Burkina Faso's BRIGHT School Evaluation: Household and School Survey User's Manual

Final Report

August 5, 2009

Matt Sloan
Kristen Velyvis
Dan Levy

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Policy Research, Inc.

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Submitted to:
Millennium Challenge Corporation
875 Fifteenth Street, NW
Washington, DC 20005-2221
Project Officer: Sophia van der Bijl

Submitted by:
Mathematica Policy Research, Inc.
600 Maryland Avenue, S.W.
Suite 550
Washington, DC 20024-2512
Telephone: (202) 484-9220
Facsimile: (202) 863-1763

Project Director: Dan Levy

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ACRONYMS AND DEFINITIONS

Bisongo	Child Care Center
BRIGHT	Burkinabe Response to Improve Girls' Chances to Succeed
MCC	Millennium Challenge Corporation
TCP	Threshold Country Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

A. INTRODUCTION

The Millennium Challenge Corporation (MCC) funded a two-year Threshold Country Program (TCP) to increase girls' educational attainment in Burkina Faso through the construction of schools and complementary interventions. The program, locally known as BRIGHT,[1] was implemented in 132 rural villages throughout the 10 provinces of Burkina Faso in which girls' enrollment rates were lowest. The BRIGHT program consisted of constructing primary schools with three classrooms and implementing a set of interventions that included inputs such as separate latrines for boys and girls; canteens; take-home rations and textbooks; and "soft" components, such as a mobilization campaign, literacy training, and capacity building among local partners. The program was implemented during 2005 to 2008.

Mathematica Policy Research was contracted to conduct a rigorous impact evaluation of the program. The evaluation assessed whether and the extent to which the program affected the school enrollment and performance of children in the 132 villages where BRIGHT was implemented. [2] As part of the Burkina Faso Girls' Education Impact Evaluation, Mathematica oversaw data collection from rural households and schools in that country. This manual provides information about the sample design, questionnaire design, data collection, data editing, and response rates for that data collection, as well as a description of the content and format of the data file.

B. SAMPLE DESIGN

The sample frame comprised all households within the 293 villages that applied to the program, including all of the villages in the study's participant and comparison groups. Data collectors, however, were unable to locate two villages, probably because the spelling of the village names on the application did not match village names found by the data collectors—perhaps due to dialect differences or misspellings. As a result, the survey included 291 villages, of which 132 were participant villages and 159 were comparison villages[3].

1. Household Sampling

In each village located, interviewers conducted a census of households to develop a village-level sampling frame. Households in the study are defined as groups of people living together (in a common physical space), working together under the authority of a person called head of household, and taking their meals together or from the same supply of food. The members of a household must have lived together in this fashion during at least 9 of the previous 12 months. During the census, interviewers identified households with school-age girls (5- to 12-years old) and collected information about the household's access to beasts of burden.

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[1] BRIGHT's official name is "Burkinabe Response to Improve Girl's Chances to Succeed."

[2] Further information about the impact evaluation and its results can be found in the Final Report of the Impact Evaluation of Burkina Faso's BRIGHT Program (Mathematica 2009)

[3] The analysis file excludes four additional villages. Two were excluded because they were the only villages that applied for the program from their department and thus were not eligible for the analysis used. The other two villages were excluded because no data were reported for them. Therefore the dataset includes data on 287 villages.

Following the census, the households with school-age girls became the sample frame, and 30 of these households were randomly selected to be surveyed in each village. The sampling frame at the village level was stratified by access to beasts of burden, a proxy for wealth. Three strata were identified: households that owned at least one beast of burden, households that did not own a beast of burden but had access to one, and households that neither owned nor had access to a beast of burden. Under the hypothesis that means of production are positively correlated with income, the University of Ouagadougou suggested the above stratification method to ensure a representative household sample. From each stratum, interviewers selected 10 households to be surveyed. For each stratum, interviewers wrote the name of each head of an eligible household on a piece of paper, placed the pieces of paper in a hat, and then drew 10 names. The process was conducted publicly in each village. In Table B.1., we show the sample size, number of completes, and response rate.

Table B.1 Household Sampling

Number of Households in Sample	Completes	Response Rate
8,730	8,491	97.3%

2. School Sampling

School data was collected using different sampling techniques for Wave 1 and Wave 2. For Wave 1, interviewers asked village elders to name all the schools, if any, that children from that village attended regularly. Interviewers then selected the up to three schools closest to the village center, within 10 kilometers, as the schools to be surveyed for that village.[4] Data were collected from more than 300 schools.

For Wave 2, interviewers used the household data as the starting point. From the 8,491 completed household surveys, children were identified as currently attending 367 schools. Of those, 316 were attended by three or more children in the sample. Of those, schools that were within 10 kilometers of the children's village were targeted for interview. Data from more than 280 schools were obtained, and matched with 7,316 of the children in the sample.

Wave 1 school data were also matched with children in the household sample. Data from 270 schools were matched with more than 7,400 children in the sample. Only data from the matched schools are found in the dataset.

C. QUESTIONNAIRE DESIGN

Mathematica developed two questionnaires: a household questionnaire and a school questionnaire. The household questionnaire asked about household demographics, children's educational outcomes (enrollment and attendance), and parents' perceptions of education. The school survey asked about schools' characteristics and children's attendance and enrollment. Full

[4] This strategy could have introduced sampling bias if villages had children attending more than three schools, and different types of schools were systematically located closer to village centers; however, in 98.7% of villages with any children attending school, only one or two schools were named.

versions of the final household and school questionnaires in French and English appear in Appendix A.

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

- **Household characteristics.** This module asked for information about the head of household, such as religion, ethnicity, and education; information about the household itself, including GPS coordinates, construction materials, and water source; and intervention-specific information, such as whether any children were attending preschool (Bisongo) or whether any women were participating in literacy training.
- **Household listing form.** This module asked the respondent to provide a complete list of all children between 5- and 12-years-old residing in the household. Basic information collected on these children included relationship to the head of household, sex, age, and whether the child had attended school at any time during the 2007–2008 school year.
- **Education.** This module was administered for all children 5- to 12-years-old who attended school at any time during the 2007–2008 school year. Questions addressed access to textbooks; information about the school attended, including specific interventions such as separate latrines, participation in feeding programs, and attendance; and reasons the parents sent the child to school.
- **Child labor.** This module was administered for all children 5- to 12-years-old, and asked whether the children were engaged in work for persons outside the household (for pay or in-kind) and whether they performed various chores.
- **Mathematics assessment.** This module was administered to all children 5- to 12-years-old. Children were shown pre-printed cards and asked to identify numbers, count items, indicate which number was the greater of a pair of numbers, and perform simple addition and subtraction.
- **French assessment.** This module was administered to all children 5- to 12-years-old. Children were shown pre-printed cards and asked to identify letters, read one- and two-syllable words, and identify the correct noun and verb from a list to fill in a blank in a simple sentence. Examples came from grade 1 and 2 Burkina Faso primary education reading texts.

The school questionnaire was based largely on the World Bank's Living Standards Measurement Study School Questionnaire, modified to address Burkina Faso's educational context and answer the

evaluation's research questions. The school survey was administered in two waves. The first wave collected information on school characteristics. The second wave, conducted about five months later along with the household survey, collected attendance and enrollment data for children interviewed in the household survey. Accordingly, Mathematica created two school questionnaire forms. The first included detailed characteristics about the school and a roster to collect overall attendance data. The second included only an attendance roster for students enrolled in the study. Together, the school surveys included the following modules:

- **School information.** This module included general information about the school, such as name, province, department, and type of respondent.
- **School characteristics.** This module asked the respondent to provide detailed information about the school, including enrollment, type of school (public or private), textbook availability, and whether the school offered health and feeding programs.
- **School personnel characteristics.** This module asked respondents to provide information about teachers at the school, including number and gender of teachers, teacher training levels, and whether teachers had participated in gender sensitivity training.
- **School physical structure.** This module asked about the school's physical structure, such as number of classrooms, availability of desks and chairs, school construction materials, water supply, separate latrines, and the presence of a preschool (Bisongo).
- **Student attendance roster.** This module was split into two versions. The first was administered during the first visit to the school in conjunction with the modules above. The second was administered by itself during the second visit to the school. The first roster collected information about all students enrolled in the school and whether they were in attendance on that day, were in attendance for the previous three days, and were generally in attendance. The second roster collected information only about those students identified in the household survey as enrolled in school. In addition to the information collected on the first roster, the second roster collected GPS coordinates, the number of days the school was open during the four previous months, and the number of days the student was absent during the same four months.

Both the household and school questionnaires were first written in English and then translated into French. Mathematica and the University of Ouagadougou collaborated on the translations, ensuring that idiomatic expressions or language usage particular to Burkina Faso was appropriately incorporated. However, in reality French is rarely spoken in rural villages. There are currently 68 languages spoken in Burkina Faso, of which several are unwritten or inconsistently written (Gordon 2005). Faced with the prospect of surveying people in many languages, Mathematica decided that the best approach was to hire interviewers fluent in both French and local languages and train them to translate the instrument as they conducted the interview. In Table C.1, we present the native language of respondents to the household survey.

Table C.1 Household Questionnaire Respondent Native Language

	Frequency	Percent
French	178	2.1
Mooré	3,145	37.1
Dioula	33	0.4
Fulfudé	1,782	21.1
Gulmachéma	2,345	27.7
Bwamu	140	1.7
Other Language	844	10.0
Total	**8,467**	**100.1**

Source: Household Survey (Mathematica 2008).

Once the questionnaires were developed, they were tested in a pilot data collection for which we randomly selected 10 villages—5 treatment and 5 comparison—to be surveyed in May and June 2007. Our aim was to survey households and schools in these villages in order to identify potential problems. The pilot called for interviewer training; conduct of a census and random selection in each village; the identification of schools; conduct of the household and school surveys; and data entry, cleaning, and delivery. A Mathematica team traveled with interviewers and observed them in several villages, talked with village residents, and held a debriefing session with interviewers.

The pilot test identified two key problems. First, the household interview was much too long, averaging more than 90 minutes. To reduce respondent burden, we decreased the number of questions to limit the interview to less than one hour. Second, we determined that several questions were difficult for respondents to answer, particularly those about distances, time, and space. For example, respondents struggled to answer questions about distance from the household to the school or the number of hectares farmed. For questions that we thought important for the analysis, we asked the interviewer for an estimate or sought other measures.[5]

For the school survey, we concluded that it was nearly impossible during analysis to link the students on the school roster with children reported by the household survey as enrolled in school. The reason was the lack of a unique identifier such as a government-issued identification number and the fact that many children shared both the same first and last name. The matching procedure was important in that key measures for the evaluation were school enrollment and attendance. Accordingly, we grew concerned that using the household survey alone to measure school enrollment and attendance might lead to misleading results due to social desirability or other biases. As a result, we developed a procedure whereby matching took place while interviewers were in each village. For this procedure, interviewers first completed the household surveys and then populated the school attendance roster with the names of all children identified in the household surveys as enrolled in a local school. They included the child's household ID and household listing number on the roster. We later used these identifiers to link school data to household data. Once in the school,

[5] Because both the household and school surveys were substantially modified following the pilot data collection, we did not use the pilot data for analysis. During subsequent data collection, however, all 10 villages included in the pilot data collection were revisited and included in the household and school survey.

interviewers used the roster to collect attendance and enrollment information only for children on the roster.

D. DATA COLLECTION

To carry out the data collection activities, Mathematica drafted and released an RFP to solicit proposals from local data collection firms. We received seven proposals; Mathematica interviewed representatives of three firms and ultimately selected a team of researchers from the University of Ouagadougou, led by Jean Pierre Sawadogo, Robert Ouedraogo, and Pam Zahonogo. The data collection firm was responsible for the following:

1. Translating and pretesting the questionnaires
2. Writing Terms of Reference and contracts for the field enumerators and controllers
3. Hiring and training field enumerators and controllers
4. Ensuring proper dispatch of the field enumerators and controllers to the survey sites
5. Undertaking field supervision during the data collection to identify and correct problems
6. Maintaining constant communication with the Mathematica team by sending biweekly reports on response rates and rapidly communicating any problems encountered

Before the start of each data collection, the university team conducted interviewer training that covered identifying schools, conducting a village census and selecting eligible households at random, basic interviewing procedures, and a review of each question to ensure that interviewers understood its intent. Interviewers then were organized by linguistic group and worked together to determine how best to translate questions into the local languages. Mathematica participated in the interviewer training.

The data collection consisted of the first school survey conducted in fall 2007 and the follow-up school survey conducted in spring 2008. The follow-up school survey was coupled with the household survey. The pilot test, described above, was conducted in late spring 2007. All versions of the interview were conducted with paper questionnaires.

