

Funders Report

BRiCE Project DRC and Niger: Baseline Report

Annex 1B: Quantitative Questionnaires for BRiCE Project (Niger)

**Gauthier Marchais, Sweta Gupta, Cyril Brandt,
Patricia Justino, Marinella Leone, Pierre Marion,
Samuel Matabishi, Patrick Mze Somora,
Pacifique Nyabagaza, Dieudonne Kanyerhera,
Issa Kiemtoré, Christian PolePole Bazuzi and
Jean-Benoît Falisse**

December 2020

The Institute of Development Studies (IDS) delivers world-class research, learning and teaching that transforms the knowledge, action and leadership needed for more equitable and sustainable development globally.



© Institute of Development Studies and Save the Children 2020

BRiCE Project DRC and Niger: Baseline Report. Annex 1B: Quantitative Questionnaires for BRiCE Project (Niger)

Gauthier Marchais, Sweta Gupta, Cyril Brandt, Patricia Justino, Marinella Leone, Pierre Marion, Samuel Matabishi, Patrick Mze Somora, Pacifique Nyabagaza, Dieudonne Kanyerhera, Issa Kiemtoré, Christian PolePole Bazuzi and Jean-Benoît Falisse
December 2020

First published by the Institute of Development Studies in December 2020

ISBN: 978-1-78118-726-5

DOI: **10.19088/IDS.2020.003**

A catalogue record for this publication is available from the British Library

Any views or opinions presented are solely those of the authors and do not necessarily represent the views or policies of Save the Children or IDS.

This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of the authors and can under no circumstances be regarded as reflecting the position of the European Union.

All rights reserved. Licensed to the European Union under conditions. Reproduction, copy, transmission, or translation of any part of this publication may be made only under the following conditions:

- with the prior permission of the publisher; or
- with a licence from the Copyright Licensing Agency Ltd., 90 Tottenham Court Road, London, W1P 9HE, UK, or from another national licensing agency; or
- under the terms set out below.

This publication is copyright, but may be reproduced by any method without fee for teaching or nonprofit purposes, but not for resale. Formal permission is required for all such uses, but normally will be granted immediately. For copying in any other circumstances, or for re-use in other publications, or for translation or adaptation, prior written permission must be obtained from the publisher and a fee may be payable.

Available from:

Institute of Development Studies, Library Road

Brighton, BN1 9RE, United Kingdom

*44 (0)1273 915637

ids.ac.uk

IDS is a charitable company limited by guarantee and registered in England

Charity Registration Number 306371

Charitable Company Number 877338

Contents

1.	SCHOOL SURVEY	5
1.1	Identification data	5
1.2	Consent form	5
1.2.1	Infrastructure	7
1.2.2	Capacity – staff and students	8
1.2.3	Funding – fees, income	9
1.2.4	Violent and conflict events occurred in the school or in areas surrounding the school	10
1.2.5	Security in school	14
1.2.6	Village characteristics	14
1.2.7	End of the interview	15
1.3	Codes	16
2.	TEACHER SURVEY	18
2.1	Identification data	18
2.2	Consent form	18
2.2.1	Background information	20
2.2.2	Qualifications, Training and Experience	25
2.2.3	Salary	27
2.2.4	Violent Attacks	28
2.2.5	Social network	30
2.2.6	Job satisfaction	32
2.2.7	Teacher instruction time and time use	34
2.2.8	Teacher absenteeism	35
2.2.9	Teaching challenges	36
2.2.10	Quality of teaching practices, beliefs and attitudes	37
2.2.11	Perception of school environment and safety at school	46

2.2.12	Socio-emotional well-being	47
2.2.13	Social desirability score	49
2.2.14	End of the interview	50
2.3	Codes	50
3.	CHILD AND CAREGIVER SURVEYS	54
3.1	Identification data	54
3.2	Consent form, caregivers	55
3.3	Consent form, child	57
3.4	Child survey	58
3.4.1	Child background information	58
3.4.2	Perceptions of security and risks in school	59
3.4.3	School environment	62
3.4.4	Attitudes and behaviour toward gender norms	65
3.4.5	Aspirations index	67
3.4.6	Child networks	68
3.4.7	Cognitive indicators	70
3.4.8	Non-cognitive indicators	89
3.5	Caregiver survey	92
3.5.1	Household background information	92
3.5.2	Child background information	96
3.5.3	Household learning environment	98
3.5.4	Child attendance to school	99
3.5.5	Direct experience of violence and conflict of the child and the household	101
3.5.6	Household position within community network	106
3.5.7	End of the interview	106
3.6	Codes	107

1. SCHOOL SURVEY

1.1 Identification data

- Région:
- Département:
- Commune:
- Village name:
- School ID:
- School name:
- Enumerator name:
- Enumerator ID:
- Respondent name:
- Date of interview:
- Location of interview:
- The respondent is present: yes/no

Hello, my name is “Enumerator name”. I am a researcher working for Save the Children. I am here as part of a study on the conditions of teachers and children in schools in fragile or conflict areas, jointly led by Save the Children and the Institute of Development Institute (IDS).

1.2 Consent form

RESEARCH PROJET

You are invited to participate in a research project named:

"Study of the teachers' and children' conditions in schools located in fragile areas or conflicts"

This study is organised by the Institute of Development Studies (IDS), University of Sussex, UK, in partnership with Save the Children International.

Your participation in this study must be voluntary, you have the right to refuse. Do not hesitate to ask us questions if there is something you do not understand.

In this study, we gather information about schools, teachers, especially the general household characteristics, social networks - family, community, friends - extracurricular

activities and occupations, and the experiences you had with the conflict. If you decide to participate in this research project, we ask you to inform us if you feel comfortable answering our questionnaire, and the place and date and time that would be best for you to do so.

If you are not comfortable with some of the questions, you have the opportunity to do the following things:

- Do not answer certain questions;
- Stop the interview
- Request additional information from IDS or Save the Children researchers and explain how you feel.

All information collected from you during this study will be confidential. Your confidentiality, that of your family and your children, will be carefully protected throughout the study. You will not be individually identified during this study, that is, we will not share personally identifiable information or link the answers you give directly to you or your family. The data, on the other hand, will be used by Save the Children to improve their education projects.

Your participation in this project is entirely voluntary. You have the full right to refuse to participate in this study. If you refuse, there will be no consequences for you or your family. If you participate, you have the right at any time, and for any reason, to temporarily or permanently interrupt your participation, without any consequences.

Do you want to participate in this survey ? 0=No, 1=Yes

Respondent's signature :

Date :

There will be no financial compensation for your participation in this project. The survey will take about approximately 30 minutes - 1h.

