIPAL AND/OR TEACHERS TO NOTE WHICH STUDENTS LISTED IN THE SCHOOL REGISTER LIVE IN THIS VILLAGE AND WHICH STUDENT LIVE OUTSIDE OF THE VILLAGE. COUNT AND NOTE THE NUMBER FOR EACH GRADE.

	CI	CP	CE1	CE2	CM1	CM2
LIVE IN THIS VILLAGE						
LIVE OUTSIDE OF THIS VILLAGE						

SC5C. HOW MANY MALE AND FEMALE STUDENTS ARE PRESENT TODAY IN EACH GRADE?
RECORD THE NUMBER OF STUDENTS PRESENT IN EACH GRADE BY GENDER, BY COUNTING IN CLASSROOM

	CI	CP	CE1	CE2	CM1	CM2
BOY STUDENTS						
GIRL STUDENTS						
TOTAL						

SCHOOL CHARACTERISTICS	**SCHOOL ID: |___|___|___|**	**SC**
SC6. HOW MANY WEEKS WAS THIS SCHOOL OPEN DURING THE **LAST** ACADEMIC YEAR (2013-2014)?	WEEKS OPEN LAST ACADEMIC YEAR (2013-2014) *Record 00 if no school was present in previous year.*	|___|___|
SC7. HOW MANY DAYS WAS THE SCHOOL OPEN IN THE PAST 7 DAYS?	DAYS OPEN DURING PREVIOUS 7 DAYS Record 00 if the school was not open.	|___|___|

SC8. USING THE CODES BELOW, RECORD UP TO TWO LANGUAGES THAT ARE USED FOR MATHEMATICS INSTRUCTION. READING INSTRUCTION OR GENERAL CONVERSATION FOR EACH GRADE:

FRENCH 01
HAOUSSA 02
ZARMA 03
TAMASHEQ 04
FULFULDE 05
KANOURI 06
TOUBOU 07
ARABIC 08
BOUDOUMA 09
GOURMATCHE 10
OTHER LANGUAGE (SPECIFY) 99
_____
NOT APPLICABLE 94

	CI		CP		CE1		CE2		CM1		CM2	
	1ST	2ND	1ST	2ND	1ST	2ND	1ST	2ND	1ST	2ND	1ST	2ND
MATHEMATICS INSTRUCTION												
READING INSTRUCTION												
GENERAL CONVERSATION												

SC9. DURING **THIS** SCHOOL YEAR (2014-2015), WERE ALL STUDENTS WHO WANTED TO ENROLL IN THIS SCHOOL ADMITTED?	YES ..... 1 NO 2	|___|
SC10. IN YOUR OPINION, WHAT IS THE MOST IMPORTANT REASON PREVENTING PARENTS TO SEND THEIR DAUGHTERS TO SCHOOL? (SELECT ONLY ONE ANSWER)	NO SCHOOL IN VILLAGE ..... 01 SCHOOL FEES ..... 02 CHILD TOO YOUNG ..... 03 SCHOOL TOO FAR ..... 04 WORK FOR INCOME ..... 05 HOUSEHOLD WORK ..... 06 TAKING CARE OF SIBLINGS ..... 07 NO SEPARATE BATHROOMS FOR BOYS AND GIRLS ..... 08 CHILD TOO OLD ..... 09 TO AVOID DEBAUCHERY ..... 10 PREVENTS EARLY MARRIAGE ..... 11 FIELDWORK/PASTURE ..... 12 ASSISTING THE FATHER'S BUSINESS ..... 13 CUSTOM/RELIGION ..... 14 LACK OF AWARENESS/IGNORANCE ..... 15 OTHER (SPECIFY) ..... 99 _____	|___|___|
SC11. IN YOUR OPINION, WHAT IS THE MOST IMPORTANT REASON PREVENTING PARENTS TO SEND THEIR SONS TO SCHOOL? (SELECT ONLY ONE ANSWER)	NO SCHOOL IN VILLAGE ..... 01 SCHOOL FEES ..... 02 CHILD TOO YOUNG ..... 03 SCHOOL TOO FAR ..... 04 WORK FOR INCOME ..... 05 HOUSEHOLD WORK ..... 06 TAKING CARE OF SIBLINGS ..... 07 NO SEPARATE BATHROOMS FOR BOYS AND GIRLS ..... 08 CHILD TOO OLD ..... 09 TO AVOID DEBAUCHERY ..... 10 PREVENTS EARLY MARRIAGE ..... 11 FIELDWORK/PASTURE ..... 12 ASSISTING THE FATHER'S BUSINESS ..... 13 CUSTOM/RELIGION ..... 14 LACK OF AWARENESS/IGNORANCE ..... 15 OTHER (SPECIFY) ..... 99 _____	|___|___|