The school survey was conducted with the school director, when possible. The interviewer also was asked to gather attendance information, particularly on the day of the visit. For that module, the interviewer called the roll and personally noted absences. As noted, 360 schools were surveyed.

The household survey was conducted with the head of household or another member of the household knowledgeable about household children. The interviewee most often was the male head of household. Ninety-eight percent of the interviews were conducted with men and 80 percent with the head of the household.

The university team hired 56 interviewers to collect household and school data. For the full household data collection, the interviewers were organized into 18 teams by linguistic group. Each team consisted of three to four interviewers and was led by an experienced field supervisor. The teams were then assigned to a cluster of villages. The teams simultaneously surveyed the selected villages throughout the country.

E. RESPONSE RATES

The response rate for the household survey was 97.3 percent, which was calculated by dividing the total number of responding households (8,491) by the number of households sampled for the located villages (8,730). Two villages that were not located were not included in the calculation.

F. DATA EDITING

Following data collection, the University of Ouagadougou team entered and edited the data by using SPSS statistical analysis software. The team provided preliminary data sets to Mathematica for extensive data checking. The Mathematica team reviewed the data for completeness and internal consistency, and to determine if matches between household and school data were correct. In particular, we focused on reconciling data for children identified as enrolled in school during the household interview but not found on the school attendance roster and children found on the school attendance roster but not on any household survey. Matching errors occurred for a variety of reasons, including interviewers' failure to follow procedures and illegible writing.

We also imputed data for household variables that were not consistent within households. We used the mode of the household as the imputed value, or the value for the first person in the household if there were two modes.

All original variables and response values have been labeled.

G. FILE CONTENT AND SPECIFICATIONS

The data file was constructed by merging several datasets. The household dataset was taken as the master dataset. The household dataset contains three types of data: village-level data, household-level data and child-level data. Observations are at the level of individual children, thus analyses based on child level variables do not require manipulation of the dataset (N=21,773). Analyses based on village-level data require the use of an indicator variable: **village_level**, where 1=one observation from a village and 0=duplicate observations. The indicator variable **village_level** was constructed by tagging one observation for each unique village identification number (**hc1**) in the dataset (N=287). Analyses based on household-level data require the use of an indicator variable: **household_level**, where 1=one observation from a household and 0=duplicate observations. The indicator variable **household_level** was constructed by tagging one observation for each unique household identification number (**hc2**) in the dataset (N=8,467).

The school wave 1 data were merged onto the household data using school ID numbers (matching **sch2** from the school wave 1 data and **ed6eco** from the household data). Merges were successful for 7,675 individual children in the household dataset. School-level analyses on wave 1 school data require the indicator variable **school_levelw1**. This indicator variable was constructed by tagging one observation from each unique school identification number (**sch2**) in the school wave 1 dataset (N=278).

The school wave 2 data were merged onto the household data using household and child ID numbers (matching **num_na** and **nuelev** from the school wave 2 data and **hc2** and **hl1** from the household data). Merges were successful for 7,316 individual children in the household dataset, which included 282 children who were reported as not currently attending school. These cases are missing data for variables ed2niv through ed20. School-level analyses on wave 2 school data require

the indicator variable **school_levelw2**. This indicator variable was constructed by tagging one observation from each unique school identification number (**ecoleid**) in the school wave 2 dataset (N=284).

Applicant data were also merged onto the dataset by matching village ID numbers. These variables came from the applications villages submitted to be part of the BRIGHT school program. These variables are region, province and department. Region is unique data in the dataset, while province and department are text variables that should mirror hc6 and hc7 respectively.

Additionally, these eight variables were merged from other datasets. All are village level variables.

selected
proj_selected
rel_score
hadschool_1
hadschool_2
hadschool_3
hadschool_type

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

To help users, variables are listed here based on the level at which the data were collected, along with the indicator variable that allows use of these variables.

Village-level variables: hc1 hc6 hc7 region province department selected proj_selected rel_score hadschool_1 hadschool_2 hadschool_3 hadschool_type (indicator variable **village_level**)

Household-level variables: hc2 hc5 hc9 hc10 hc11 hc12niv hc12cla hc14 hc15 hc16a hc16b hc16c hc17a hc17b hc18rad hc18telm hc18mon hc18velo hc18mob hc18veh hc18boe hc19 hc20 hc21ann hc21fre hc22 hc23 hc24 hc25a hc25b hc26 hc27 hc29 (indicator variable **household_level**)

Child-level variables : hl1 hl3 hl4 hl5 hl7niv hl7cla hl8 hl9 ed2niv ed2cla ed3 ed4 ed5 ed6eco ed6vil ed7 ed8 ed9 ed10 ed11 ed12 ed13 ed14 ed15 ed16 ed17 ed18a ed18b ed18c ed18d ed18e ed18f ed19 ed20 cl3 cl4 cl5 cl6 cl7 cl8 cl9 cl10 cl11 cl12 cl13 ma2_3 ma2_9 ma3chi ma3poi ma4_78 ma4_45 ma4_92 ma5_42 ma5_71 ma6_31 ma6_85 fa1 fa2c fa2t fa3pap fa3v_l fa4eco fa4tom fa5 fa6 ligne num_na nuelev sexe claselev presaj pr_s3jr freqpre absoct absnov absd_c absjan pr_s7jr (no indicator variable needed, as the dataset is at the child level)

School Wave 1 level variables: sch1 sch2 sch5 sch6 sch7 sch8 sch10 sch11 sc1 sc2 sc3 sc4_1gi sc4_1fi sc4_1gr sc4_1fr sc4_2fi sc4_2gi sc4_2gr sc4_2fr sc4_3fi sc4_3gi sc4_3gr sc4_3fr sc4_4gi sc4_4fi sc4_4gr sc4_4fr sc4_5gi sc4_5fi sc4_5gr sc4_5fr sc4_6gi sc4_6fi sc4_6gr sc4_6fr sc5 sc6_c sc6_l sc6_g sc7 sc8 sc9 sc10 sc11 sc12 sp1 sp2 sp3 sp4 sp5_tit sp5_sup sp5_adj sp5_ia sp5_iac sp5_ic sp5_ip sp6_0_5 sp6_5_10 sp6_10 sp7 sp8 ss1 ss2 ss3 ss4 ss5 ss6 ss7 ss8 ss9 ss10 ss11 ss12 ss13 ss14 ss15 ss16 (indicator variable **school_levelw1**)

School Wave 2 level variables: dateec ouvoct ouvnov ouvd_c ouvjan (indicator variable **school_levelw2**)

The Burkina Faso Girls' Education Impact Evaluation Survey data contains 21,773 records and 214 variables. Variables are positioned in the file in the following order:

- **Variables from the Household Survey.** Variables are ordered by related questionnaire item number.
- **Variables from the School Survey Wave 1.** Variables are ordered by related questionnaire item number.
- **Variables from the School Survey Wave 2.** Variables are ordered by related questionnaire item number.
- **Constructed Variables.** Constructed variables created from source variables.
- **Variables from Village Applications and Other Sources.** Variables from village applications and other sources are found at the end of the dataset.

The survey data file is available in a Stata format database. The survey data file has the following technical specifications:

Data set name: BurkinaGirlsSchools.dta

Number of observations: 21,773

Number of variables: 214

Date created: August 4, 2009

REFERENCES

Levy, Dan, Leigh Linden, Harounan Kazianga and Matt Sloan, 2009. *Impact Evaluation of Burkina Faso's BRIGHT Program*, Draft Report. Mathematica Policy Research, Inc. Mathematica Reference Number: 6275-003.

Gordon, Raymond G., Jr. (ed.), 2005. *Ethnologue: Languages of the World*, Fifteenth ed. Dallas.: SIL International. Available at [http://www.ethnologue.com/].

APPENDIX A

FINAL QUESTIONNAIRES

BURKINA FASO HOUSEHOLD QUESTIONNAIRE

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

HOUSEHOLD CHARACTERISTICS	**HC**
HC1. VILLAGE ID: ___ ___ ___	HC2. HOUSEHOLD NUMBER: ___ ___ ___
HC3. INTERVIEWER NAME AND NUMBER: NAME_____ ___ ___	HC4. SUPERVISOR NAME AND NUMBER: NAME_____ ___ ___
HC5. DAY/MONTH/YEAR OF INTERVIEW: ___ ___ / ___ ___ / ___ ___ ___ ___	
HC6. PROVINCE: _____	HC7. DEPARTMENT: _____
HC8. NAME OF HEAD OF HOUSEHOLD: _____	
HC9. RESPONDENT RELATIONSHIP TO HEAD OF HOUSEHOLD: _____ 01 = HEAD 02 = WIFE OR HUSBAND 03 = SON OR DAUGHTER 04 = GRANDCHILD 05 = PARENT 06 = BROTHER OR SISTER 07 = UNCLE/AUNT 08 = NIECE/NEPHEW 09 = OTHER RELATIVE 10 = ADOPTED/FOSTER/STEPCHILD 11 = NOT RELATED 98 = DON'T KNOW	
HC10. SEX OF HEAD OF HOUSEHOLD: 1. MALE 2. FEMALE	HC11. AGE OF HEAD OF HOUSEHOLD AGE: ___ ___
HC12. HIGHEST LEVEL OF EDUCATION AND GRADE OF HEAD OF HOUSEHOLD (CIRCLE ONE): 0 NONE 1 PRE-SCHOOL 2 PRIMARY 3 SECONDARY 4 HIGHER 5 NON-STANDARD CURRICULUM 8 DK GRADE: ___ ___	
HC13. HOUSEHOLD GEO-REFERENCE:	LONGITUDE: _____ LATITUDE: _____
HC14. TOTAL NUMBER OF HOUSEHOLD MEMBERS: _____	HC15. TOTAL NUMBER OF CHILDREN UNDER 18 YEARS OLD IN HOUSEHOLD: _____

HC16A. WHAT IS THE RELIGION OF THE HEAD OF THIS HOUSEHOLD?	MUSLIM ..... 1 CHRISTIAN ..... 2 ANIMISM ..... 3 OTHER RELIGION (*SPECIFY*) ..... 6 NO RELIGION.....7
HC16B. WHAT IS THE MOTHER TONGUE/NATIVE LANGUAGE OF THE HEAD OF THIS HOUSEHOLD?	FRENCH..... 1 MOORE..... 2 DIOULA..... 3 FULFUDE ..... 4 GULMACHEMA..... 5 BWAMU..... 6 OTHER LANGUAGE (*SPECIFY*)..... 7
HC16C. TO WHAT ETHNIC GROUP DOES THE HEAD OF THIS HOUSEHOLD BELONG?	MOSSI.....1 DIOULA.....2 PEUL.....3 GOURMANCHE.....4 BWABA.....5 OTHER ETHNICITY (SPECIFY).....6
HC17A. MAIN MATERIAL OF THE DWELLING FLOOR:	NATURAL MATERIAL (EARTH, SAND, DUNG)..... 1 RUDIMENTARY MATERIAL (WOOD PLANKS, PALM, BAMBOO)..... 2 FINISHED MATERIAL (POLISHED WOOD, VINYL, ASPHALT, CERAMIC, CEMENT, CARPET)..... 3 OTHER (*SPECIFY*)..... 96
HC17B. MAIN MATERIAL OF THE ROOF.	NATURAL MATERIAL (NO ROOF, STUBBLE) ..... 1 RUDIMENTARY MATERIAL (RUSTIC MAT, PALM, BAMBOO, WOOD PLANKS)..... 2 FINISHED MATERIAL (METAL, WOOD, CEMENT, SHINGLES) ..... 3 OTHER (*SPECIFY*)..... 96

HC18. How many of the following goods do any members of your household own: A radio? A mobile telephone? A watch? A bicycle? A motorcycle or scooter? An animal-drawn cart? Cattle	 Radio .....[____] Mobile Telephone.....[____] Watch.....[____] Bicycle .....[____] Motorcycle/Scooter .....[____] Animal drawn-cart .....[____] Cattle.....[____]
HC19. What is the main source of drinking water for members of your household during the rainy season?	Piped Water ..... 1 Tube Well or Borehole ..... 2 Dug Well..... 3 Water from Spring ..... 4 Rainwater ..... 5 Tanker Truck..... 6 Cart with Small Tank..... 7 Surface Water..... 8 Bottled Water ..... 9 Other (*specify*)..... 10
HC20. Who usually goes to this source to fetch water for your household?	Adult Woman ..... 1 Adult Man ..... 2 Girl (under 15) ..... 3 Boy (under 15) ..... 4 Other (Specify)……..5
HC21. How long have you been living continuously in (Name of Current Place of Residence.	Years ..... __ __ Always/Permanent..... 95 Temporary/Periodically..... 96
HC22. At what age should girls stop attending school? *If "girls should not attend school at all", enter 0* *If no limitation, write 99.* _____	HC23. At what age should boys stop attending school? *If "boys should not attend school at all", enter 0* *If no limitation, write 99.* _____
HC24. Are there any children in this household who currently attend preschool (bisongo)?	Yes ..... 1 No 2
HC25a. Do any women in this household participate in mother's literacy training?	Yes ..... 1 No 2
HC25b. Do any women in this household participate in literacy training of any kind?	Yes……..1 No……2
HC26. Have you heard anything recently about the schooling benefits for girls?	Yes ..... 1 No 2