I have read or heard the above information, and have decided to participate in the research project described above. If I refuse to participate, I understand that there will be no penalty or loss of rights, or any other consequences. I may refuse to answer certain questions, and / or interrupt the interview at any time, and / or decide not to participate, even after starting. I am aware that the study will take about approximately 30 minutes - 1h.

If you have any comments, concerns or questions about this research after today, you can contact:

CONTACT:

Idrissa, Director DEVCO : 80097112

Or

Harouna Omar, Field Manager Zinder, Save the Children: 92194124

1.2.1 Infrastructure

I would like to first ask you questions about the infrastructure of your school.

What year was this school established? (in year)	Insert n (range 1920 to 2019) Insert 9999 if unknown
When did this school receive accreditation (in year)?	Insert n (range 1920 to 2019) Insert 9999 if unknown Year must be equal or greater than year established (previous question).
What is the number of classrooms in use?	Insert n (range from 1 to 100) Insert 9999 if unknown
Is there electricity in the school compound total?	0 = No 1 = Yes
Do teachers and students have separate toilets?	0 = No 1 = Yes 2= No toilets
If yes, what is the number of working toilets for students?	Insert n (range from 1 to 50) Insert 9999 if unknown
If yes, what is the number of working toilets for teachers?	Insert n (range from 1 to 50) Insert 9999 if unknown
If no, what is the number of working toilets?	Insert n (range from 1 to 50) Insert 9999 if unknown
Do boys and girls (students) have separate toilets?	0 = No 1 = Yes
What type of toilet for use by students is most common in this school?	1 = Flush toilet 2 = Pit latrine or dry latrine 77 = Other
Does the school have a sport area or play area?	0 = No 1 = Yes
What is the main source of drinking water at the school?	1. Rain water 2. Surface water (river, dam, pond, irrigation canal) 3. Dug well 4. Pump well 5 = A drinkable water faucet 6 = Buying from sellers 77 = Other
Is the drinking water clean? (is it odourless, colourless and in a clean container)	0 = No 1 = Yes
Do teachers have a staff room/social space/combined shared office space?	0 = No 1 = Yes
Does the school have a boundary wall/ fence?	0 = No 1 = Yes

1.2.2 Capacity – staff and students

I now want to ask you questions about the number of students and teachers in the school across the different grades.

What is the lowest grade offered in this school?	Grade list (see codes below in the last part)
What is the highest grade offered in this school?	Grade list (see codes below in the last part)
What is the total number of children enrolled in this school at the start of the school year?	Insert n
What is the total number of girls enrolled in this school at the start of the school year?	Insert n Insert 9999 if unknown
What is the total number of boys enrolled in this school at the start of the school year?	Insert n Insert 9999 if unknown
Can you confirm that the total number of children enrolled in this school at the start of the school year is [SUM GIRLS + BOYS] ?	
What is the number of girls with disabilities enrolled in this school?	Insert n Insert 9999 if unknown
What is the number of boys with disabilities enrolled in this school?	Insert n Insert 9999 if unknown
Select all grades available in this school: For each grade, what is the number of children (boys and girls)?	Grade list (see codes below in the last part) Select all that apply
What is the number of refugee or internally displaced children enrolled in this school at the start of the school year?	Insert n Insert 9999 if unknown
Select all ethnic groups available in this school: For each ethnic group, what is the number of students enrolled in this school at the start of the school year?	Ethnicities list (see codes below in the last part) Insert n Insert 9999 if unknown Select all that apply
What is the total number of female teachers in this school?	Insert n Insert 9999 if unknown
What is the total number of male teachers in this school?	Insert n Insert 9999 if unknown
What is the number of full-time permanent teachers? (NOT contract teachers or substitute teachers)	Insert n Insert 9999 if unknown

Does the school accept all applying children?	0 = No 1 = Yes
If No, why does the school not accept some students?	Tick all that are relevant 1 = school is full 2 = child does not have the right grade 3 = child's bad behaviour 4 = child's age 5 = child has a disability 6 = parents are unable to pay 77 = Other_____
How many hours of class time do children have in grade 4 per day? (in hours) Please include only time in class, not time in breaks, or lunch time.	Insert n (range 1 to 10)
What is teachers' attendance in this school over the last school year?	1 = Regular 2 = A few teachers miss or skip class every week 3 = Most teachers skip or miss class every week 4 = No record available

1.2.3 Funding – fees, income

I would like to ask you questions about the funding sources of your school.

From what sources did this school receive funding from in the last academic year?	Tick all that apply 1 = Government 2 = Parents 3 = Community contributions 4 = Faith-based organisation 5 = NGO 77 = Other_____
How much did the school receive in the last academic year from different sources? (Include gifts in kind expressed in terms of their value in local currency)	Total Insert 9999 if unknown

Which of the following sources contributed the most to your school in the last academic year? (list the first 3)	1= School grant 2= Government budget allocations 3= Donations from NGOs 4= Community contributions 5= Income from school enterprises (ex: farming) 6= Parents
---	--

1.2.4 Violent and conflict events occurred in the school or in areas surrounding the school

Consent form:

SAY: I am now going to ask some more questions on violent attacks that occurred in this school (or areas surrounding the school) and that you may have witnessed or suffered.

You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable.

Your answers will help us in better understanding the local conditions of teachers. This information will help the government to improve the education system.

Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.

Would you like to continue? We hope that you will as your answers are very useful to us.

The head teacher's response:

Verbal Consent: 0 = No, 1 = Yes.

If answered Yes, ask questions in section 4:

Was this school (or areas surrounding the school) ever been targeted by a violent attack ?	0 = No 1 = Yes
Please list all the violent attacks that the school has experienced	Record attacks in CTO. Separate entry for each attack. Enter up to 5. Remind

Ask if previous question==1	the enumerator if more than 5 to think of the most traumatic/violent ones.
Ask these following questions in this table in sequence and repeat for each [ITEM] from the list above	
What was the main type of violence that this school faced in this attack ([ITEM])?	1 = Killings 2 = Beatings/tortures/Injured 3 = Rapes 4 = Recruitment of staff/students by terrorist groups/rebels 5 = Kidnappings 6 = Threats 7 = Harassments (obscene remarks, obscene gestures, intimidated) 77=Other Only 1 answer allowed
In which years, did [ITEM] take place?	2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 Before 2010 Only 1 year allowed
Who was the perpetrator of the ATTACK ([ITEM])?	List of perpetrators (see codes below in the last part)
What was the total number of fatalities/deaths, in the school (or areas surrounding the school), due to ATTACK ([ITEM])?	Insert number _____
What was the total number of injured people, in the school (or areas surrounding the school), due to ATTACK ([ITEM])?	Insert number _____
What was the total number of displaced people, in the school (or areas surrounding the school), due to ATTACK ([ITEM])?	Insert number _____
What was the total number of burned or destroyed houses and buildings, in the school (or areas surrounding the school), due to ATTACK ([ITEM])?	Insert number _____
Was any specific ethnicity group targeted by this ATTACK ([ITEM])?	0 = No 1 = Yes
Do you think the ATTACK ([ITEM]) deliberately targeted the school?	0 = No 1 = Yes