SCHOOL CHARACTERISTICS SCHOOL ID: |___|___|___|		SC
SC12. DOES THIS SCHOOL HAVE A FEEDING PROGRAM?	YES .....1 NO.....2	| | 2⇨SC14
SC13. WHAT TYPE OF FEEDING PROGRAM IS OFFERED BY THE SCHOOL?	CANTEEN .....01 DRY RATIONS .....02 CANTEEN AND DRY RATIONS.....03 OTHER (SPECIFY).....99	|___|___|
SC13A. IF SC13 = 2 OR SC13=3, ARE DRY RATIONS FOR GIRLS ONLY?	YES .....1 NO.....2	|___|
SC14. ARE THERE OTHER OUTSIDE PROGRAMS ACTIVE AT THE SCHOOL THIS YEAR SINCE OCTOBER 2014?	YES .....1 NO.....2	|___| 2⇨SC15
SC14A. IF YES, WHAT ARE THOSE PROGRAMS? 1=YES, 2=NO **(MULTIPLE ANSWERS POSSIBLE)** UNICEF ..... WORLD VISION..... PROJECT LUXEMBOURG – DEVELOPMENT PAM ..... FRENCH DEVELOPMENT AGENCY (AFD) ..... OTHER (SPECIFY)..... _____		 |___| |___| |___| |___| |___|
SC15. DOES EACH STUDENT HAVE A COMPLETE SET OF TEXTBOOKS FOR HIS OR HER USE?	YES, SOLE USE.....1 YES, SHARED USE.....2 NO.....3	|___|
SC16. DOES THIS SCHOOL HAVE A LOCAL LANGUAGE READING CURRICULUM (E.G. HAOUSSA, ZARMA, OU AUTRE)?	YES .....1 NO.....2	|___| 2⇨SC18
SC17. DOES THIS SCHOOL HAVE LOCAL LANGUAGE READING MATERIALS THAT ARE USED BY THE STUDENTS?	YES .....1 NO.....2	|___| 2⇨SC18
SC17A. WHAT IS THE LANGUAGE OF THE LOCAL LANGUAGE READING MATERIALS IN THE SCHOOL? NOTE THE SECOND LANGUAGE IF APPLICABLE HAOUSSA..... 01 ZARMA..... 02 TAMASHEQ..... 03 FULFULDE..... 04 KANOURI..... 05 TOUBOU ..... 06 ARABIC..... 07 BOUDOUMA..... 08 GOURMATCHE..... 09 OTHER LANGUAGE (SPECIFY) ..... 99 _____		|___|___| |___|___|
SC18. HOW SATISFIED ARE YOU WITH THE TEXTBOOKS/SUPPLIES/TEACHING MATERIALS AVAILABLE AT YOUR SCHOOL?	NOT AT ALL SATISFIED..... 1 A LITTLE DISSATISFIED..... 2 SOMEWHAT SATISFIED..... 3 SATISFIED..... 4	|___|