AFTER THE QUESTIONNAIRE HAS BEEN COMPLETED, FILL IN THE FOLLOWING INFORMATION:	
HC27. RESULT OF HH INTERVIEW: _____	
COMPLETED……..1	REFUSED 3
EFFORT ENDED……..2	OTHER (*SPECIFY*) .....…….4
HC28. *INTERVIEWER/SUPERVISOR NOTES:* USE THIS SPACE TO RECORD NOTES ABOUT THE INTERVIEW WITH THIS HOUSEHOLD.	
HC29. DATA ENTRY CLERK: _____	

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 12. *List all household members between 5 and 12 years old in HL2, their relationship to the household head (HL3), their sex (HL4), and their age (HL5). Then ask:* ARE THERE ANY OTHER CHILDREN BETWEEN THE AGE OF 5 AND 12 WHO LIVE HERE, EVEN IF THEY ARE NOT MEMBERS OF YOUR FAMILY, DO NOT HAVE PARENTS LIVING IN THIS HOUSEHOLD, OR ARE NOT AT HOME NOW? (INCLUDING CHILDREN IN SCHOOL OR AT WORK). *If yes, complete listing. Add a continuation sheet if there are more than 10 children between 5 and 12. Tick here if continuation sheet used* ☐

HL1. *Line no.*	HL2. CHILD'S NAME	HL2A. NAME OF CHILD'S FATHER	HL2B. NAME OF CHILD'S MOTHER	HL3. WHAT IS THE RELATION-SHIP OF (*name*) TO THE HEAD OF THE HOUSEHOLD? *Interviewer: For this question, use codes from HC9*	HL4. IS (*name*) MALE OR FEMALE? 1 MALE 2 FEMALE	HL5. HOW OLD IS (*name*)? HOW OLD WAS (*name*) ON HIS/HER LAST BIRTHDAY? *Record in completed years* 98=DK	HL7. WHAT IS THE HIGHEST LEVEL OF SCHOOL (*name*) ATTENDED? WHAT IS THE HIGHEST GRADE (*name*) COMPLETED AT THIS LEVEL? **LEVEL:** 0 NO SCHOOL 1 PRE-SCHOOL 2 PRIMARY 3 INFORMAL CURRICULUM 8 DK **GRADE:** 1 CP1……6CM2 *If level = 0 or preschool, write grade = 0*		HL8. DURING THE *(2007-2008)* SCHOOL YEAR, HAS (*name*) ATTENDED SCHOOL OR PRESCHOOL AT ANY TIME? 1 YES ⇨ ED1 2 NO ⇨ HL9 8 IF N/A		HL9. *If no*: WHY IS (*name*) NOT ENROLLED IN SCHOOL? 0 NO SCHOOL IN VILLAGE 1 SCHOOL FEES 2 CHILD TOO YOUNG 3 SCHOOL TOO FAR 4 WORK FOR INCOME 5 HOUSEHOLD WORK 6 TAKING CARE OF SIBLINGS 7 OTHER (SPECIFY) ⇨ CL1
LINE	CHILD'S NAME	FATHER'S NAME	MOTHER'S NAME	REL.	M	F	AGE	LEVEL	GRADE	Y	N	DK	
01				___ ___	1	2	___ ___		___ ___	1	2	8	
02				___ ___	1	2	___ ___		___ ___	1	2	8	
03				___ ___	1	2	___ ___		___ ___	1	2	8	
04				___ ___	1	2	___ ___		___ ___	1	2	8	
05				___ ___	1	2	___ ___		___ ___	1	2	8	
06				___ ___	1	2	___ ___		___ ___	1	2	8	
07				___ ___	1	2	___ ___		___ ___	1	2	8	
08				___ ___	1	2	___ ___		___ ___	1	2	8	
09				___ ___	1	2	___ ___		___ ___	1	2	8	
10				___ ___	1	2	___ ___		___ ___	1	2	8	

EDUCATION MODULE **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **ED**

To be administered for every child in the household age 5 through 12 years who attended School at any time during 2007-2008 School Year

ED 1. *Line no.*	ED1A. *Name*	ED2. DURING THE CURRENT SCHOOL YEAR, WHICH LEVEL AND GRADE IS (*name*) ATTENDING? LEVEL: 0 PRESCHOOL 1 PRIMARY 2 SECONDARY 3 HIGHER 6 NON-STANDARD CURRICULUM 8 DK GRADE: 1 CP1…6CM2 98 DK		ED3. DOES *(name)* HAVE ACCESS TO A COMPLETE SET OF TEXTBOOKS FOR HIS OR HER USE? 1 YES 2 NO ⇨ ED5		ED4. *If yes*: HOW DID *(name)* OBTAIN THE TEXTBOOKS THAT HE/SHE HAS? 1 PROVIDED BY SCHOOL, CAN TAKE HOME. 2 PROVIDED BY SCHOOL, CAN'T TAKE HOME. 3 NEWLY BOUGHT FROM SCHOOL 4 NEWLY BOUGHT FROM PRIVATE MARKET. 5 GIFT 6 FROM SIBLING 7 BOUGHT USED 8 OTHER (SPECIFY)	ED5. IS THE SCHOOL THAT *(name)* ATTENDS PUBLIC OR PRIVATE 1 PUBLIC 2 PRIVATE, SECULAR 3 PRIVATE, RELIGIOUS 4 KORANIC SCHOOL 5 NON FORMAL SCHOOL 6 OTHER (SPECIFY)	ED6. WHAT IS THE NAME OF THE SCHOOL THAT *(name)* IS CURRENTLY ATTENDING AND IN WHICH VILLAGE IS IT LOCATED? WRITE THE APPROPRIATE CODE		ED7. HOW FAR AWAY FROM YOUR HOME IS THE SCHOOL *(name)* HAS BEEN ATTENDING DURING THE CURRENT SCHOOL YEAR? *(Interviewer record observation)*	ED8. HOW LONG DOES IT TAKE *(name)* TO TRAVEL TO HIS/HER SCHOOL?	ED9. DID *(name)* ATTEND SCHOOL ON THE MOST RECENT DAY THE SCHOOL WAS OPEN, (DAY)? 1 YES ⇨ ED11 2 NO	
LINE		LEVEL	GRADE	YES	NO		TYPE OF SCHOOL	SCHOOL NAME	VILLAGE NAME	DISTANCE IN KM	ONE WAY MINUTES	YES	NO
01				1	2							1	2
02				1	2							1	2
03				1	2							1	2
04				1	2							1	2
05				1	2							1	2
06				1	2							1	2
07				1	2							1	2
08				1	2							1	2
09				1	2							1	2
10				1	2							1	2

EDUCATION MODULE **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **ED**

To be administered for every child in the household age 5 through 12 years who attended School at any time during 2007-2008 School Year

ED 1. *Line no.*	ED1A. *Name*	ED10. WHAT WAS THE PRINCIPAL REASON FOR *(name)* MISSING SCHOOL? INQUIRE IF (NAME) DID NOT GO TO SCHOOL. 1 SICK 2 FUNERAL 3 OTHER CEREMONY 4 WORK FOR INCOME 5 HOUSEHOLD CHORES 6 FINANCIAL REASONS 7 TAKING CARE OF SIBLINGS 8 CHILD REFUSED 9 OTHER (SPECIFY)	ED11. HOW MANY DAYS HAS *(name's)* SCHOOL BEEN OPEN IN THE PAST 7 DAYS?	ED12. HOW MANY DAYS HAS *(name)* ATTENDED SCHOOL IN THE PAST 7 DAYS? *IF ED11 & ED12 MATCH ⇨ ED14*	ED13. WHAT WAS THE PRINCIPAL REASON FOR *(name)* MISSING SCHOOL IN THE PAST 7 DAYS? 1 SICK 2 FUNERAL 3 OTHER CEREMONY 4 WORK FOR INCOME 5 HOUSEHOLD CHORES 6 FINANCIAL REASONS 7 TAKING CARE OF SIBLINGS 8 CHILD REFUSED 9 OTHER (SPECIFY)	ED14. HOW OLD WAS *(name)* WHEN HE/SHE FIRST ENTERED PRIMARY SCHOOL?	ED15. DOES *(name)* PARTICIPATE IN ANY FEEDING PROGRAM AT HIS/HER SCHOOL? 1 YES 2 NO ⇨ ED18A 8 DON'T KNOW	ED16. WHAT KIND OF MEAL DOES *(name)* RECEIVE AT HIS/HER SCHOOL? 1 BREAKFAST 2 SNACK 3 LUNCH 4 OTHER (SPECIFY) *COMBINE CODES IF THERE ARE SEVERAL MEALS*	ED17. HOW MANY TIMES PER WEEK DOES *(name)* RECEIVE THIS MEAL?	ED18A. DOES THE SCHOOL *(NAME)* ATTENDS OFFER a BISONGO?		
LINE	NAME	REASON	NBR OF DAYS	DAYS		AGE	Yes	No	DK	TYPE OF MEAL	NUMBER OF TIMES	Yes	No	DK
01							1	2	8			1	2	8
02							1	2	8			1	2	8
03							1	2	8			1	2	8
04							1	2	8			1	2	8
05							1	2	8			1	2	8
06							1	2	8			1	2	8
07							1	2	8			1	2	8
08							1	2	8			1	2	8
09							1	2	8			1	2	8
10							1	2	8			1	2	8

EDUCATION MODULE **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **ED**

To be administered for every child in the household age 5 through 12 years who attended School at any time during 2007-2008 School Year

ED1. *Line no.*	ED1A. *Name*	ED18B. DOES THE SCHOOL *(NAME)* ATTENDS OFFER SEPARATE BATHROOMS FOR BOYS AND GIRLS ?			ED18C. DOES THE SCHOOL *(NAME)* ATTENDS OFFER SCHOOL CANTEEN ?			ED18D. DOES THE SCHOOL *(NAME)* ATTENDS OFFER DRY RATIONS FOR GIRLS ONLY?			ED18E. DOES THE SCHOOL *(NAME)* ATTENDS OFFER DRY RATIONS FOR GIRLS AND BOYS?			ED18F. DOES THE SCHOOL *(NAME)* ATTENDS OFFER TEXTBOOKS?			ED19. WHAT IS THE MOST IMPORTANT REASON TO YOU FOR SENDING *(NAME)* TO SCHOOL? 1 DISTANCE TO SCHOOL 2 BISONGO 3 TEXTBOOKS 4 SCHOOL CANTEEN 5 DRY RATIONS 6 SEPARATE BATHROOMS FOR BOYS AND GIRLS 7 OTHER (SPECIFY)	ED20. WHAT IS THE SECOND MOST IMPORTANT REASON TO YOU FOR SENDING *(NAME)* TO SCHOOL? 1 DISTANCE TO SCHOOL 2 BISONGO 3 TEXTBOOKS 4 SCHOOL CANTEEN 5 DRY RATIONS 6 SEPARATE BATHROOMS FOR BOYS AND GIRLS 7 OTHER (SPECIFY)
LINE	NAME	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	MAIN REASON	SECONDARY REASON
01		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
02		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
03		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
04		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
05		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
06		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
07		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
08		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
09		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
10		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		

CHILD LABOUR MODULE **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **CL**

To be administered for every child in the household age 5 through 12 years.

NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO.

CL1. *Line no.*	CL2. *Name*	CL3. DURING THE PAST WEEK, DID (*name*) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD? *If yes*: FOR PAY IN CASH OR KIND? 1 YES, FOR PAY (CASH OR KIND) 2 YES, UNPAID 3 NO ⇨TO CL5			CL4. *If yes:* SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE DO THIS WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD? *If more than one job, include all hours at all jobs.*	CL5. AT ANY TIME DURING THE PAST YEAR, DID (*name*) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD? *If yes*: FOR PAY IN CASH OR KIND? 1 YES, FOR PAY (CASH OR KIND) 2 YES, UNPAID 3 NO			CL6. DURING THE PAST WEEK, DID *(name)* HELP WITH COLLECTING FIREWOOD?		CL7. DURING THE PAST WEEK, DID *(name)* HELP WITH CLEANING?		CL8. DURING THE PAST WEEK, DID *(name)* HELP WITH FETCHING WATER?	
LINE NO.	NAME	YES PAID	UNPAID	NO	NO. HOURS	YES PAID	UNPAID	NO	YES	NO	YES	NO	YES	NO
01		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
02		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
03		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
04		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
05		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
06		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
07		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
08		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
09		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
10		1	2	3	___ ___	1	2	3	1	2	1	2	1	2

CHILD LABOUR MODULE **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **CL**

To be administered for every child in the household age 5 through 12 years.

NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO.

CL1. *Line no.*	CL2. *Name*	CL9. DURING THE PAST WEEK, DID *(name)* HELP WITH TAKING CARE OF YOUNGER SIBLINGS?		CL10. DURING THE PAST WEEK, DID *(name)* HELP TEND ANIMALS?		CL11. DURING THE PAST WEEK, DID *(name)* HELP WITH FARMING?		CL12. DURING THE PAST WEEK, DID *(name)* HELP WITH SHOPPING?		CL13. DURING THE PAST WEEK, DID (*name*) DO ANY OTHER FAMILY WORK (IN A BUSINESS OR SELLING GOODS IN THE STREET?) 1 YES 2 NO ⇨ TO MA1	
LINE NO.	NAME	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
01		1	2	1	2	1	2	1	2	1	2
02		1	2	1	2	1	2	1	2	1	2
03		1	2	1	2	1	2	1	2	1	2
04		1	2	1	2	1	2	1	2	1	2
05		1	2	1	2	1	2	1	2	1	2
06		1	2	1	2	1	2	1	2	1	2
07		1	2	1	2	1	2	1	2	1	2
08		1	2	1	2	1	2	1	2	1	2
09		1	2	1	2	1	2	1	2	1	2
10		1	2	1	2	1	2	1	2	1	2

MATH ASSESSMENT **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **MA**

To be administered to every child in the household age 5 through 12 years.

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

If the child understands, continue. If the child does not understand, ask what the child does not understand and clarify the issue for the child. If MA2=2 and MA3=2, end the test. Also test children between the ages of 5 and 12 who are not attending school.

WE'LL START WITH THE MATH TEST.

MA1. *Line no.*	MA1A. *Name*	MA2. ARE YOU ABLE TO IDENTIFY THE FOLLOWING NUMBERS? *Show Card*				MA3. ARE YOU ABLE TO COUNT THE FOLLOWING ITEMS? A. FOUR DOGS B. SEVEN FISH *Show Card*				MA4. OF THE NUMBERS BELOW, ARE YOU ABLE TO IDENTIFY THE GREATER NUMBER? A. 7 8 B. 4 5 C. 9 2 *Show Card*						MA5. ARE YOU ABLE TO COMPLETE THE FOLLOWING ADDITION? A. 4+2= B. 7+1= *Show Card*				MA6. ARE YOU ABLE TO COMPLETE THE FOLLOWING SUBTRACTION? A. 3-1= B. 8-5= *Show Card*			
LINE NO.	NAME	3		9		FOUR DOGS		SEVEN FISH		7 & 8		4 & 5		9 & 2		4+2		7+1		3-1		8-5			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
01		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
02		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
03		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
04		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
05		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
06		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
07		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
08		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
09		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
10		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2

FRENCH ASSESSMENT **Village ID: ___ ___ ___** **Household Number ___ ___ ___** **FA**

To be administered for every child in the household age 5 through 12 years.

NOW, I'M GOING TO ASK YOU THE QUESTIONS FOR THE FRENCH TEST. *CHILD'S REACTION TIME = 1 MINUTE AT MOST*

FA1. *Line no.*	FA1. *Name*	FA2. ARE YOU ABLE TO IDENTIFY THE FOLLOWING LETTERS? *Show Card*				FA3. ARE YOU ABLE TO READ THE FOLLOWING WORDS? A. PAPA B. VÉLO *Show Card*				FA4. ARE YOU ABLE TO READ THE FOLLOWING MORE DIFFICULT WORDS? A. ÉCOLE B. TOMATE *Show Card*				FA5. ARE YOU ABLE TO IDENTIFY THE CORRECT MISSING WORD? *Le garcon achète un ____.* A. HEUREUX B. BONBON C. EST *Show Card*		FA6. ARE YOU ABLE TO IDENTIFY THE CORRECT MISSING WORD? *La fille ____ aller à l'école.* A. JOUR B. CHEMIN C. AIME *Show Card*	
LINE NO.	NAME	C		T		PAPA		VÉLO		ÉCOLE		TOMATE		BONBON		AIME	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
01		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
02		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
03		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
04		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
05		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
06		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
07		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
08		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
09		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
10		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2

BURKINA FASO **SCHOOL QUESTIONNAIRE**

SCHOOL INFORMATION PANEL	**SCH**
VISITS SHOULD BE MADE IN THE MORNING WHEN SCHOOL IS OPEN AND STUDENTS ARE IN CLASS. COLLECT INFORMATION FROM MODULES A, B, AND C ON THE FIRST VISIT. THEN, TO FILL OUT THE STUDENT ATTENDANCE ROSTER, REQUEST THE OFFICIAL ROSTER OF STUDENTS ENROLLED IN THE SCHOOL. ON SUBSEQUENT VISITS, ONLY COLLECT THE INFORMATION ON THE STUDENT ROSTER.	
SCH1. VILLAGE ID: ___ ___ ___	SCH2. SCHOOL ID: ___ ___ ___
SCH3. INTERVIEWER NAME AND NUMBER: NAME_____ ___ ___	SCH4. SUPERVISOR NAME AND NUMBER: NAME_____ ___ ___
SCH5. DAY/MONTH/YEAR OF INTERVIEW: ___ ___ / ___ ___ / ___ ___ ___ ___	
SCH6. Province: PROVINCE: _____	SCH7. Department: DEPARTMENT: _____
SCH8. NAME OF SCHOOL: _____	
SCH9. NAME OF RESPONDENT: _____	
SCH10. POSITION OF RESPONDENT (CIRCLE ONE): 1 HEAD MASTER 2 OTHER ADMINISTRATOR	3 TEACHER 4 OTHER (SPECIFY_____)
AFTER THE QUESTIONNAIRE FOR THE SCHOOL HAS BEEN COMPLETED, FILL IN THE FOLLOWING INFORMATION:	
SCH11. RESULT OF SCHOOL INTERVIEW: COMPLETED .....1 EFFORT ENDED .....2 REFUSED .....3 SCHOOL NOT FOUND/DESTROYED .....4 OTHER (*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.*	
SCH12. DATA ENTRY CLERK: ___ ___	

A: SCHOOL CHARACTERISTICS — SC

SC1. Is this school located in [village name]?	Yes ..... 1 No 2	
SC2. Is this a public school or a private school?	Public ..... 1 Private Secular ..... 2 Private Religious ..... 3 Other (*specify*) 96	
SC3. In which year did this school first open?	Year ..... ___ ___	

SC4. How many male and female students are enrolled in each grade?
How many of these students are repeaters?

Grade	Male Students	Female Students	Male Repeaters	Female Repeaters
CP1				
CP2				
CE1				
CE2				
CM1				
CM2				

SC5. How many weeks was this school actually open during the last academic year?	Weeks open last academic year ..... ___ ___ *Record 00 if no school was present in previous year.*	
SC6. What language is used for ….	Mathematics Instruction ..... ___ ___ Reading Instruction ..... ___ ___ General Conversation ..... ___ ___	
SC7. During this school year, were all students who wanted to enroll in this school admitted?	Yes ..... 1 No 2	
SC8. Does this school have a feeding program?	Yes ..... 1 No 2	2⇨SC11
SC9. What kind of meal or snack does the school offer?	Breakfast ..... 1 Snack ..... 2 Lunch ..... 3 Other (specify 4	

SC10. What type of Feeding Program is offered by the school?	Canteen……1 Dry Rations……..2 Canteen and dry rations…….. 3 Other (specify) ……4	
SC11. Does the school provide any health interventions?	Yes.....1 No 2	
SC12. Does each student have a complete set of textbooks for his or her use?	Yes, sole use .....1 Yes, shared use .....2 No 3	
B: SCHOOL PERSONNEL CHARACTERISTICS MODULE		**SP**
SP1. How many teachers are currently teaching in this school, including trainees?	Teachers ..... ___ ___	
SP2. How many of these teachers are female?	Female Teachers ..... ___ ___	0⇨SP4
SP3. How many female teachers have received a merit-based award?	Female Teachers with Merit Awards ___ ___	
SP4. How many teachers have a post-secondary degree?	Teachers with a post secondary degree ..... __ ___	
SP5. How many teachers are there in each category:	Number of Titulaires ..... ___ ___ Number of Substitutes ..... ___ ___ Number of Trainees..... ___ ___ Number of Assistant Teachers.. …….___ ___ Number of Certified Assistant Teachers___ ___ Number of Principal Teachers ..... ___ ___	
SP6. Now, I would like some information on the teaching experience of these teachers. How many of these teachers have…	Less than 5 years ..... ___ ___ 5 years but less then 10 years ..... ___ ___ 10 or more years..... ___ ___	
SP7. How often is a typical teacher absent?	Once per week.....1 2-3 times per month .....2 Once per month.....3 Less than once per month.....4	
SP8. How many teachers have received training on treating boys and girls equally in the classroom?	Teachers ..... ___ ___	

C: SCHOOL PHYSICAL STRUCTURE		SS
SS1. How many classrooms does this school have?	Classrooms..... ___ ___	0 ⇨SS8
SS2. How many classrooms are useable?	Useable Classrooms..... ___ ___	0 ⇨SS8
SS3. How many of these useable classrooms have a blackboard?	Classrooms with blackboard ..... ___ ___	0 ⇨SS5
SS4. How many of these useable classrooms have a blackboard that is legible to all students?	Classrooms with legible blackboard ___ ___	
SS5. How many classrooms can be used when it rains?	Classrooms..... ___ ___	
SS6. Are there enough desks and/or chairs for all students in this school?	Yes.....1 No 2	1⇨SS8
SS7. What percentage of students do not have desks or chairs?	Percentage without desk/chair..... ___ ___	
SS8. Do any classes meet outside because of lack of classrooms?	Yes.....1 No 2	2⇨SS10
SS9. How many classes meet outside?	Classes..... ___ ___	
SS10. Does this school have a water supply?	Yes.....1 No 2	
SS11. Does this school have toilet facilities for students?	Yes.....1 No 2	2⇨SS13
SS12. Do girls and boys have separate toilet facilities?	Yes.....1 No 2	
SS13. Does this school operate a preschool (bisongos)?	Yes.....1 No 2	

SS14. MAIN MATERIAL OF THE SCHOOL FLOOR:	NATURAL MATERIAL EARTH/SAND ..... 11 DUNG ..... 12 RUDIMENTARY MATERIAL WOOD PLANKS ..... 21 PALM/BAMBOO ..... 22 FINISHED MATERIAL PARQUET OR POLISHED WOOD ..... 31 VINYL OR ASPHALT STRIPS ..... 32 CERAMIC TILES ..... 33 CEMENT ..... 34 CARPET ..... 35 OTHER (*SPECIFY*) _____ 96	
SS15. MAIN MATERIAL OF THE SCHOOL ROOF.	NATURAL MATERIAL NO ROOF ..... 11 THATCH/PALM LEAF ..... 12 SOD ..... 13 RUDIMENTARY MATERIAL RUSTIC MAT ..... 21 PALM/BAMBOO ..... 22 WOOD PLANKS ..... 23 FINISHED MATERIAL METAL ..... 31 WOOD ..... 32 CALAMINE/CEMENT FIBER ..... 33 CERAMIC TILES ..... 34 CEMENT ..... 35 ROOFING SHINGLES ..... 36 OTHER (*SPECIFY*) _____ 96	
SS16. MAIN MATERIAL OF THE WALLS.	NATURAL MATERIAL NO WALLS ..... 11 CANE/PALM/TRUNKS ..... 12 DIRT ..... 13 ADOBE ..... 14 STRAW ..... 15 RUDIMENTARY MATERIAL BAMBOO WITH MUD ..... 21 STONE WITH MUD ..... 22 PLYWOOD ..... 24 CARTON ..... 25 REUSED WOOD ..... 26 FINISHED MATERIAL CEMENT ..... 31 STONE WITH LIME/CEMENT ..... 32 BRICKS ..... 33 CEMENT BLOCKS ..... 34 WOOD PLANKS/SHINGLES ..... 36 OTHER (*SPECIFY*) _____ 96	

STUDENT ATTENDANCE ROSTER SCH

COMPLETE THIS ROSTER BY RECORDING EACH STUDENT ENROLLED IN THE SCHOOL. BE SURE TO INCLUDE STUDENTS IN ALL SHIFTS. ONLY COLLECT DATA FOR PRIMARY SCHOOLS. USE ADDITIONAL SHEETS AS NECESSARY.