How many teachers died during this ATTACK ([ITEM])?	Number of deaths
How many teachers were injured during this ATTACK ([ITEM])?	Number of injuries
How many students died during this ATTACK ([ITEM])?	Number of students deaths
How many students were injured during this ATTACK([ITEM])?	Number of students injuries
Was school closed because of the ATTACK ([ITEM])?	0 = No 1 = Yes
How many months?	Number of months <i>Skipped if answer No in previous question</i>
Was the school displaced (classes taking place at a different location) because of the ATTACK ([ITEM])?	0 = No 1 = Yes
How many months?	Number of months <i>Skipped if answer No in previous question</i>
Did the school function while being displaced?	0 = No 1 = Yes <i>Skipped if answer No in question "Were school displaced because of the ATTACK? "</i>

Presence of military actors or armed groups

I now want to ask you questions about military actors and armed groups in this school or nearby.

Have any of the following been present in the school or nearby?	<p>List of ITEMS:</p> <ol style="list-style-type: none"> 1 = Local militia 2. Air and Azawad Liberation Front (MNLA) 3. Armed Co-ordination Resistance (CRA) 4. Al-Qaeda in the Islamic Maghreb (AQIM) 5. Boko Haram 6. Democratic Front for Renewal (FDR) 7. Nigerien Movement for Justice (MNJ) 8. Revolutionary Armed Forces of the Sahara (FARS) 9. Salafist Group for Preaching and Combat (GSPC) 10. National military 11. UN forces
---	---

	0. None of the above 9999 = Don't know Multiple selections are allowed.
Ask these following questions in this table in sequence and repeat for each [ITEM] selected in the previous question.	
In which year has [ITEM] been present in this school or near by?	2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 Before 2010 Select the most recent Only 1 year can be selected. <i>Skipped if None of above is selected</i>
Did [ITEM] have popular support?	0=No 1=Yes <i>Skipped if None of above is selected</i>
Did [ITEM] carry out attacks against specific ethnicities?	0 = No 1 = Yes <i>Skipped if None of above is selected</i>
Which specific ethnic group?	List of ethnicity (see codes below in the last part) <i>Skipped if None of above is selected</i> <i>Skipped if answer No in previous question</i>
Did [ITEM] intervene in the education sector?	0=No 1=Yes <i>Skipped if None of above is selected</i>
Did schools continue to work during the presence of [ITEM]?	0 = No 1 = Yes <i>Skipped if None of above is selected</i>

1.2.5 Security in school

I would like to ask you questions about security in the school.

In general, would you say this school is:	1 = Very safe 2 = Relatively safe 3 = Not safe 4 = Very unsafe
If answered 3 or 4, what is the main reason why you think this school is not safe?	1 = Not enough presence of public force 2 = Presence of armed groups 3 = Presence of criminal groups 4 = Religious disputes 5 = Land disputes 6 = Violence 77 Other: _____

Who do you think best protects this school ?	1 = Police / Government forces/FDS/Gardien 2 = Teachers 3 = Parents 4 = Other students 5 = People in the community 6 = Armed groups 77 = Other _____
--	--

1.2.6 Village characteristics

I want to ask you questions about the village of the school.

What is the type of the main road to the village?	0 = unpaved 1 = paved, bricks/stones 2 = metalled/concrete
Do you have electricity in this village?	0 = No 1 = Yes

List of [facility]	Is there a [facility] in the village? 0=No 1=Yes 9999=Don't know
--------------------	---

1. Market	
2. Post office	
3. Commercial bank	
4. Public preschool	
5. Public secondary school	

1.2.7 End of the interview

Record the GPS data:	
Interview result:	1=Interview finished 2=Partly completed 3=Household head/other person has refused to have the interview 4=School is empty 77=Other, specify
Do you think the respondent wanted to share the information?	0=Very willing to share 1=Indifferent 2=Unwilling to share
Do you think the respondent remained focused throughout the interview?	0=Focused during all maintenance 1=Lost in the middle concentration 2=Was distracted throughout the interview

Thank you. That concludes the survey.

1.3 Codes

Grade list:

0=Nursery / pre-primary

1= CI

2= CP

3=CE1

4=CE2

5=CM1

6=CM2

7=6ème

8=5ème

9=4ème

10=3ème

11=Seconde

12=Première

13=Terminale

Ethnicities list:

0= Arab

1=Beri Beri

2=Djerma

3=Fulani

4=Gourmantche

5=Hausa

6=Kanouri

7=Manga

8=Peul

9=Songaïï

10=Tamajeq

11=Toubou

12=Tuareg

13=International refugees

14= Internally Displaced People

77=Other

Perpetrators list:

1= Local militia

2= Aïr and Azawad Liberation Front (MNLA)

3= Armed Co-ordination Resistance (CRA)

4= Al-Qaeda in the Islamic Maghreb (AQIM)

5= Boko Haram

- 6= Democratic Front for Renewal (FDR)
- 7= Nigerien Movement for Justice (MNJ)
- 8= Revolutionary Armed Forces of the Sahara (FARS)
- 9= Salafist Group for Preaching and Combat (GSPC)
- 10= National Army
- 11= Bandits
- 12= Herdsmens
- 13= Neighbours
- 14= Foreigner
- 15= Student(s)
- 16= Teacher(s)
- 17= UN forces
- 77= Other
- 9999= Don't know

2. TEACHER SURVEY

2.1 Identification data

- Région:
- Département:
- Commune:
- Village name:
- School ID:
- School name:
- Enumerator name:
- Enumerator ID:
- Respondent name:
- Date of interview:
- Location of interview:
- Select all the grades taught: multiple answers can be chosen, see “Grades taught list” in code section below.
- Class name:
- The répondant is présent: yes/no

Hello, my name is “Enumerator name”. I am a researcher working for Save the Children. I am here as part of a study on the conditions of teachers and children in schools in fragile or conflict areas, jointly led by Save the Children and the Institute of Development Institute (IDS).

2.2 Consent form

RESEARCH PROJET

You are invited to participate in a research project named:

"Study of the teachers' and children' conditions in schools located in fragile areas or conflicts"

This study is organised by the Institute of Development Studies (IDS), University of Sussex, UK, in partnership with Save the Children International.

Your participation in this study must be voluntary, you have the right to refuse. Do not hesitate to ask us questions if there is something you do not understand.