SCHOOL CHARACTERISTICS SCHOOL ID: |___|___|___|		SC
SC19. HOW MANY HOURS A DAY ARE THE STUDENTS TYPICALLY AT SCHOOL?	HOURS	|___|___|.|___|
SC20. HOW MANY MINUTES DOES EACH TEACHER SPENT ON READING ACTIVITIES WITH THE STUDENTS EACH DAY?	CI ..... CP ..... CE1 ..... CE2 ..... CM1 ..... CM2	|___|___| |___|___| |___|___| |___|___| |___|___| |___|___|
SC21A. IS A RAPID READING CURRICULUM BEING TAUGHT IN FIRST GRADE CLASSES?	YES ..... 1 NO 2	|___|
SC21B. IS A RAPID READING CURRICULUM BEING TAUGHT IN SECOND GRADE CLASSES?	YES ..... 1 NO 2	|___|
SC22. WHEN SHOULD STUDENTS BE CAPABLE OF READING?	CI ..... 1 CP ..... 2 CE1 ..... 3 CE2 ..... 4 CM1 ..... 5 CM2 6	|___|
SC23. WHAT DOES BEING CAPABLE OF READING MEAN? **MARK ALL THAT APPLY**	RECITE TEXT .....1 MEMORIZE TEXT .....2 UNDERSTAND TEXT.....3	|___| |___|

SCHOOL PHYSICAL STRUCTURE SCHOOL ID: |___|___|___|		SS
SS1. HOW MANY CLASSROOMS DOES THIS SCHOOL HAVE?	CLASSROOMS	|___|___|
SS2. HOW MANY CLASSROOMS ARE USEABLE?	USEABLE CLASSROOMS	|___|___|
SS3. HOW MANY OF THESE CLASSROOMS ARE MADE OF FINISHED MATERIAL?	NUMBER	|___|___|
SS4. HOW MANY CLASSROOMS CAN BE USED WHEN IT RAINS?	CLASSROOMS	|___|___|
SS5. HOW SATISFIED ARE YOU WITH THE CLASSROOMS AVAILABLE AT YOUR SCHOOL?	NOT AT ALL SATISFIED ..... 1 A LITTLE DISSATISFIED ..... 2 SOMEWHAT SATISFIED ..... 3 SATISFIED 4	|___|
SS6. DO ALL STUDENTS IN THIS SCHOOL HAVE THEIR OWN SEATS AND DESKS SPACE IN ACCORDANCE WITH THE NORMS ESTABLISHED BY THE DEPT OF ED?	YES ..... 1 NO 2	|___|
SS7. IN THIS SCHOOL ARE THERE SUFFICIENT SEATS FOR UP TO 50 STUDENTS IN EACH CLASS IN ACCORDANCE WITH THE NORMS ESTABLISHED BY THE DEPT OF ED?	YES ..... 1 NO 2	|___|
SS8. IN THIS SCHOOL ARE THERE SUFFICIENT DESKS FOR UP TO 50 STUDENTS IN EACH CLASS IN ACCORDANCE WITH THE NORMS ESTABLISHED BY THE DEPT OF ED?	YES ..... 1 NO 2	|___|
SS9. HOW MANY OF THESE CLASSROOMS HAVE A BLACKBOARD?	NUMBER	|___|___|
SS10. HOW MANY OF THESE CLASSROOMS HAVE A BLACKBOARD THAT IS VISIBLE TO ALL STUDENTS?	NUMBER	|___|___|
SS11. HOW MANY OF THESE CLASSROOMS HAVE A CUPBOARD?	NUMBER	|___|___|
SS12. HOW MANY OF THESE CLASSROOMS HAVE A TABLE FOR THE TEACHER?	NUMBER	|___|___|
SS13. HOW MANY OF THESE CLASSROOMS HAVE A CHAIR FOR THE TEACHER?	NUMBER	|___|___|
SS14. DOES THIS SCHOOL HAVE A POTABLE WATER SOURCE?	YES ..... 1 NO 2	|___| 2⇨SS18
SS15. WHAT TYPE OF WATER SOURCE IS IT?	PIPED WATER ..... 1 TUBE WELL OR BOREHOLE ..... 2 DUG WELL ..... 3 RAINWATER ..... 4 TANKER TRUCK ..... 5 CART WITH SMALL TANK ..... 6 OTHER (SPECIFY) ..... 99 _____	|___|