DATE OF VISIT ___ ___ / ___ ___ / ___ ___ ___ ___

SCHOOL ID: ___ ___ ___

NAME OF SCHOOL: _____

LINE NO.	STUDENT NAME	HOUSEHOLD NUMBER	GRADE	SEX	AGE	VILLAGE NAME	NAME OF STUDENT'S FATHER	NAME OF STUDENT'S MOTHER	IS THE STUDENT IN SCHOOL TODAY ?	OF THE LAST 3 DAYS THE SCHOOL WAS OPEN, HOW MANY DID THE STUDENT ATTEND ?	HOW OFTEN DOES THE STUDENT USUALLY ATTEND SCHOOL ? 1 ALWAYS 2 OFTEN 3 SOMETIMES 4 RARELY 5 NEVER
				M F					Y N	0 1 2 3	1 2 3 4 5
01				1 2					1 2	0 1 2 3	1 2 3 4 5
02				1 2					1 2	0 1 2 3	1 2 3 4 5
03				1 2					1 2	0 1 2 3	1 2 3 4 5
04				1 2					1 2	0 1 2 3	1 2 3 4 5
05				1 2					1 2	0 1 2 3	1 2 3 4 5
06				1 2					1 2	0 1 2 3	1 2 3 4 5
07				1 2					1 2	0 1 2 3	1 2 3 4 5
08				1 2					1 2	0 1 2 3	1 2 3 4 5
09				1 2					1 2	0 1 2 3	1 2 3 4 5
10				1 2					1 2	0 1 2 3	1 2 3 4 5
11				1 2					1 2	0 1 2 3	1 2 3 4 5
12				1 2					1 2	0 1 2 3	1 2 3 4 5
13				1 2					1 2	0 1 2 3	1 2 3 4 5
14				1 2					1 2	0 1 2 3	1 2 3 4 5
15				1 2					1 2	0 1 2 3	1 2 3 4 5

STUDENT ATTENDANCE ROSTER SCH

COMPLETE THIS ROSTER BY RECORDING EACH STUDENT ENROLLED IN THE SCHOOL AS IDENTIFIED IN THE HOUSEHOLDS. BE SURE THAT THE DATE ON THIS ROSTER CORRESPONDS TO THE DATE OF THE SCHOOL VISIT. ONLY COLLECT DATA FOR PRIMARY SCHOOLS, BUT INCLUDE EACH GRADE. THE LINE NO. CORRESPONDS TO THE FIRST WAVE OF THE SCHOOL SURVEY ROSTER, UNLESS THE STUDENT WAS REGISTERED AFTER THE FIRST WAVE. IF THAT IS THE CASE, ASSIGN THE STUDENT A NEW NUMBER. THE FIRST 8 COLUMNS MUST BE FILLED OUT BEFORE GOING TO THE SCHOOL. USE ADDITIONAL SHEETS AS NECESSARY.

DATE OF VISIT ___ ___ / ___ ___ / ___ ___ ___ ___

GEO-REFERENCE : LONGITUDE :_____

LATITUDE :_____

NUMBER OF DAYS SCHOOL WAS OPEN IN :
OCT : _____ NOV : _____ DEC : _____ JAN : _____

SCHOOL ID: ___ ___ ___

NAME OF SCHOOL: _____

LINE NO.	STUDENT NAME	STUDENT HOUSEHOLD NUMBER	NUMBER OF STUDENT IN THE HOUSEHOLD	SEX	VILLAGE NAME	NAME OF STUDENT'S FATHER	NAME OF STUDENT'S MOTHER	STUDENT GRADE	IS STUDENT IN SCHOOL TODAY?	OF THE LAST THREE DAYS THE SCHOOL WAS OPEN, HOW MANY DID THE STUDENT ATTEND?	HOW OFTEN DOES THE STUDENT USUALLY ATTEND SCHOOL? 1 ALWAYS 2 OFTEN 3 SOMETIMES 4 RARELY 5 NEVER	NUMBER OF DAYS THE STUDENT WAS ABSENT, PER MONTH, SINCE THE START OF THE 2007-2008 SCHOOL YEAR. WRITE ZERO IF THE STUDENT WASN'T ABSENT DURING THE MONTH CONSIDERED.				WAS THE STUDENT PRESENT AT SCHOOL ON THIS DAY 7 DAYS AGO (IF THE SCHOOL WASN'T OPEN ON THAT DAY, ASK ABOUT THE PAST 6 OR 8 DAYS)
				M F					Y N	0 1 2 3	1 2 3 4 5	OCT	NOV	DEC	JAN	Y N
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2

BURKINA FASO QUESTIONNAIRE MENAGE

BONJOUR. JE M'APPELLE _____ ET JE TRAVAILLE AVEC L'UNIVERSITE DE OUAGADOUGOU. NOUS TRAVAILLONS SUR UN PROJET CONCERNANT LA SANTE ET L'EDUCATION DE LA FAMILLE. JE VOUDRAIS VOUS PARLER AU SUJET DE VOTRE MENAGE. L'ENTREVUE PRENDRA ENVIRON 40 MINUTES. TOUTE INFORMATION QUE NOUS OBTENONS DEMEURERA STRICTEMENT CONFIDENTIELLE ET VOS REPONSES NE SERONT JAMAIS IDENTIFIEES. PENDANT CE TEMPS JE VOUDRAIS PARLER AVEC LE CHEF DE MENAGE ET TOUTES LES MERES OU AUTRES QUI PRENNENT SOIN DES ENFANTS DANS LE MENAGE.

CARACTERISTIQUES DU MENEGE	**HC**
HC1. VILLAGE ID: ___ ___ ___	HC2. NUMERO DU MENAGE: ___ ___ ___
HC3. NOM ET NUMERO DE L'ENQUETEUR : NOM_____ ___ ___	HC4. NOM ET NUMERO DU CONTROLEUR : NOM_____ ___ ___
HC5. JOUR/MOIS/ ANNEE DE L'INTERVIEW: ___ ___ / ___ ___ / ___ ___ ___ ___	
HC6. PROVINCE: _____	HC7. DEPARTEMENT: _____
HC8. NOM DU CHEF DE MENEGE: _____	
HC9. LIEN DU REPONDANT AVEC LE CHEF DE MENAGE: _____ 01 = CHEF DE MENAGE 02 = FEMME OU MARI 03 = FILS OU FILLE 04 = PETIT FILS OU PETITE FILLE 05 = PARENT 06 = FRERE OU SOEUR 07 = ONCLE/TANTE 08 = NIECE/NEVEU 09 = AUTRES RELATIONS 10 = ADOPTE/PLACE/ENFANT DE CONJOINT 11 = SANS LIEN 98 = NE SAIST PAS	
HC10. SEXE DU CHEF DE MENAGE: 1. MASCULIN 2. FEMININ	HC11. AGE DU CHEF DE MENAGE AGE: ___ ___
HC12. NIVEAU D'EDUCATION LE PLUS ELEVE DU CHEF DE MENAGE ET CLASSE ATTEINT (ENCERCLER UN): 0 AUCUN 1 PRE-SCOLAIRE 2 PRIMAIRE 3 SECONDAIRE 4 SUPERIEUR 5 NON FORMEL 8 NE SAIT PAS CLASSE: ___ ___	
HC13. GEO-REFERENCE DU MENAGE:	LONGITUDE: _____ LATITUDE: _____
HC14. NOMBRE TOTAL DES MEMBRES DU MENAGE: _____	HC15. NOMBRE TOTAL DE PERSONNES DE MOINS DE 18 ANS DANS LE MENAGE: _____
HC16A. QUELLE EST LA RELIGION DU CHEF DE MENAGE?	MUSULMAN ..... 1 CHRETIEN ..... 2 ANIMISTE ..... 3 AUTRE RELIGION (*SPECIFIER*) ..... 6 SANS RELIGION 7

HC16B. QUELLE EST LA LANGUE MATERNELLE DU CHEF DE MENAGE ?	FRANCAIS ..... 1 MOORE..... 2 DIOULA..... 3 FULFUDE ..... 4 GULMACHEMA..... 5 BWAMU..... 6 AUTRE LANGUE (*SPECIFIER*)..... 7
HC16C. A QUEL GROUPE ETHNIC SE RATTACHE LE CHEF DE MENAGE ?	MOSSI ..... 1 DIOULA..... 2 PEUL ..... 3 GOURMANCHE ..... 4 BWABA ..... 5 AUTRE ETHNIE (*SPECIFIER*) 6
HC17A. PRINCIPAL MATERIAU DU SOL DE L'HABITATION:	MATERIAU NATUREL (TERRE, SABLE, BOUSE)..... 1 MATERIAU RUDIMENTAIRE (PLANCHES EN BOIS, PALM, BAMBOU)..... 2 MATERIAU FINI (BOIS POLI, VINYLE, APHALTE,CARRELAGE, CIMENT, MOQUETTE)..... 3 AUTRE (*SPECIFIER*) 96
HC17B. PRINCIPAL MATERIAU DU TOIT.	MATERIAU NATUREL (SANS TOIT, CHAUME) ..... 1 MATERIAU RUDIMENTAIRE (TERRE BATTUE, PALM, BAMBOU, PLANCHES EN BOIS) ..... 2 MATERIAU FINI (METAL, BOIS, CIMENT, TUILES)..... 3 AUTRE (*SPECIFIER*) 96
HC18.COMBIEN DES BIENS SUIVANTS LES MEMBRES DE VOTRE MENAGE POSSEDENT : UNE RADIO? UN TELEPHONE MOBILE? UNE MONTRE? UN VELO? UNE MOBYLETTE OU UN SCOOTER? UN VEHICULE A TRACTION ANIMALE? BOEUFS	 RADIO .....[____] TELEPHONE MOBILE .....[____] MONTRE .....[____] VELO .....[____] MOBYLETTE OU UN SCOOTER .....[____] VEHICULE A TRACTION ANIMALE.....[____] BOEUFS.....[____]

HC19. QUELLE EST LA PRINCIPALE SOURCE POUR L'EAU DE BOISSON DES MEMBRES DE VOTRE MENAGE DURANT LA SAISON DES PLUIES ?	EAU COURANTE..... 1 PUITS A POMPE OU FORAGE..... 2 PUITS CREUSE ..... 3 EAU DE SOURCE..... 4 EAU DE PLUIE..... 5 CAMION CITERNE..... 6 CAMION AVEC PETITE CITERNE..... 7 EAU DE SURFACE ..... 8 EAU EN BOUTEILLE OU EN SACHET..... 9 AUTRE (*SPECIFIER*) 10
HC20. QUI VA PRINCIPALEMENT CHERCHER L'EAU POUR VOTRE MENAGE HABITUELLEMENT?	FEMME ADULTE..... 1 HOMME ADULTE..... 2 FILLE (MOINS DE 15)..... 3 GARÇON (MOINS DE 15) ..... 4 AUTRES (*SPECIFIER*)..... 5
HC21. DEPUIS COMBIEN TEMPS VOUS VIVEZ CONTINUELLEMENT A (NOM DU LIEU REGULIER DE RESIDENCE).	ANNÉES..... __ __ TOUJOURS/PERMANENT ..... 95 TEMPORAIRE/PERIODIQUE..... 96
HC22. A QUEL AGE LES FILLES DEVRAIENT ARRETER DE FREQUENTER L'ECOLE? *Si "les filles ne fréquentent pas du tout", entrer 0* *S'il n'y a pas de limitation, écrire 99.* _____	HC23. A QUEL AGE LES GARÇONS DEVRAIENT ARRETER DE FREQUENTER L'ECOLE? *Si "les garçons ne fréquentent pas du tout", entrer 0* *S'il n'y a pas de limitation, écrire 99.* _____
HC24. Y A-T-IL DES ENFANTS DE CE MENAGE QUI FREQUENTENT UN PRESCOLAIRE (BISONGO)?	OUI ..... 1 NON 2
HC25A. Y A-T-IL DES FEMMES DE CE MENAGE QUI PARTICIPENT A UN PROGRAMME D'ALPHABETISATION DES MERES ?	OUI ..... 1 NON 2
HC25B. Y A-T-IL DES FEMMES DE CE MENAGE QUI PARTICIPENT A UN PROGRAMME D'ALPHABETISATION QUELCONQUE ?	OUI ..... 1 NON 2
HC26. AVEZ VOUS ENTENDU RECEMMENT PARLER DES AVANTAGES DE L'EDUCATION POUR LES FILLES ?	OUI ..... 1 NON 2
APRES QUE LE QUESTIONNAIRE A ETE REMPLI COMPLETE L'INFORMATION SUIVANTE :	
HC27. RESULTAT DE L'INTERVIEW DU MENAGE: _____ COMPLETE……..1 A BOUT D'EFFORT……2	REFUSE..... 3 AUTRE (*SPECIFIER*) .....……4
HC28. *NOTES DE L'ENQUETEUR/CONTROLEUR:* UTILISEZ CET ESPACE POUR ENREGISTRER DES NOTES CONCERNANT L'INTERVIEW DE CE MENAGE.	
HC29. AGENT DE SAISIE: _____	