In this study, we gather information about schools, teachers, especially the general household characteristics, social networks - family, community, friends – opinions and practices of teachers, extracurricular activities and occupations, and the experiences you had with the conflict. If you decide to participate in this research project, we ask you to inform us if you feel comfortable answering our questionnaire, and the place and date and time that would be best for you to do so.

If you are not comfortable with some of the questions, you have the opportunity to do the following things:

- Do not answer certain questions;
- Stop the interview
- Request additional information from IDS or Save the Children researchers and explain how you feel.

All information collected from you during this study will be confidential. Your confidentiality, that of your family and your children, will be carefully protected throughout the study. You will not be individually identified during this study, that is, we will not share personally identifiable information or link the answers you give directly to you or your family. The data, on the other hand, will be used by Save the Children to improve their education projects.

Your participation in this project is entirely voluntary. You have the full right to refuse to participate in this study. If you refuse, there will be no consequences for you or your family. If you participate, you have the right at any time, and for any reason, to temporarily or permanently interrupt your participation, without any consequences.

Do you want to participate in this survey ? 0=No, 1=Yes

Respondent's signature :

Date :

There will be no financial compensation for your participation in this project. The survey will take about approximately 1h-1h30.

I have read or heard the above information, and have decided to participate in the research project described above. If I refuse to participate, I understand that there will be no penalty or loss of rights, or any other consequences. I may refuse to answer certain questions, and / or interrupt the interview at any time, and / or decide not to participate, even after starting. I am aware that the study will take about approximately 1h-1h30.

If you have any comments, concerns or questions about this research after today, you can contact:

CONTACT:

Idrissa, Director DEVCO : 80097112

Or

Harouna Omar, Field Manager Zinder, Save the Children: 92194124

2.2.1 Background information

We are first going to ask you about your own demographic and social background.

How old are you? (age, in years)	
What is your date of birth?	Day: (range from 1 to 31) Month: (range from 1 to 12) Year: (range from 1920 to 2010) 9999= don't know
Gender	0= Female 1= Male
What is your ethnicity?	Ethnicities list (see codes in the last part below)
What is your religious affiliation	Religions list (see codes in the last part below)
What is your mother tongue?	Languages list (see codes in the last part below)
In which language do you normally teach?	Languages list (see codes in the last part below)
What other languages do you teach in?	Languages list (see codes in the last part below)
What is your marital status	0 = Never married 1 = Married 2 = Widowed/Widower 3 = Divorced/separated 4 = Common-law/Living together 9999 = Don't know
What is the highest earning occupation done by other people in your household?	1 = Does not work 2 = Self-employed agricultural activities 3 = Self-employed in non-agricultural activities

	4 = Domestic work outside household 5 = Wage employment in agricultural activities (e.g, farmer in someone else's farm) 6 = Health worker 7 = Teacher 8 = Police 9 = Politician 10 = Office work 11 = Skilled / Technical worker (e.g. Mechanic, Welder, Carpenter, Engineer, Construction worker) 12 = Driver 13 = Civil servant 14 = Military 77 = Other
At what level did your mother stop going to school? (highest level of education)	0. No education 1. Primary 2. Secondary 3. Secondary second cycle (lycée) 4. Superior 9999= don't know
At what level did your father stop going to school? (highest level of education)	0. No education 1. Primary 2. Secondary 3. Secondary second cycle (lycée) 4. Superior 9999= don't know
How many people live in your household?	Insert n, excluding teacher
How many people living in your household are less than 14?	Insert n, excluding teacher
How many people living in your household are more than 60 years old?	Insert n, excluding teacher
How many sons do you have?	Insert n sons No Children Aged below 5 years Aged 5-15 years Older than 15 years
How many daughters do you have?	Insert n daughters No children Aged below 5 years

	Aged 5-15 years Older than 15 years
How many rooms are there in your household?	Insert n 9999= don't know
What is the main material of the walls where you live?	1 = mud 2 = wood 3 = stone 4 = bricks 5 = concrete 77 = other
Which of the following things do you have at your household?	You can tick more than 1 box 1 = Telephone 2= Radio 3 = Television 4 = Bicycle 5 = Animal drawn cart 6 = Car/truck 7 = Motorcycle/scooter 8 = Table 9 = Chair 10 = Bench/ stool 11 = Fridge 12 = Bed 13 = Electricity 14 = Water pumped into house 15 = Mobile phone 16= Autres (à préciser)
Were you born in this village? (place of birth)	0 = No 1 = Yes
If no, what is your place of birth?	0 = born in the same commune (but different village) 1 = born in the same department (but different commune) 2 = born in the same region (but different department) 3 = born in the same country (but different region) If select 3 choose: 1= Agadez 2= Diffa 3= Dosso 4= Maradi

	5= Niamey 6= Tahoua 7= Tillabéri 8= Zinder 4 = born in a different country If select 4, specify country:
Have you always lived in this village since birth?	0 = No 1 = Yes
If no, when did you move to this village?	Insert list of years (range from 1920 to 2019, should be after year of birth above) 9999= don't know
If no, where did you live before moving to this village?	0 = lived in the same commune (but different village) 1 = lived in the same department (but different commune) 2 = lived in the same region (but different department) 3 = lived in the same country (but different region) If select 3 choose: 1= Agadez 2= Diffa 3= Dosso 4= Maradi 5= Niamey 6= Tahoua 7= Tillabéri 8= Zinder 4 = lived in a different country If select 4, specify country:
Why did you move to this village?	1= To be closer to school 2= HH members needed work 3= for security reasons (civil war, conflict, terrorist attack) 4= family problems (fight with other family members divorce/separation, death in the family) 5= used to live in this village – returning migrants 6= Not enough agricultural land in the previous place

	7= Poor quality of land in the previous place 8= Health problems in the previous place 9= food shortage in the previous place 10= natural disasters (flood, drought, earthquake cyclone), 77= Other specify
Do you have difficulty seeing, even if wearing glasses?	0 = No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty hearing, even if using a hearing aid?	0 = No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty walking or climbing steps?	0 = No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty remembering or concentrating?	0 = No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty (with self-care such as) washing all over or dressing?	0 = No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	0 = No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
How long does it take you to travel to work (one way) on a normal day?	Minutes 9999= don't know
How do you travel to work?	1 = Walk ; 2 = bicycle ; 3 = rickshaw ; 4 = scooter/motorbike; 5 = car; 6 = public transport; 77 = other (specify) -----

2.2.2 Qualifications, Training and Experience

We are now going to ask you about your qualifications, training and experience.