SCHOOL PHYSICAL STRUCTURE SCHOOL ID: |___|___|___|		SS
SS16. DOES THIS WATER SUPPLY FOR THE SCHOOL FUNCTION?	YES ..... 01 NO ..... 02 DON'T KNOW 98	|___|___| 1⇨SS18
SS17. WHEN WAS THE LAST TIME ANY MAINTENANCE WAS PERFORMED ON THE WATER SUPPLY?	<1 MONTH ..... 01 1-5 MONTHS ..... 02 >5 MONTHS ..... 03 DON'T KNOW 98	|___|___|
SS18. DOES THIS SCHOOL HAVE TOILET FACILITIES FOR STUDENTS?	YES ..... 1 NO 2	|___| 2⇨SS24
SS19. DO THE TOILETS FUNCTION?	YES ..... 1 NO 2	|___| 2⇨SS22
SS20. ARE THE TOILETS BEING USED BY THE STUDENTS?	YES ..... 1 NO 2	|___| 2⇨SS23
SS21. DO GIRLS AND BOYS HAVE SEPARATE TOILET FACILITIES?	YES, SEPARATE BLOCKS ..... 1 YES, SAME BLOCK ..... 2 NO 3	|___|
SS22. WHEN WAS THE LAST TIME MAINTENANCE WAS PERFORMED ON THE TOILETS?	<1 MONTH ..... 1 1-5 MONTHS ..... 2 >5 MONTHS ..... 3 DON'T KNOW 98	|___|
SS23. HOW SATISFIED ARE YOU WITH THE TOILET FACILITIES AT YOUR SCHOOL?	NOT AT ALL SATISFIED ..... 1 A LITTLE DISSATISFIED ..... 2 SOMEWHAT SATISFIED ..... 3 SATISFIED 4	|___|
SS24. DOES THIS SCHOOL HAVE A PRESCHOOL?	YES ..... 1 NO 2	|___|
SS25. DOES THIS SCHOOL HAVE A PLAYGROUND?	YES ..... 1 NO 2	|___|
SS26. IS THERE LODGING SPECIFICALLY FOR THE TEACHERS?	YES ..... 1 NO 2	|___| 2⇨SP1
SS27. IS THE LODGING ONLY FOR FEMALE TEACHERS?	YES ..... 1 NO 2	|___|
SS28. HOW SATISFIED ARE YOU WITH THE LODGING FOR TEACHERS?	NOT AT ALL SATISFIED ..... 1 A LITTLE DISSATISFIED ..... 2 SOMEWHAT SATISFIED ..... 3 SATISFIED 4	|___|