FORMULAIRE LISTE DU MENAGE **Village ID: ___ ___ ___** **Numéro du ménage___ ___ ___** **HL**

D'ABORD, DITES MOI S'IL VOUS PLAIT, LE NOM DE CHAQUE ENFANT QUI VIT REGULIEREMENT ICI ET AYANT UN AGE COMPRIS ENTRE 5 ET 12 ANS. *Lister tous les membres du ménage âgés de 5 à 12 ans dans HL2, leur lien avec le chef de ménage (HL3), leur sexe (HL4), et leur âge (HL5). Puis demander:* Y A-T-IL D'AUTRES ENFANTS DE 5 A 12 ANS QUI VIVENT ICI, MEME S'ILS NE SONT PAS MEMBRES DE VOTRE FAMILLE, N'ONT PAS DE PARENTS VIVANT DANS CE MENAGE, OU NE SONT PAS A LA MAISON MAINTENANT? (Y COMPRIS LES ENFANTS A L'ECOLE OU AU TRAVAIL). Si oui, compléter la liste. Ajoutez une feuille supplémentaire s'il y a plus de 10 membres de ménage de moins de 12 ans. Cocher ici si une feuille supplémentaire est utilisée ☐

HL1. *Ligne no.*	HL2. NOM DE L'ENFANT	HL2A. NOM DU PERE DE L'ENFANT	HL2B. NOM DE LA MERE DE L'ENFANT	HL3. QUELLE EST LA RELATION DE (*nom*) AVEC LE CHEF DE MENAGE? *Pour cette question, Utiliser les codes de HC9*	HL4. (NOM) EST-IL/ELLE DE SEXE MASCULIN OU FEMININ? 1 MASCULIN 2 FEMININ	HL5. QUEL AGE A (*nom*)? QUEL AGE AVAIT (*nom*) A SON DERNIER ANNIVERSAIRE DE NAISSANCE? *Enregistrer en années révolues* 98=NE SAIT PAS	HL7. QUEL EST LE NIVEAU DE SCOLARISATION LE PLUS ELEVE QUE (*nom*) A ATTEINT? QUELLE EST LA CLASSE LA PLUS ELEVEE QUE (*nom*) A ATTEINT A CE NIVEAU? **NIVEAU**: 0 NON SCOLARISE 1 PRE-SCOLAIRE 2 PRIMAIRE 3 NON FORMEL 8 NE SAIT PAS **CLASSE**: 1 CP1……6 CM2 *Si niveau =0 ou présolaire, écrire classe= 00.*		HL8. PENDANT L'ANNEE SCOLAIRE *2007-2008* (*nom*) A-T-IL/ ELLE FREQUENTE LE PRIMAIRE OU LE PRESCOLAIRE A UN MOMENT DONNE? 1 OUI ⇨ ED1 2 NON ⇨ HL9 -8 NON APPLICABLE	HL9. *Si non*: POURQUOI (*nom*) N'EST-IL/ELLE PAS INSCRIT A L'ECOLE? 0 PAS D'ECOLE DANS LE VILLAGE 1 FRAIS SCOLAIRES 2 ENFANT TROP JEUNE 3 ECOLE TROP ELOIGNEE 4 TRAVAIL REMUNERATEUR 5 TRAVAUX DOMESTIQUES 6 PREND SOINS DE SES FRERES OU SOEURS 7 AUTRE (SPECIFIER) ⇨ CL1
LIGNE	NOM DE L'ENFANT	NOM DU PÈRE	NOM DE LA MÈRE	RELATION	M F	AGE	NIVEAU	CLASSE	Oui Non NSP		
01				___ ___	1 2	___ ___		___ ___	1 2 8		
02				___ ___	1 2	___ ___		___ ___	1 2 8		
03				___ ___	1 2	___ ___		___ ___	1 2 8		
04				___ ___	1 2	___ ___		___ ___	1 2 8		
05				___ ___	1 2	___ ___		___ ___	1 2 8		
06				___ ___	1 2	___ ___		___ ___	1 2 8		
07				___ ___	1 2	___ ___		___ ___	1 2 8		
08				___ ___	1 2	___ ___		___ ___	1 2 8		
09				___ ___	1 2	___ ___		___ ___	1 2 8		
10				___ ___	1 2	___ ___		___ ___	1 2 8		

EDUCATION MODULE **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **ED**

A administrer pour chaque enfant du ménage âgé de 5 à 12 ans qui a fréquenté l'école à n'importe quel moment durant l'année scolaire 2007-2008

ED1. *Ligne no.*	ED1A. *Nom*	ED2. DURANT LA PRESENTE ANNEE SCOLAIRE A QUEL NIVEAU ET A QUELLE CLASSE (*nom*) EST-IL/ELLE INSCRIT? NIVEAU: 0 PRESCOLAIRE 1 PRIMAIRE 2 SECONDAIRE 3 SUPERIEUR 6 NON FORMEL 8 NE SAIT PAS CLASSE: 1 CP1… 6 CM2 98 NE SAIT PAS	ED3. *(nom)* A -T-IL/ELLE UN ENSEMBLE COMPLET DE MANUEL POUR SON USAGE? 1 OUI 2 NON ⇨ ED5	ED4. *Si oui*: COMMENT *(nom)*A-T-IL/ELLE OBTENU LES MANUELS QU'IL/ELLE A ? 1 FOURNI PAR L'ECOLE, PEUT EMPORTER A DOMICILE. 2 FOURNI PAR L'ECOLE, NE PEUT PAS EMPORTER A DOMICILE. 3 NOUVELLEMENT ACHETE DE L'ECOLE 4 NOUVELLEMENT ACHETER DU MARCHE PRIVE. 5 DON 6 OBTENU DE SON AINE 7 ACHETE USAGER 8 AUTRE (SPECIFIER)	ED5. L'ECOLE QUE *(nom)* FREQUENTE EST-ELLE PUBLIC OU PRIVEE ? 1 PUBLQUE 2 PRIVEE, LAÏQUE 3 PRIVEE, RELIGIEUSE 4 ECOLE CORANIQUE 5 ECOLE NON FORMELLE 6 AUTRE (SPECIFIER)	ED6. QUEL EST LE NOM DE L'ECOLE QUE *(nom)* FREQUENTE ACTUELLEMENT ET DANS QUEL VILLAGE SE TROUVE –T-ELLE? INSCRIRE LE CODE APPROPRIE		ED7. A QUELLE DISTANCE DE VOTRE MAISON SE TROUVE L'ECOLE QUE *(nom)* FREQUENTE DURANT LA PRESENTE ANNEE SCOLAIRE? *(Enquêteur enregistrer l'information)*	ED8. QUEL TEMPS *(nom)* MET POUR ARRIVER A SON ECOLE?	ED9. *(nom)* EST-IL/ELLE ALLE A L'ECOLE LE JOUR PRECEDENT OU L'ECOLE ETAIT OUVERTE (JOUR)? 1 OUI ⇨ ED11 2 NON
LIGNE		NIVEAU	CLASSE	OUI NON		TYPE D'ECOLE	NOM ECOLE	NOM VILLAGE	DISTANCE EN KM	ALLER SIMPLE EN MINUTES	OUI NON
01				1 2							1 2
02				1 2							1 2
03				1 2							1 2
04				1 2							1 2
05				1 2							1 2
06				1 2							1 2
07				1 2							1 2
08				1 2							1 2
09				1 2							1 2
10				1 2							1 2

MODULE EDUCATION **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **ED**

A administrer pour chaque enfant du ménage âgé de 5 à 12 ans qui a fréquenté l'école à n'importe quel moment durant l'année scolaire 2007-2008

ED1. *Ligne no.*	ED1A. *Nom*	ED10. QUELLE ETAIT LA RAISON PRINCIPALE D'ABSENCE DE (NOM) A L'ECOLE LE JOUR D'OUVERTURE PRECEDENT L'ENQUETE SI (NOM) N'ETAIT PAS ALLE L'ECOLE? 1 Maladie 2 Funérailles 3 Autre cérémonie 4 Travail rémunéré 5 Travail du Ménage 6 Raisons financières 7 Garde ou soins de petit/e frère/sœur 8 REFUS DE L'ENFANT 9 AUTRE (SPECIFIER)	ED11. COMBIEN DE JOURS L'ECOLE DE (NOM) A-ELLE ETE OUVERTE DURANT LES 7 DERNIERS JOURS?	ED12. COMBIEN DE JOURS (NOM) EST-IL/ELLE ALLE/E A L'ECOLE DURANT LES 7 DERNIERS JOURS? *Si ED11 correspond à ED12 ⇨ ED14*	ED13. QUELLE ETAIT LA RAISON PRINCIPALE D'ABSENCE DE (NOM) A L'ECOLE DURANT LES 7 DERNIERS JOURS ? 1 Maladie 2 Funérailles 3 Autre cérémonie 4 Travail rémunéré 5 Travail du Ménage 6 Raisons financières 7 Garde ou soins de petit/e frère/sœur 8 REFUS DE LENFANT 9 AUTRE (SPECIFIER)	ED14. QUEL AGE AVAIT (NOM) QUAND IL/ELLE ENTRAIT POUR LA PREMIERE FOIS A L'ECOLE PRIMAIRE?	ED15. (NOM) A-T-IL PARTICIPE A UN PROGRAMME QUELCONQUE D'ALIMENTATION A SON ECOLE ? 1 OUI 2 NON ⇨ ED18A 8 NSP	ED16. QUEL GENRE DE REPAS (NOM) REÇOIT-IL/ELLE A SON ECOLE? 1 Petit déjeuner 2 Collation 3 Déjeuner 4 AUTRE (SPECIFIER) COMBINER LES CODES S'IL Y A PLUSIEURS REPAS.	ED17. COMBIEN DE FOIS PAR SEMAINE (NOM) REÇOIT-IL/ELLE CETTE NOURRITURE?	ED18A. L'ECOLE FREQUENTEE PAR *(NOM)* OFFRE-T-ELLE UN BISONGO?
LIGNE	NOM	RAISON	NBR DE JOURS	NBR DE JOURS		AGE	Oui Non NSP		GENRE DE REPAS	NBR DE FOIS	Oui Non NSP
01							1 2 8				1 2 8
02							1 2 8				1 2 8
03							1 2 8				1 2 8
04							1 2 8				1 2 8
05							1 2 8				1 2 8
06							1 2 8				1 2 8
07							1 2 8				1 2 8
08							1 2 8				1 2 8
09							1 2 8				1 2 8
10							1 2 8				1 2 8

MODULE EDUCATION **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **ED**

A administrer pour chaque enfant du ménage âgé de 5 à 12 ans qui a fréquenté l'école à n'importe quel moment durant l'année scolaire 2007-2008

ED1. *Ligne no.*	ED1A. *Nom*	ED18B. L'ECOLE FREQUENTEE PAR *(NOM)* OFFRE-T-ELLE DES TOILETTES SEPAREES POUR GARÇONS ET FILLES ?			ED18C. L'ECOLE FREQUENTEE PAR *(NOM)* OFFRE-T-ELLE UNE CANTINE SCOLAIRE ?			ED18D. L'ECOLE FREQUENTEE PAR *(NOM)* OFFRE-T-ELLE DES RATIONS SECHES POUR FILLES SEULEMENT?			ED18E. L'ECOLE FREQUENTEE PAR *(NOM)* OFFRE-T-ELLE DES RATIONS SECHES POUR FILLES ET GARÇONS ?			ED18F. L'ECOLE FREQUENTEE PAR *(NOM)* OFFRE-T-ELLE DES MANUELS?			ED19. QUELLE EST LA RAISON LA PLUS IMPORTANTE POUR VOUS D'ENVOI DE *(NOM)* A CETTE ECOLE? 1 DISTANCE DE L'ECOLE 2 BISONGO 3 MANUELS 4 CANTINE SCOLAIRE 5 RATIONS SECHES 6 LATRINES SEPAREES POUR GARÇONS ET FILLES 7 AUTRE (SPECIFIER)	ED20. QUELLE EST LA SECONDE RAISON LA PLUS IMPORTANTE POUR VOUS D'ENVOI DE *(NOM)* A CETTE ECOLE ? 1 DISTANCE DE L'ECOLE 2 BISONGO 3 MANUELS 4 CANTINE SCOLAIRE 5 RATIONS SECHES 6 LATRINES SEPAREES POUR GARÇONS ET FILLES 7 AUTRE (SPECIFIER)
LIGNE	NOM	Oui	Non	NSP	Oui	Non	NSP	Oui	Non	NSP	Oui	Non	NSP	Oui	Non	NSP	RAISON PRINCIPALE	RAISON SECONDAIRE
01		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
02		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
03		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
04		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
05		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
06		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
07		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
08		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
09		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		
10		1	2	8	1	2	8	1	2	8	1	2	8	1	2	8		

MODULE TRAVAIL DES ENFANTS **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **CL**

A administrer pour tout enfant âgé de 5 à 12 ans.