What type of teaching contract/position do you have?	1= Permanent (civil servant) 2= Full time Contract 3= Part time Contract 4= None/Ad hoc/Volunteer 77=Others Specify
What type of teacher are you?	1= Regular teacher 2= Substitute Teacher 77= Others Specify.....
What is the highest level of general education you have completed (excluding any teacher training)?	Education list (see codes in the last part below)
In what year were you first appointed as a teacher?	Insert year [_ _ _] (range from 1950 to 2019, should be after year of birth above) 9999= don't know
Have you been working as teacher continuously since you started?	0 = No 1 = Yes
How many years have you been teaching for?	Insert n (range from 0 to 50)
During how many years have you been a teacher in each of these subjects? (in years)	Insert n (range from 0 to 50) Maths: French: Other languages: Science: Social Studies: Physical education: Religion: English: Computing:
What training did you take to become a primary school teacher?	1 = BEPC + 45 jours 2 = BEPC + 2 ans (ENI école normale des instituteurs) 3 = BEPC + 1 an 4 = Bac + 1 an 5 = None 77 = Other
During your teacher training education, did you specialise?	0 = No 1 = Yes

If yes, please specify area of specialisation	1=Maths 2=French 3=Science 4=Social Studies 5=Physical education 77=Other
In what year were you appointed in this school?	Insert year [_ _ _] (range from 1950 to 2019, <u>should be equal or after year in previous question</u>)
Are you currently registered for any further studies?	0 = No 1 = Yes
Have you received any training during the last academic year (2018-2019)?	0 = No 1 = Yes
If yes, do you receive training on a regular basis every year?	0 = No 1 = Yes
If yes, do you receive training more than once a year?	0 = No 1 = Yes
If no, what year was the last training you received?	Insert year [_ _ _] (range from 1950 to 2019, should be after <u><i>In what year were you first appointed as a teacher?</i></u>)
Are you a member of a teacher association?	0 = No 1 = Yes
If yes, how many meetings did you attend in the past school year?	Insert number (range from 0 to 55) 9999= don't know
In the past school year, did you have a secondary occupation ?	0 = No 1 = Yes
If yes, which type of occupation?	1 = Self-employed agricultural activities 2 = Self-employed in non-agricultural activities 3 = Domestic work outside household 4 = Wage employment in agricultural activities (e..g, farmer in someone else's farm) 5 = Health worker 6 = Teacher 7 = Police 8 = Politician 9 = Office work

	10 = Skilled / Technical worker (e.g. Mechanic, Welder, Carpenter, Engineer, Construction worker) 11 = Driver 12 = Civil servant 13 = Military 77 = Other
Over the last week, how many hours per day did you work on this secondary occupation?	Insert n (range 1 to 24)
How many grades are you currently teaching?	Insert n (range 1 to 20)
What grades are you currently teaching?	1=CI 2=CP 3=CE1 4=CE24 ème année 5=CM1 6=CM2 Multiple answers are allowed.
Which of the following subjects do you teach to this class?	1=Language 2=Mathematics 3=Science 4=All subjects Multiple answers are allowed. If “all subjects” are selected, other choices cannot be selected.

2.2.3 Salary

We are now going to ask you about your salary.

What is your monthly take-home pay at this school?	Monthly salary after tax, including allowances in local currency
What are your salaries and benefits?	1 = salaire de l'Etat 2 = aides des parents
Is your salary paid on time every month?	1=Always, 2=Usually, 3=Occasionally 4=Never
Since you started teaching, in which years was your salary not paid ?	Insert year 2010 2011 2012 2013 2014

	2015 2016 2017 2018 2019 Before 2010 Multiple options are allowed.
Did you receive any cash or kind from your students as “frais de motivation” in the past school year?	0 = No 1 = Yes
If yes, what is the amount you received in the past school year? in West African CFA franc	Insert n 9999= don't know
Did you receive any rewards/incentives for good performance in the past school year in cash, in kind or in recognition?	0 = Yes 1 = No
What is the amount you received in the past school year? in West African CFA franc	Insert n 9999= don't know

2.2.4 Violent Attacks

Consent form

SAY: I am now going to ask some more questions on violent attacks and threats that you may have suffered.

You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable.

Your answers will help us in better understanding the local conditions of teachers. This information will help the government to improve the education system.

Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.

Would you like to continue? We hope that you will as your answers are very useful to us.

The teacher's response:

Verbal Consent: 0 = No, 1 = Yes.

If answered Yes, ask questions in section 4:

We are now going to ask you about violent attacks and threats that you may have experienced over your life

Were you ever a victim of a violent attacks?	0=No 1=Yes
Please list all the violent attacks you have experienced Ask if previous question==1	Record attacks in CTO. Separate entry for each attack. Enter up to 5. Remind the enumerator if more than 5 to think of the most traumatic/violent ones.
Ask these following questions in this table in sequence and repeat for each ITEM] from the list above	
What was the main type of violence that you faced in this attack ([ITEM])?	1 = Beating/torture/Injured 2 = Rape 3 = Recruitment by terrorist groups/rebels 4 = Kidnapping 5= Threats 6 = Harassments (obscene remarks, obscene gestures, intimidated) 77=Other Only 1 answer allowed
If yes, in which year have you been a victim of [ITEM]?	2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 Before 2010 Only 1 year allowed
Have you experienced [ITEM] in this school?	0= No 1= Yes
If no, have you experienced [ITEM] at home?	0= No 1= Yes
If no, where have you experienced [ITEM]?	Enter text
Who was the perpetrator of [ITEM]?	1 = Local militia 2. Aïr and Azawad Liberation Front (MNLA) 3. Armed Co-ordination Resistance (CRA) 4. Al-Qaeda in the Islamic Maghreb (AQIM) 5. Boko Haram 6. Democratic Front for Renewal (FDR)

	7. Nigerien Movement for Justice (MNJ) 8. Revolutionary Armed Forces of the Sahara (FARS) 9. Salafist Group for Preaching and Combat (GSPC) 10. National army 11. Bandits 12. Herdsmens 13 = Neighbours 14 = Foreigner 15= Student(s) 16= Teacher(s) 17= UN forces 77= Other 9999 = Don't know
Was the [ITEM] explicitly targeted toward you?	0= No 1= Yes
Have you lost someone close to you during [ITEM]? (relative or close friend)	0= No 1= Yes
Was your house destroyed or expropriated because of [ITEM]?	0= No 1= Yes
Were you displaced because of [ITEM]?	0= No 1= Yes

2.2.5 Social network

We are now going to ask you about the people you talk to.