SCHOOL PERSONNEL CHARACTERISTICS SCHOOL ID: |___|___|___|		SP
SP1A. HOW MANY TEACHERS ARE CURRENTLY TEACHING IN THIS SCHOOL, INCLUDING TRAINEES AND VOLUNTEERS?	TEACHERS.....	|___|___|
SP1B. HOW MANY OF THE 1ST GRADE TEACHERS ARE CURRENTLY TEACHING IN THIS SCHOOL, INCLUDING TRAINEES AND VOLUNTEERS?	1ST GRADE TEACHERS.....	|___|___|
SP1C. HOW MANY OF THE 2ND GRADE TEACHERS ARE CURRENTLY TEACHING IN THIS SCHOOL, INCLUDING TRAINEES AND VOLUNTEERS?	2ND GRADE TEACHERS	|___|___|
SP2. HOW MANY OF THESE TEACHERS ARE FEMALE?	FEMALE TEACHERS	|___|___|
SP2B. HOW MANY OF THE 1ST GRADE TEACHERS ARE FEMALE?	FEMALE 1ST GRADE TEACHERS.....	|___|___|
SP2C. HOW MANY OF THE 2nd grade TEACHERS ARE FEMALE?	FEMALE 2ND GRADE TEACHERS	|___|___|
SP3A. HOW MANY TEACHERS HAVE AN ADVANCED DEGREE? 00 IF NONE	TEACHERS WITH : BAC ..... DUEEG/DUEL/DUES ..... LICENSE ..... OTHER (SPECIFY)..... _____	|___|___| |___|___| |___|___| |___|___|
SP3B. HOW MANY OF THE 1ST GRADE TEACHERS HAVE AN ADVANCED DEGREE? 00 IF NONE	1ST GRADE TEACHERS WITH : BAC ..... DUEEG/DUEL/DUES ..... LICENSE ..... OTHER (SPECIFY)..... _____	|___|___| |___|___| |___|___| |___|___|
SP3C. HOW MANY OF THE 2ND GRADE TEACHERS HAVE AN ADVANCED DEGREE? 00 IF NONE	TEACHERS WITH : BAC ..... DUEEG/DUEL/DUES ..... LICENSE ..... OTHER (SPECIFY)..... _____	|___|___| |___|___| |___|___| |___|___|
SP4. HOW MANY TEACHERS ARE THERE IN EACH CATEGORY?	NR OF PERMANENT TEACHERS..... NR OF TRAINEES TEACHERS ..... NR OF VOLUNTEER TEACHERS	|___|___| |___|___| |___|___|
SP5. HOW MANY TEACHERS ARE THERE IN EACH RANK?	NR OF ASSISTANT TEACHERS..... NR OF TRAINEES ASST. TEACHERS..... NR OF CERTIFIED TEACHERS..... NR OF CERTIFIED TRAINEES TEACHERS ..... NR OF MONITORS..... NR WITHOUT FORMAL TRAINING	|___|___| |___|___| |___|___| |___|___| |___|___| |___|___|

SCHOOL PERSONNEL CHARACTERISTICS SCHOOL ID: |___|___|___|		SP
SP6.	now, I would like some information on the teaching experience of these teachers. how many of these teachers have…	LESS THAN 3 YEARS? ..... |___|___| 3 TO 5 YEARS? ..... |___|___| 5 TO 10 YEARS ..... |___|___| 10 OR MORE YEARS? ..... |___|___|
SP7.	how often is a typical teacher absent?	NO ABSENCES .....0 ONCE PER WEEK .....1 2-3 TIMES PER WEEK .....2 MORE THAN 3 TIMES PER WEEK..... 3	|___|
SP8.	How many teachers or school officials (including the director) have received training pre-service to teach reading?	TEACHERS ..... |___|___| SCHOOL OFFICIALS ..... |___|___| (ENTER 00 IF NONE)	
SP9.	How many teachers or school officials (including the director) have received professional development training to teach reading?	TEACHERS ..... |___|___| SCHOOL OFFICIALS ..... |___|___| (ENTER 00 IF NONE)	
SP10.	How many teachers or school officials (including the director) have received training on local language rapid reading?	TEACHERS ..... |___|___| SCHOOL OFFICIALS ..... |___|___| (ENTER 00 IF NONE)	
SP11.	how many teachers or school officials (including the director) have received training on the equal treatment of boys and girls in the classroom?	TEACHERS ..... |___|___| SCHOOL OFFICIALS ..... |___|___| (ENTER 00 IF NONE)	
SP12.	HOW SATISFIED ARE YOU WITH THE TEACHERS AT YOUR SCHOOL?	NOT AT ALL SATISFIED .....1 A LITTLE DISSATISFIED..... 2 SOMEWHAT SATISFIED ..... 3 SATISFIED 4	|___|
SP13.	does this school have a student government?	YES .....1 NO 2	|___| 2⇨SP17
SP14.	Is the student government elected or appointed?	ELECTED.....1 APPOINTED 2	|___|
SP15.	Does the student government have an action plan?	YES .....1 NO.....2	|___|
SP16.	How many girls and how many boys are elected/appointed representatives of the student government?	GIRLS ..... |___|___| BOYS ..... |___|___|	