MAINTENANT J'AIMERAIS POSER DES QUESTIONS SUR LES TRAVAUX QUE LES ENFANTS DU MENAGE AURAIENT EFFECTUES.

CL1. *Ligne no.*	CL2. *Nom*	CL3. PENDANT LA SEMAINE ECOULEE (NOM) A-T-IL OU A-T-ELLE TRAVAILLE POUR QUELQU'UN QUI N'EST PAS MEMBRE DE CE MENAGE ? *Si oui*: PAYE CASH OU EN NATURE? 1 OUI PAYE (CASH OU NATURE) 2 OUI, NON PAYE 3 NON ⇨ CL5			CL4. *Si oui:* DEPUIS (*jour de la semaine*) DERNIER, A PEU PRES COMBIEN D'HEURES A –T-IL OU A-T-ELLE FAIT CE TRAVAIL POUR QUELQU'UN QUI N'EST PAS MEMBRE DU MENAGE ? *Si plus d'un travail, inclure toutes les heures pour tous les travaux.*	CL5. (NOM) A-T-IL OU A-T-ELLE FAIT UN TRAVAIL QUELCONQUE A UNE PERIODE DONNEE DE L'ANNEE PASSEE POUR LE COMPTE QUELQU'UN QUI N'EST PAS MEMBRE DE CE MENAGE ? *Si oui*: CONTRE PAIEMENT CASH OU EN NATURE? 1 OUI CONTRE PAIEMENT, (CASH OU NATURE) 2 OUI, SANS PAIEMENT 3 NON			CL6. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE A LA COLLECTE DU BOIS DE CHAUFFE?		CL7. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE AU NETTOYAGE?		CL8. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE A LA COLLECTE D'EAU?	
LIGNE NO.	NOM	OUI PAYE	NON PAYÉ	NON	NBR D'HEURES	OUI PAYE	NON PAYÉ	NON	OUI	NON	OUI	NON	OUI	NON
01		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
02		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
03		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
04		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
05		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
06		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
07		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
08		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
09		1	2	3	___ ___	1	2	3	1	2	1	2	1	2
10		1	2	3	___ ___	1	2	3	1	2	1	2	1	2

MODULE TRAVAIL DES ENFANTS **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **CL**

A administrer pour tout enfant âgé de 5 à 12 ans.

MAINTENANT J'AIMERAIS POSER DES QUESTIONS SUR LES TRAVAUX QUE LES ENFANTS DU MENAGE AURAIENT EFFECTUES.

CL1. *Ligne no.*	CL2. *Nom*	CL9. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE A PRENDRE SOIN DE SES FRERES OU SŒURS CADETS ?		CL10. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE A LA GARDE DES ANIMAUX ?		CL11. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE DANS LES TRAVAUX CHAMPETRES?		CL12. PENDANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE AIDE A FAIRE DES ACHATS ?		CL13. DURANT LA SEMAINE PASSEE (NOM) A-T-IL OU A-T-ELLE EFFECTUE UN AUTRE TRAVAIL FAMILIAL (EN ENTREPRISE OU VENTE DE BIENS AU BORD DE LA ROUTE?) 1 OUI 2 NON ⇨ À MA1	
LIGNE NO.	NPM	OUI	NON	OUI	NON	OUI	NON	OUI	NON	OUI	NON
01		1	2	1	2	1	2	1	2	1	2
02		1	2	1	2	1	2	1	2	1	2
03		1	2	1	2	1	2	1	2	1	2
04		1	2	1	2	1	2	1	2	1	2
05		1	2	1	2	1	2	1	2	1	2
06		1	2	1	2	1	2	1	2	1	2
07		1	2	1	2	1	2	1	2	1	2
08		1	2	1	2	1	2	1	2	1	2
09		1	2	1	2	1	2	1	2	1	2
10		1	2	1	2	1	2	1	2	1	2

TEST DE CALCUL **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **MA**

A être administré à chaque enfant du ménage âgé de 5 à 12 ans.

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

Si l'enfant comprend, continuer. Si l'enfant ne comprend pas, demander ce que l'enfant ne comprend pas et donner lui la clarification nécessaire. Si MA2=2 et MA3=2, mettre fin u test. Tester aussi les enfants de 5-12 ans n'allant pas à l'école.

NOUS ALLONS COMMENCER AVEC LE TEST DE CALCUL.

MA1. *Ligne no.*	MA1A. *Nom*	MA2. ETES VOUS CAPABLE D'IDENTIFIER LES NOMBRES SUIVANTS? *Montrer la carte*	MA3. ETES VOUS CAPABLE DE COMPTRE LES ANIMAUX SUIVANTS? A. QUATRE CHIENS B. SEPT POISSONS *Montrer la carte*	MA4. PARMI LES NOMBRES SUIVANTS, ETES-VOUS EN MESURE D'IDENTIFIER LE PLUS GRAND ? A. 7 8 B. 4 5 C. 9 2 *Montrer la carte*	MA5. ETES VOUS CAPABLE DE FAIRE LES ADDITIONS SUIVANTES ? A. 4+2= B. 7+1= *Montrer la carte*	MA6. ETES VOUS CAPABLE DE FAIRE LES SOUSTRACTIONS SUIVANTES ? A. 3-1= B. 8-5= *Montrer la carte*

LIGNE NO.	NOM	3		9		QUATRE CHIENS		SEPT POISSONS		7 & 8		4 & 5		9 & 2		4+2		7+1		3-1		8-5	
		Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non
01		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
02		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
03		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
04		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
05		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
06		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
07		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
08		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
09		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
10		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2

TEST DE FRANCAIS **Village ID: ___ ___ ___ Numéro du ménage___ ___ ___** **FA**

A être administré à chaque enfant du ménage âgé de 5 à 12 ans.

MAINTENANT JE VAIS VOUS POSER DES QUESTIONS POUR LE TEST DE FRANCAIS. TEMPS DE REATION DE L'ENFANT = 1 MN AU MAXIMUM.

FA1. *Ligne no.*	FA1.A *Nom*	FA2. ETES VOUS CAPABLE D'IDENTIFIER LES LETTRES SUIVANTS? *Montrer la carte*				FA3. ETES VOUS CAPABLE DE LIRE LES MOTS SUIVANTS? A. PAPA B. VÉLO *Montrer la carte*				FA4. ETES VOUS CAPABLE DE LIRE LES MOTS SUIVANTS PLUS DIFFICILES ? A. ÉCOLE B. TOMATE MONTRER LA CARTE				FA5. ETES VOUS CAPABLE D'IDENTIFIER LE MOT CORRECT MANQUANT? *Le garçon achète un ____.* A. HEUREUX B. BONBON C. EST *Montrer la carte*		FA6. ETES VOUS CAPABLE D'IDENTIFIER LE MOT CORRECT MANQUANT ? *La fille ____ aller à l'école.* A. JOUR B. CHEMIN C. AIME *Montrer la carte*	
LIGNE NO.	NOM	C		T		PAPA		VÉLO		ÉCOLE		TOMATE		BONBON		AIME	
		Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non
01		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
02		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
03		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
04		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
05		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
06		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
07		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
08		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
09		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
10		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2

BURKINA FASO **QUESTIONNAIRE ECOLE**

PANNEAU D'INFORMATIONS DE L'ECOLE SCH

LES VISITES DOIVENT SE FAIRE LE MATIN LORSQUE L'ECOLE EST OUVERTE ET QUE LES ELEVES SONT EN CLASSE. COLLECTER L'INFORMATION SUR LES MODULES A, B, ET C PENDANT LA PREMIERE VISITE. PUIS, POUR REMPLIR LE REGISTRE DE SCOLARISATION DE L'ELEVE, UTILISER LE REGISTRE OFFICIEL DES ELEVES INSCRITS DANS L'ECOLE. PENDANT LES VISITES SUIVANTES, REMPLISSEZ SEULEMENT LE REGISTRE DE SCOLARISATION DE L'ELEVE.

SCH1. VILLAGE ID: ___ ___ ___	SCH2. ECOLE ID: ___ ___ ___
SCH3. NOM ET NUMERO DE L'ENQUETEUR : NOM_____ ___ ___	SCH4. NOM ET NUMERO DU SUPERVISEUR : NOM_____ ___ ___
SCH5. JOUR/MOIS/ANNEE DE L'INTERVIEW : ___ ___ / ___ ___ / ___ ___ ___ ___	
SCH6. Province: PROVINCE: _____	SCH7. Département : DEPARTEMENT: _____
SCH8. NOM DE L'ECOLE : _____	
SCH9. NOM DU REPONDANT: _____	

SCH10. POSITION DU REPONDANT (ENCERCLE UN):

1 DIRECTEUR 3 MAITRE/MAITRESSE

2 AUTRE ADMINISTRATEUR 4 AUTRE (SPECIFIER_____)

APRES QUE LE QUESTIONNAIRE ECOLE A ETE ADMINISTRE, COMPLETER L'INFORMATION SUIVANTE :

SCH11. RESULTAT DE L'INTERVIEW ECOLE :

COMPLETE 1
A BOUT D'EFFORT..... 2
REFUSE 3
ECOLE NON TROUVEE/DETRUITE 4

AUTRE (*SPECIFIER*) _____

NOTES ENQUETEUR/CONTROLEUR : *EMPLOYEZ CET ESPACE POUR ENREGISTRER DES NOTES AU SUJET DE L'ENTREVUE AVEC CETTE ECOLE, TEL QUE TEMPS DE RAPPEL, FORMES D'ENTREVUE INDIVIDUELLE INACHEVEES, NOMBRE DE TENTATIVES DE REVISITER, ETC.*

SCH12. AGENT DE SAISIE : ___ ___

A: CARACTÉRISTIQUES DE L'ECOLE		SC
SC1. CETTE ECOLE EST-ELLE SITUEE DANS [NOM DU VILLAGE]?	OUI ..... 1 NON 2	
SC2. EST-CE UNE ECOLE PUBLIQUE OU UNE ECOLE PRIVEE ?	PUBLIQUE ..... 1 PRIVEE LAÏQUE..... 2 PRIVEE RELIGIEUSE ..... 3 AUTRE (*SPECIFIER*) 96	
SC3. QUELLE EST L'ANNEE D'OUVERTURE DE CETTE ECOLE ?	ANNEE..... ___ ___	

SC4. COMBIEN DE GARÇONS ET DE FILLES SONT INSCRITS DANS CHAQUE CLASSE ?
COMBIEN DE CES ELEVES SONT DES REDOUBLANTS ?