How many family members live in this village / entity?	Insert n
Do you ask help from these people when you need?	0 = No 1 = Yes
If yes, who do you talk to in your household when you need help with a problem?	Family relationship list (see codes in the last part below) Multiple answers allowed
Who do you talk in your household when you need emotional support?	Family relationship list (see codes in the last part below) Multiple answers allowed
How many friends to you have in this village / entity?	Insert n
Can you list the names of friends that you talk to when you need help with a problem?	List up to 10
Does any of the following live in your household or is part of your family?	List \${relationtoleader} : 0=None

	1=Tribal leaders / Council of Elders 2=Religious 3=Political (National/Regional/Departmental/Communal level civil servant) 4=Teacher (University professor, head teacher, secondary school teacher, primary school teacher) 5=Community leader 6=Military 7=Leader of any employment/job organization 77=Other Multiple answers allowed. If "None" is selected, it is not possible to select another answer.
Ask the following 3 questions in this table in sequence and repeat for each \${relationtoleader} the respondent selected.	
How are you related to \${relationtoleader} ?	Family relationship list (see codes in the last part below)
How often do you communicate with \${relationtoleader} ?	0 = No communication 1 = 1-2 times a year 2 = 1-2 times a month 3 = 1-3 times a week 4 = 4-6 times a week 5 = Daily
If you have a problem, do you think \${relationtoleader} will help you?	0 = No 1 = Yes
Are you a member of any of the following groups in your village?	1.Church: catholic, protestant 2.Mosque: Islam 3.Catechist/Animist 4.Barza 5.Political group 6.State administration 7.Army 8.Armed groups 9.Savings group 10.Women group 11.School parents' group 12.Ethnic association 0.None of the above

	Multiple answers allowed. If “None of the above” is selected, it is not possible to select another answer.
How frequently do you attend meetings with \${groupsnames} ?	0 = Never 1 = Once or twice a year 2 = Once or twice a month 3 = Once or more times a week
In the past school year, did you receive any emotional support from \${groupsnames} ?	0 = No 1 = Yes
In the past school year, did you receive any economic support from \${groupsnames} ?	0 = No 1 = Yes
In the past school year, did you receive any protection from \${groupsnames} ?	0 = No 1 = Yes

2.2.6 Job satisfaction

We are now going to ask you about your level of job satisfaction.

What is the most important reason you became a teacher?	1 = It is a permanent job/likely to be made permanent 2 = It has some social status 3 = It is the most appropriate profession for women 4 = I knew I was good at teaching 5 = My mother/father/relative was a teacher 6 = I needed something to do after graduation 7 = I could not find another job 8 = Love of teaching and children's education 77 = Other (specify)
For your current post, is this region your posting of choice?	0 = No 1 = Yes
Is this school your posting of choice?	0 = No 1 = Yes
How many schools have you taught at the past 3 years?	Insert n
Did you teach in displaced schools over the past 3 years?	0 = No 1 = Yes

How has your work load changed over the past three years in this school?	1 = increased 2 = remained same 3 = decreased 88 = NA
If your work load has increased, what are the main reasons (select at most three)?	1 = Increase in the number of students per class 2 = Increase in the number of lessons/ change in the textbooks 3 = Introduction of new government mandated curricular content 4 = Increase in non-teaching activities , specify 5 = Students limited understanding of the language we use for teaching 6 = Lack of involvement of parents in children's education 7 = Shortage of teachers appointed 8 = Absenteeism among colleagues 9 = Lack of discipline among students 10 = Time required to prepare new teaching and learning materials 77 = Other(Specify) _____

These questions ask for the teacher's opinion of his work.

SAY:

This part is about asking your opinion, so there is no right or wrong answer.

*Please give answers as honest as possible. You will tell if you are: **strongly disagree, disagree, neither agree nor disagree, agree and strongly agree***

To what extent do you agree with the following statements about your job?	1 = Strongly Agree 2 = Agree 3 = Neither agree or disagree 4 = Disagree 5 = Strongly Disagree
I am satisfied with my current salary in this job	
I am satisfied with the number of working hours in each school day.	
I am satisfied with the availability of textbooks in school for myself and all the children in my class.	
I am satisfied with the condition of school infrastructure, such as classrooms.	
I am satisfied with job security in this job	

I am satisfied with the level of cooperation from parents.	
I am satisfied with my social status as a teacher in the community.	
I am satisfied with the support from other teachers.	
I am satisfied with the support from the head teacher.	
I would like to change to another school if that were possible.	
I regret that I decided to become a teacher.	

2.2.7 Teacher instruction time and time use

We are now going to ask you about your time use as a teacher.

On a regular day, how many hours per day you should teach?	Insert n (range from 0 to 20) 9999 = Don't know
On a regular day, about how many hours per day do you spend actually teaching classes?	Insert n (range from 0 to 20) 9999 = Don't know
On a regular day, do you have time to prepare lessons in advance of class?	0 = No 1 = Yes
How many hours per day do you spend preparing lessons in advance of class?	Insert n 9999 = Don't know
On a regular day, do you have time to correct students' work?	0 = No 1 = Yes
How many hours per day do you spend correcting students' work?	Insert n 9999 = Don't know
On a regular week at school, about how many hours per week do you spend on:	
Conducting administrative duties	Hours per week (range from 0 to 168) 9999 = Don't know
Providing free remedial help to students outside of school hours?	Hours per week (range from 0 to 168) 9999 = Don't know
Providing private tutoring for pay?	Hours per week (range from 0 to 168) 9999 = Don't know
Communicating with parents or guardians?	Hours per week (range from 0 to 168) 9999 = Don't know

2.2.8 Teacher absenteeism

We are now going to ask you about your absences from school.

Over the last WEEK, how many days have you been absent from school?	Insert days (range from 0 to 7)
If so, what were the main reasons (tick all that apply)	1.orders from the local government (performing official duties such as election duties etc.) 2.training 3.principal's orders 4.illness/family reasons 5.transport problems 6.natural disaster 7.formal leave/maternity leave/special female leave 8. absent without leave 9.transfer to another school 10.suspended 11. second occupation 12.conflict 13.school too far 14. travel to collect salary 77.other (specify) 9999.reasons unknown
Over the last MONTH, how many days have you been absent from school?	Insert days (range from 0 to 31)
If so, what were the main reasons (tick all that apply)	1.orders from the local government (performing official duties such as election duties etc.) 2.training 3.principal's orders 4.illness/family reasons 5.transport problems 6.natural disaster 7.formal leave/maternity leave/special female leave 8. absent without leave 9.transfer to another school 10.suspended 11. second occupation 12.conflict 13.school too far

	14. travel to collect salary 77.other (specify) 9999.reasons unknown
--	--

2.2.9 Teaching challenges

We are now going to ask you about the challenges of being a teacher.