SCHOOL PERSONNEL CHARACTERISTICS SCHOOL ID: |___|___|___|		SP
SP17. does this school have any school management committee (COGES/AME/APE)?		
A1. ame (Mothers' Association)	YES .....01 NO.....02 DON'T KNOW 98	|___|___| 2⇨SP17B1
A2. If yes, how many ame members are there?	NUMBER OF AME MEMBERS.....	|___|
B1. ape (PTA)	YES .....01 NO.....02 DON'T KNOW 98	|___|___| 2⇨SP17C1
B2. If yes, how many ape members are there?	NUMBER OF APE MEMBERS	|___|
C1. COGES/CDGES (Parent Management Committee)	YES .....01 NO.....02 DON'T KNOW 98	|___|___| 2⇨SP25
C2. If yes, how many COGES/CDGES members are there?	NUMBER OF COGES MEMBERS	|___|
SP18. What year was the COGES/CDGES created?	YEAR..... DON'T KNOW 0098	|__|__|__|__|
SP19. Does the COGES/CDGES have regular meetings?	YES .....01 NO.....02 DON'T KNOW 98	|___|___|
SP20. Does the COGES/CDGES have an action plan?	YES .....01 NO.....02 DON'T KNOW 98	|___|___|
SP21. HOW MANY COGES/CDGES MEMBERS HAVE RECEIVED TRAINING ON THE EQUAL TREATMENT OF BOYS AND GIRLS IN THE CLASSROOM IN THE PREVIOUS YEAR?	MEMBERS ..... (MARK 00 IF NONE)	|___|___|
SP22. HOW MANY COGES/CDGES MEMBERS HAVE RECEIVED TRAINING IN BOREHOLE MAINTENANCE IN THE PREVIOUS YEAR?	MEMBERS ..... (MARK 00 IF NONE)	|___|___|
SP23. HOW MANY COGES/CDGES MEMBERS HAVE RECEIVED TRAINING IN THE IMPORTANCE OF RAPID READING IN THE PREVIOUS YEAR?	MEMBERS ..... (MARK 00 IF NONE)	|___|___|
SP24. HOW MANY COGES/CDGES MEMBERS HAVE RECEIVED TRAINING ABOUT MENTORING IN THE PREVIOUS YEAR?	MEMBERS ..... (MARK 00 IF NONE)	|___|___|
SP25. is there an active mentoring program in the school?	YES .....1 NO.....2	|___| 2⇨SAR1
SP26. how many students participate in the program?	GIRLS ..... BOYS ..... (ENTER 00 IF NONE)	|___|___| |___|___|

SCHOOL REGISTER — SAR

DATE OF VISIT |___|___| / |___|___| / |___|___|___|___| VILLAGE ID: |___|___|___|

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SCHOOL ID: |___|___|___| NAME OF SCHOOL: _____

SAR1. LINE NO.	SAR2. STUDENT HOUSEHOLD NUMBER (IM4)	SAR3. STUDENT HOUSEHOLD ID NUMBER (HL1)	SAR4. STUDENT NAME (HL2)	SAR5. SEX 1 MALE 2 FEMALE (HL3)	SAR6. AGE (HL4)	SAR7. IS STUDENT ENROLLED IN SCHOOL? 1 YES 2 NO IF NO, SKIP TO NEXT STUDENT	SAR8. *IF ENROLLED, RECORD* GRADE 0 PRESCHOOL 1 CI 2 CP 3 CE1 4 CE2 5 CM1 6 CM2	SAR9. IS STUDENT PRESENT AT SCHOOL TODAY? 1 YES 2 NO	SAR10. DURING THE LAST SEVEN DAYS, HOW MANY TIMES WAS THE STUDENT PRESENT?	SAR11. NUMBER OF DAYS THE STUDENT WAS ABSENT, PER MONTH, SINCE THE START OF THE 20142015 SCHOOL YEAR. WRITE00 IF THE STUDENT WAS NOT ABSENT DURING THE MONTH CONSIDERED. RECORD 88 IF THE INFORMATION IS NOT AVAILABLE IN THE RECORDS (CHECK WITH SCH15)				
N.	IM4	HL1	HL2	HL3	HL4	ENROLLED	GRADE	PRESENCE	DAYS	A. OCT 2012	B. NOV 2012	C. DEC 2012	D. JAN 2013	E. FEB 2013
01				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
02				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
03				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
04				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
05				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
06				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
07				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
08				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
09				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
10				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
11				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
12				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
13				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
14				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
15				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|