CLASSE	GARÇONS	FILLES	GARÇONS REDOUBLANTS	FILLES REDOUBLANTES
CP1				
CP2				
CE1				
CE2				
CM1				
CM2				

SC5. PENDANT COMBIEN DE SEMAINES L'ECOLE A-T-ELLE ETE EFFECTIVEMENT OUVERTE DURANT L'ANNEE SCOLAIRE PASSEE?	SEMAINES OUVERTES DURANT L'ANNEE SCOLAIRE PASSEE ..... ___ ___ *Mettez 00 s'il n'y avait aucune école actuelle pendant l'année précédente.*	
SC6. QUELLE LANGUE EST UTILISEE POUR ….	INSTRUCTION EN CALCUL ..... ___ ___ INSTRUCTION EN LECTURE ..... ___ ___ CONVERSATION GENERALE ..... ___ ___	
SC7. PENDANT CETTE ANNEE SCOLAIRE, TOUS LES ENFANTS VOULANT S'INSCRIRE DANS CETTE ECOLE L'ONT-ILS ETE ?	OUI ..... 1 NON 2	
SC8. L'ECOLE POSSEDE-T-ELLE UNE PROGRAMME D'ALIMENTATION ?	OUI ..... 1 NON 2	2⇨SC11
SC9. QUEL GENRE DE REPAS OU DE CASSE-CROUTE L'ECOLE - OFFRE-ELLE ?	PETIT DEJEUNER .....1 CASSE-CROUTE.....2 DEJEUNER .....3 AUTRE (SPECIFIER) 4	

SC10. QUEL TYPE DE PROGRAMME ALIMENTAIRE L'ECOLE - OFFRE-ELLE ?	CANTINE .....1 RATIONS SECHES.....2 CANTINE ET RATIONS SECHES .....3 AUTRE (SPECIFIER) 4	
SC11. Y A T-IL DES INTERVENTIONS DE SANTE DANS L'ECOLE ?	OUI .....1 NON 2	
SC12. CHAQUE ELEVE A-T-IL UN ENSEMBLE COMPLET DE MANUELS POUR SON USAGE ?	OUI, USAGE SEUL.....1 OUI, USAGE PARTAGE.....2 NON 3	
B: MODULE CARACTERISTIQUES DU PERSONNEL DE L'ECOLE		**SP**
SP1. COMBIEN DE MAITRES/MAITRESSES ENSEIGNENT ACTUELLEMENT DANS CETTE ECOLE Y COMPRIS LES STAGIAIRES?	MAITRES/MAITRESSES ..... ___ ___	
SP2. COMBIEN DE MAITRESSES Y A-T-IL PARMI CES ENSEIGNANTS?	MAITRESSES ..... ___ ___	0⇨SP4
SP3. COMBIEN DE MAITRESSES ONT REÇU UNE DISTINCTION BASEE SUR LE MERITE?	MAITRESSE AVEC DISTINCTION BASEE SUR LE MERITE ..... ___ ___	
SP4. COMBIEN D'ENSEIGNANTS ONT UN DIPLOME DU SUPERIEUR ?	ENSEIGNANTS AVEC DIPLOME DU SUPERIEUR___ ___	
SP5. COMBIEN D'ENSEIGNANTS Y A-T-IL PAR CATEGORIE?	NOMBRE DE TITULAIRES ..... __ ___ NOMBRE DE SUPPLEANTS ..... __ ___ NOMBRE DE STAGIAIRES..... __ ___ NOMBRE D'INSTITUTEURS ADJOINTS..... __ ___ NBRE D'INSTITUTEURS ADJOINTS CERTIFIES __ ___ NBRE D'INSTITUTEURS CERTIFIES..... __ ___ NOMBRE D'INSTITUTEURS PRINCIPAUX ..... __ ___	
SP6. MAINTENANT, J'AIMERAIS AVOIR DES INFORMATIONS SUR L'EXPERIENCE DES ENSEIGNANTS. COMBIEN DE CES ENSEIGNANTS ONT…	MOINS DE 5 ANS ..... ___ ___ 5 ANS MAIS MOINS DE 10 ANS ..... ___ ___ 10 ANS ET PLUS..... ___ ___	
SP7. QUELLE EST LA FREQUENCE D'ABSENCE D'UN ENSEIGNANT TYPIQUE ?	UNE FOIS PAR SEMAINE .....1 2-3 FOIS PAR MOIS .....2 UNE FOIS PAR MOIS.....3 MOINS D'UNE FOIS PAR MOIS 4	
SP8. COMBIEN D'ENSEIGNANTS ONT REÇU UNE FORMATION SUR L'EGALITE DE TRAITEMENT DES GARÇONS ET DES FILLES?	ENSEIGNANTS ..... ___ ___	

C: STRUCTURE PHYSIQUE DE L'ECOLE		SS
SS1. Y A-T-IL COMBIEN DE SALLES DE CLASSE DANS CETTE ECOLE ?	SALLES DE CLASSES..... ___ ___	0⇨SS8
SS2. COMBIEN DE SALLES DE CLASSE SONT UTILISABLES?	SALLES DE CLASSE UTILISABLES ..... ___ ___	0⇨SS8
SS3. COMBIEN DE CES SALLES DE CLASSE UTILISABLES ONT UN TABLEAU?	SALLES DE CLASSE AVEC TABLEAU ..... ___ ___	0⇨SS5
SS4. COMBIEN DE CES SALLES DE CLASSE UTILISABLES ONT UN TABLEAU LISIBLE A TOUS LES ETUDIANTS?	SALLES DE CLASSE AVEC TABLEAU LISIBLE ___ ___	
SS5. COMBIEN DE SALLES DE CLASSE PEUVENT ETRE UTILISEES QUAND IL PLEUT ?	SALLES DE CLASSE ..... ___ ___	
SS6. Y–A-IL ASSEZ DE TABLES BANCS POUR TOUS LES ELEVES DANS CETTE ECOLE ?	OUI .....1 NON 2	1⇨SS8
SS7. QUEL POURCENTAGE D'ELEVES N'ONT PAS DE TABLES BANCS?	% D'ELEVES SANS TABLES BANCS ..... ___ ___	
SS8. Y A-T-IL DES CLASSES QUI TIENNENT LEUR COURS DEHORS PAR MANQUE DE SALLES?	OUI .....1 NON 2	2⇨SS10
SS9. COMBIEN DE CLASSES TIENNENT LES COURS DEHORS?	CLASSES ..... ___ ___	
SS10. CETTE ECOLE DISPOSE T-ELLE D'UNE SOURCE D'EAU POTABLE?	OUI .....1 NON 2	
SS11. CETTE ECOLE A-T-ELLE DES TOILETTES POUR LES ELEVES ?	OUI .....1 NON 2	2⇨SS13
SS12. LES FILLES ET LES GARCONS ONT –ILS DES TOILETTES SEPAREES ?	OUI .....1 NON 2	
SS13. CETTE ECOLE EST-ELLE DOTEE D'UN PRESCOLAIRE (BISONGO)?	OUI .....1 NON 2	
SS14. PRINCIPAL MATERIAU DU SOL DE LA CLASSE :	MATERIAU NATUREL TERRE/SABLE.....11 BOUSE .....12 MATERIAU RUDIMENTAIRE PLANCHE EN BOIS.....21 PALMES/BAMBOU.....22 MATERIAU FINI PARQUET OU BOIS POLI .....31 VINYLE OU ASPHALTE .....32 CARRELAGE.....33 CIMENT .....34 MOQUETTE .....35 AUTRE (*SPECIFIER*) _____ 96	

SS15. PRINCIPAL MATERIAU DU TOIT DE LA CLASSE.	MATERIAU NATUREL PAS DE TOIT.....11 CHAUME/HERBE .....12 MOTTES DE TERRE .....13 MATERIAU RUDIMENTAIRE TERRE BATTUE.....21 PALMES/BAMBOU.....22 PLANCHES EN BOIS .....23 MATERIAU FINI METAL (TOLES) .....31 BOIS .....32 ZINC/FIBRE DE CIMENT .....33 TUILES .....34 CIMENT .....35 SHINGLES .....36 AUTRE (*SPECIFIER*) _____ 96	
SS16. PRINCIPAL MATERIAU DES MURS DE LA CLASSE.	MATERIAU NATUREL SANS MURS .....11 CANNE/PALME/TRONC.....12 MOTTE DE TERRE .....13 BRIQUES EN BANCO .....14 PAILLE.....15 MATERIAU RUDIMENTAIRE BAMBOU AVEC TERRE .....21 PIERRE AVEC TERRE .....22 CONTREPLAQUER .....24 CARTON .....25 BOIS REUTILISE .....26 MATERIAU FINI CIMENT .....31 PIERRE AVEC CHAUX/CIMENT .....32 BRIQUES .....33 BLOCS DE CIMENT .....34 PLANCHES DE BOIS/SHINGLES.....36 AUTRE (*SPECIFIER*) _____ 96	

REGISTRE DE SCOLARISATION SCH

COMPLETER CE REGISTRE EN ENREGISTRANT CHAQUE ELEVE INSCRIT A L'ECOLE. RECUEILLIR DES INFORMATIONS SEULEMENT POUR LES ECOLES PRIMAIRES MAIS POUR CHAQUE FLUX. UTILISER D'AUTRES FEUILLES SI NECESSAIRE.

DATE DE VISITE ___ ___ / ___ ___ / ___ ___ ___ ___

ECOLE ID: ___ ___ ___

NOM DE L'ECOLE: _____

LIGNE NO.	NOM DE L'ELEVE	NUMERO DU MENAGE	CLASSE	SEXE	AGE	NOM DU VILLAGE	NOM DU PERE DE L'ELEVE	NOM DE LA MERE DE L'ELEVE	L'ELEVE EST-IL OU PRESENT A L'ECOLE AUJOURD'HUI?	DES 3 DERNIERS JOURS OU L'ECOLE ETAIT OUVERTE, COMBIEN DE FOIS L'ELEVE ETAIT –IL PRESENT?	QUELLE EST LA FREQUENCE DE PRESENCE DE L'ELEVE A L'ECOLE ? 1 TOUJOURS 2 SOUVENT 3 QUELQUES FOIS 4 RAREMENT 5 JAMAIS
				M F					O N	0 1 2 3	1 2 3 4 5
01				1 2					1 2	0 1 2 3	1 2 3 4 5
02				1 2					1 2	0 1 2 3	1 2 3 4 5
03				1 2					1 2	0 1 2 3	1 2 3 4 5
04				1 2					1 2	0 1 2 3	1 2 3 4 5
05				1 2					1 2	0 1 2 3	1 2 3 4 5
06				1 2					1 2	0 1 2 3	1 2 3 4 5
07				1 2					1 2	0 1 2 3	1 2 3 4 5
08				1 2					1 2	0 1 2 3	1 2 3 4 5
09				1 2					1 2	0 1 2 3	1 2 3 4 5
10				1 2					1 2	0 1 2 3	1 2 3 4 5
11				1 2					1 2	0 1 2 3	1 2 3 4 5
12				1 2					1 2	0 1 2 3	1 2 3 4 5
13				1 2					1 2	0 1 2 3	1 2 3 4 5
14				1 2					1 2	0 1 2 3	1 2 3 4 5
15				1 2					1 2	0 1 2 3	1 2 3 4 5

REGISTRE DE SCOLARISATION — SCH

COMPLETER CE REGISTRE EN ENREGISTRANT LES ELEVES INSCRITS A L'ECOLE ET IDENTIFIES DANS LES MENAGES. ASSUREZ-VOUS QUE LA DATE MENTIONNEE SUR CE REGISTRE CORRESPOND A LA DATE DE VISITE DE L'ECOLE. RECUEILLIR DES INFORMATIONS SEULEMENT POUR LES ECOLES PRIMAIRES MAIS POUR CHAQUE CLASSE. LE NO DE LIGNE EST CELUI ATTRIBUE AU 1ER PASSAGE DE L'ENQUETE ECOLE, SAUF SI L'ELEVE A ETE INSCRIT A L'ECOLE APRES LE 1ER PASSAGE. DANS CE CAS LUI DONNER UN NOUVEAU NUMERO. LES 8 1ERE COLONNES DOIVENT ETRE REMPLIES AVANT DE SE PRESENTER A L'ECOLE. UTILISER D'AUTRES FEUILLES SI NECESSAIRE.

DATE DE VISITE ___ ___ / ___ ___ / ___ ___ ___ ___

GEO-REFERENCE : LONGITUDE :_____

LATITUDE :_____

NOMBRE DE JOURS D'OUVERTURE DE L'ECOLE :
OCT : _____ NOV : _____ DÉC : _____ JANV : _____

ECOLE ID: ___ ___ ___

NOM DE L'ECOLE: _____

LIGNE NO.	NOM DE L'ELEVE	NUMERO DU MENAGE DE L'ELEVE	NUMERO DE L'ELEVE DANS LE MENAGE	SEXE	NOM DU VILLAGE D'ORIGINE DE L'ELEVE	NOM DU PERE DE L'ELEVE	NOM DE LA MERE DE L'ELEVE	CLASSE DE L'ELEVE	L'ELEVE EST-IL PRESENT A L'ECOLE AUJOURD'HUI?	DES 3 DERNIERS JOURS OU L'ECOLE ETAIT OUVERTE, COMBIEN DE FOIS L'ELEVE ETAIT –IL PRESENT?	FREQUENCE DE PRESENCE DE L'ELEVE A L'ECOLE ? 1 TOUJOURS 2 SOUVENT 3 QUELQUES FOIS 4 RAREMENT 5 JAMAIS	NOMBRE DE JOURS D'ABSENCE DE L'ELEVE A L'ECOLE PAR MOIS DEPUIS LE DEBUT DE L'ANNEE SCOLAIRE 2007-2008. ECRIRE ZERO SI L'ELEVE N'A PAS ETE ABSENT DANS LE MOIS CONSIDERE.				L'ELEVE ETAIT-IL PRESENT A L'ECOLE IL Y A 7 JOURS (SI L'ECOLE N'ETAIT PAS OUVERTE IL Y A 7 JOURS, CONSIDERER IL Y A 6 OU 8 JOURS.
				M F					O N	0 1 2 3	1 2 3 4 5	OCT	NOV	DEC	JAN	O N
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
				1 2					1 2	0 1 2 3	1 2 3 4 5					1 2
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