During the last academic year (2018 -19), have you faced any of the following challenges with the class/es you teach and if so, how manageable was the situation?	0 = No 1 = Yes	If yes, how manageable was the situation? 1=Manageable 2=Manageable with some difficulty 3 = Not manageable
Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities)		
Students with other difficulties in learning, shown by poor marks in tests and homework		
Students lacking prerequisite knowledge or skills		
Too many students in the class for one teacher		
Few students in the class		
Children from different grades in the class		
Disruptive children in the class		
Uninterested children in the class		
Irregular attendance of students		
The other teachers are often absent		
Problems with parents of students		
Community environment (e.g. unsafe, aggressive behaviour, attacks in the neighbourhood, etc.)		
Parents not being able to afford the required materials		
Students tired and/or not concentrating, e.g. due to hunger, due to lack of sleep		
How many students in this class experience difficulties understanding the language of instruction?	Insert n	Answer this question if answer is greater than 0
Students who are ex-combatants		
Students who are linked to armed groups or military actors		

2.2.10 Quality of teaching practices, beliefs and attitudes

SAY: Now, I would like to ask you questions about your opinions about your teaching, your learning, your discipline, your roles, and the violence.

SAY: Tell me, how much do you agree or disagree with this statement? Please tell me or indicate whether you strongly disagree, disagree, neither agree or disagree, agree and strongly agree.

Remember that there is no right or wrong answer.

I) Attitudes:

a) Teaching

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Teachers skills need to be updated from time to time.					
Teachers have very little influence on children's level of learning in class. Many other factors are more important in explaining children's level of learning in class.					
Teachers should ensure that children find the learning content relatable.					
One of the teachers' role is to provide feedback to the children.					
Teachers should know their students' names and address them by their names					
Teachers should ignore students' feeling when teaching					

b) Positive /negative discipline (attitudes)

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Teacher should physically punish the students for not doing their homework					
Teachers should reward students for doing correctly their classwork.					
Teacher should make a student sit in the corner of the class for misbehaving.					
Teachers should use the cane more frequently.					

II) *Gender attitudes*

a) *Gender stereotypes*

Education:

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Wives should be less educated than their husbands					
Sending boys to the town for further studies has a better outcome for the parents / for the children than sending girls					
The main reason to educate girls to higher level is so that they find better husbands.					
Girls should be allowed to study as far as they want					

Employment:

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
A woman's most important role is to take care of her home, feeding kids and cook for her family					
Being a teacher would be a more suitable job for a woman					
Men are more likely to become doctors than women					

Women's role:

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
It would be acceptable to elect a woman as the village head					
A man should have the final word about decisions in his home					
If the father and mother both work, fathers should share in cooking and cleaning.					
Both men and women should be able to own land and property.					

Gender discrimination in the classroom and in the school and Teachers' application of gender-responsive strategies in the class (content, tasks and assessments)

Teaching and learning resources and content

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Girls and boys should be encouraged to read the same					

books, regardless of the subject matter of the book.					
It would be good if children's books showed both girls and boys becoming doctors, engineers and scientists.					
Text books should encourage women to stay at home and be good wives and mothers,					

Use of language

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Teachers should treat boys and girls differently because girls and boys have different skills					

Participation in class and evaluation strategies

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Teachers should encourage in the same way both girls and boys to participate equally in class.					
Teachers should assign boys in leadership positions during partner and group activities					

b) Attitudes toward violence

Attitudes towards gender based violence

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
In your opinion, is a husband justified in hitting or beating his wife in the following situations:					

a) If she goes out without telling him?					
b) If she neglects the children?					
c) If she argues with him?					
d) If she refuses to have sex with him?					

III) Practices:

SAY: *I want to ask you some questions about your school. Now, I will read some comments and statements about your school. I want you to tell me how often this happened in the last week. For example, if you say, "I discuss with other teachers pedagogical practices". Tell me, how many times has this happened for a week?*

SAY: *Now think about the following statements about your school. Remember that there is no right or wrong answer. I just want to know how often this happens during a regular week at your school.*

SAY: *I will now read some statements.*

a) Teaching

How often do you have the following types of interactions with other teachers?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
a) I discuss how to teach a particular topic b) I collaborate in planning and preparing instructional materials c) I share what I have learned about my teaching experiences d) I work together to try out new ideas	
How often do you do the following in teaching this class?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
Lesson facilitation:	
a) I summarise what students should have learned from the lesson b) I relate the lesson to students' daily lives c) I bring interesting materials to class d) I use graphs, pictures and printed materials on walls, figures during my classes	

<p>Checks for understanding:</p> <p>a) I ask questions to students to check their understanding</p> <p>Feedback:</p> <p>a) When a student respond incorrectly to a question, I do not provide feedback and move on with my class to avoid delays</p> <p>b) I provide specific comments and suggestions when a student performs well in a task</p>	
---	--

b) Literacy

Learning to read

Items	Very often	Often	Sometimes	Almost never	Never
I ask students to repeat the alphabet					
I use pictures of objects and ask students the first letter of the name of the objects.					
I use short word written on the board and ask students to read the letters of words					

Reading comprehension

Items	Very often	Often	Sometimes	Almost never	Never
I ask students to listen to a story					
I ask students to read a story					
I ask students to answer questions on key aspects of the story (protagonist, the setting, the sequence of events)					

Learning writing

Items	Very often	Often	Sometimes	Almost never	Never
I ask students to write sentences multiples times with different verbs or nouns					
I ask students to write texts to express ideas, feelings, emotions and impressions, etc?					
I ask students to give me a word based on a first letter					
I ask students to match words spoken at loud with written words					

When you have reading instruction and/or do reading activities, how often do you organise students in the following ways? a) I teach reading as a whole-class activity b) I create same-ability groups c) I create mixed-ability groups d) Students work independently on an assigned plan or goal e) Students read at loud	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
--	---

Fluidity of reading:

During your lessons, how often do you ask your students to guess the word you are thinking of?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
During your lessons, how often do you ask your students to think of synonyms, antonyms or words that rhyme?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
During your lessons, how often do you ask your students to identify mistakes in words you wrote on the blackboard?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
How often to organise plays or poetry recitals?	1 = Never

	2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
--	--

Vocabulary

During your lessons how often do you connect words to a picture?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
During your lessons, how often do you stop an activity to explain a word?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
During your lessons, how often do you create word banks on specific themes?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
During your lessons, how often do you give newspapers to students and ask them to cut out words they do not know?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often

c) Classroom culture / code of conduct

Items	Very often	Often	Sometimes	Almost never	Never
I praise and encourage students when they perform well in a task					
I call my students by name					
I raise my voice and speak in a harsh tone with my students when needed					
I provide the same teaching methods to all the students					
I encourage all students to participate in learning activities					

regardless of gender, ethnicity, or cognitive and physical ability level.					
I divide students with different abilities during learning activities					
I reward students for improving their school work.					
I ignore students who show little interest in school work.					