SCHOOL REGISTER — SAR

DATE OF VISIT |___|___| / |___|___| / |___|___|___|___| VILLAGE ID: |___|___|___|

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SCHOOL ID: |___|___|___| NAME OF SCHOOL: _____

SAR1. LINE NO.	SAR2. STUDENT HOUSEHOLD NUMBER (IM4)	SAR3. STUDENT HOUSEHOLD ID NUMBER (HL1)	SAR4. STUDENT NAME (HL2)	SAR5. SEX 1 MALE 2 FEMALE (HL3)	SAR6. AGE (HL4)	SAR7. IS STUDENT ENROLLED IN SCHOOL? 1 YES 2 NO IF NO, SKIP TO NEXT STUDENT	SAR8. *IF ENROLLED, RECORD* GRADE 0 PRESCHOOL 1 CI 2 CP 3 CE1 4 CE2 5 CM1 6 CM2	SAR9. IS STUDENT PRESENT AT SCHOOL TODAY? 1 YES 2 NO	SAR10. DURING THE LAST SEVEN DAYS, HOW MANY TIMES WAS THE STUDENT PRESENT?	SAR11. NUMBER OF DAYS THE STUDENT WAS ABSENT, PER MONTH, SINCE THE START OF THE 2014-2015 SCHOOL YEAR. WRITE00 IF THE STUDENT WAS NOT ABSENT DURING THE MONTH CONSIDERED. RECORD 88 IF THE INFORMATION IS NOT AVAILABLE IN THE RECORDS (CHECK WITH SCH15)				
N.	IM4	HL1	HL2	HL3	HL4	ENROLLED	GRADE	PRESENCE	DAYS	A. OCT 2012	B. NOV 2012	C. DEC 2012	D. JAN 2013	E. FEB 2013
16				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
17				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
18				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
19				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
20				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
21				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
22				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
23				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
24				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
25				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
26				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
27				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
28				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
29				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
30				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|

SCHOOL REGISTER SAR

DATE OF VISIT |___|___| / |___|___| / |___|___|___|___| VILLAGE ID: |___|___|___|

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31				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
32				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
33				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
34				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
35				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
36				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
37				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
38				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
39				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
40				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
41				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
42				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
43				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
44				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
45				|___|		|___|	|___|	|___|	|___|	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|

INTERVIEW RESULT ***VILLAGE ID:*** |__|__|__| ***SCHOOL ID:*** |__|__|__| **RE**

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

RE1. RESULT OF SCHOOL INTERVIEW : |__|

COMPLETE 1

INCOMPLETE 2

REFUSED 3

SCHOOL NOT FOUND/DESTROYED 4

OTHER 99

(SPECIFY) _____

INTERVIEWER/SUPERVISOR NOTES : *USE THIS SPACE TO RECORD NOTES ABOUT THE INTERVIEW WITH THIS SCHOOL, SUCH AS CALL-BACK TIMES, INCOMPLETE INDIVIDUAL INTERVIEW FORMS, NUMBER OF ATTEMPTS TO RE-VISIT, ETC.*

RE2A. NAME OF DATA ENTRY CLERK – 1ST ENTRY : _____

DATA ENTRY CLERK NUMBER: |__|__|

DATA ENTRY DAY/MONTH/YEAR: |__|__| / |__|__| / |2|0|1|3|

RE2B. NAME OF DATA ENTRY CLERK – 2ND ENTRY : _____

DATA ENTRY CLERK NUMBER: |__|__|

DATA ENTRY DAY/MONTH/YEAR: |__|__| / |__|__| / |2|0|1|3|

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