d) Socio emotional skills

Autonomy

Items	Very often	Often	Sometimes	Almost never	Never
<p>In the organisation of the class and in the students' own organisation, I provide students with choices.</p> <p>For example: you provide students with choices on:</p> <ul style="list-style-type: none"> - the order of activities during the class - where a student can sit, - what material the student can use during the class 					
<p>When the students are completing some work in classroom or some homework, I suggest different ways to do the task and they will choose autonomously.</p>					
<p>I provide students with opportunities to help in the organisation of the classroom.</p> <p>For example:</p> <ul style="list-style-type: none"> - fetching water - wiping the board - cleaning the room 					

I provide students with opportunities to answer questions letting them write on the board and explain their reasoning.					
--	--	--	--	--	--

e) Conflict sensitive

Providing psychological first aid with students who experienced conflict

Items	Very often	Often	Sometimes	Almost never	Never
I take notes of the changes in a student's performance in school and discuss it with the student.					
I observe my students' behaviour through art activities or games					
I inform students on the security measures in this school					
I encourage students to think about other events if the students are frequently mentioning an event of violence or conflict					
I inform the students affected by events of violence that resources to help are available					
I keep communications open with others involved in the students' lives (parents, etc.)					

2.2.11 Perception of school environment and safety at school

SAY: Now, I would like to ask you questions about your views on your perception of the school environment and school safety.

SAY: Tell me, how much do you agree or disagree with this statement? Please tell me or indicate whether you strongly disagree, disagree, neither agree or disagree, agree and strongly agree.

Remember, there is no right or wrong answer. "

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Students sometimes threaten to hurt teachers.					
Girls feel safe at school.					
Girls do not feel safe traveling to and from school.					
Girls usually report incident(s) of physical violence when they experience it or witness it.					
Teachers or school officials immediately take action when students report incident(s) of violence.					
Boys feel safe at school.					
Do you think that girls in this school come less often to school because they fear of being harassed on the way to school?					

2.2.12 Socio-emotional well-being

SAY: I am going to ask some more questions on stress you may experience because of previous events.

You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable.

Your answers will help us in better understanding the local conditions of teachers like you. This information will help the government to improve the education system.

Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.

Would you like to continue? We hope that you will as your answers are very useful to us.

The teacher's response:

Verbal Consent: 0 = No, 1 = Yes.

If answered Yes, ask questions in section 12:

These questions ask the teacher about the frequency of certain behaviors.

"SAY: *I want to ask you some questions about the stress you may have due to past events, I want you to tell me how often certain behaviors occur, for example, if you say, "I remember Sad situations "" Tell me, how many times has this happened? "*

Wait for the teacher to indicate one of the options. Make sure he understands how to answer these questions correctly.

- PCL (Post-traumatic Stress Disorder Checklist, US Veterans Affairs: <https://www.ptsd.va.gov/professional/assessment/adult-sr/ptsd-checklist.asp>)

	Not at all	A little bit	Moderately	Quite a bit	Extremely
Repeated, disturbing memories, thoughts or images of a stressful experience from the past	1	2	3	4	5
Repeated, disturbing dreams of a stressful experience from the past					
Suddenly acting or feeling as if a stressful experience were happening again (as if you were reliving it)					
Feeling very upset when something reminded you of a stressful experience from the past					
Having physical reactions (e.g. heart pounding, trouble breathing, sweating) when something reminded you a stressful experience from your past					

Avoiding thinking about or talking about a stressful experience from the past or avoiding having feelings related to it.					
Avoiding activities or situations because they reminded you of a stressful experience from the past					
Trouble remembering important parts of a stressful experience from your past					
Loss of interest in activities that you used to enjoy					
Feeling distant or cut off from other people					
Feeling emotionally numb or being unable to have loving feelings for those close to you					
Feeling as if your future will somehow be cut short					
Trouble falling or staying asleep					
Feeling irritable or having angry outbursts					
Having difficulty concentrating					
Being “super-alert” or watchful or on guard					
Feeling jumpy or easily startled					

2.2.13 Social desirability score

SAY: This part is for asking your opinion, so there is no right or wrong answer. Please give answers as honest as possible. You will tell if you are: disagree, neither or agree

Items	Agree	Disagree
No matter who I'm talking to, I'm always a good listener		
I'm always willing to admit it when I make a mistake		
I sometimes try to get even rather than forgive and forget		
I am always courteous, even to people who are disagreeable		
There have times when I was quite jealous of others		

2.2.14 End of the interview

Record the GPS data:	
Interview result:	1=Interview finished 2=Partly completed 3=Teacher has refused to have the interview 4=Teacher is not there 77=Other, specify
Do you think the respondent wanted to share the information?	0=Very willing to share 1=Indifferent 2=Unwilling to share
Do you think the respondent remained focused throughout the interview?	0=Focused during all maintenance 1=Lost in the middle concentration 2=Was distracted throughout the interview

Thank you. That concludes the survey.

2.3 Codes

Grades taught list:

0=Nursery / pre-school

1= CI

2= CP

3=CE1

4=CE2

5=CM1

6=CM2

7=6ème

8=5ème

9=4ème
10=3ème
11=Seconde
12=Première
13=Terminale
14=Head teacher

Ethnicities list:

0= Arab
1=Beri Beri
2=Djerma
3=Fulani
4=Gourmantche
5=Hausa
6=Kanouri
7=Manga
8=Peul
9=Songaïï
10=Tamajeq
11=Toubou
12=Tuareg
13=International refugees
14= Internally Displaced People
77=Other

Religions list:

1=Muslim
2=Christian: Catholic
3=Christian: Protestant
4= Animism
5=Bahá'í Faith
6=Syncretic sects or indigenous beliefs
77=Other

Language list:

1=Hausa
2=Songhai (including Zarma)
3=Tamasheq
4=Fulfulde
5=Kanuri
6=Arabic
7=Gourmanchéma
8=Tebu

9=Peulh/ Fulani
10=Touareg
11=French
12= Buduma
13=Tassawaq
77=Other

Education list:

0=pre-school
1= CI
2= CP
3=CE1
4=CE2
5=CM1
6=CM2
7=6ème
8=5ème
9=4ème
10=3ème
11=Seconde
12=Première
13=Terminale
14=Première année en Centre d'Education Alternative
15=Deuxième année en Centre d'Education Alternative
16=Troisième année en Centre d'Education Alternative
17=Quatrième année en Centre d'Education Alternative
18=Première année en Centre de Formation et Développement Communautaire
19=Deuxième année en Centre de Formation et Développement Communautaire
20=Troisième année en Centre de Formation et Développement Communautaire
21=Quatrième année en Centre de Formation et Développement Communautaire
22= Bac+1
23= Bac+2
24= Bac+3
25= Bac+4
26= Bac+5
27= Bac+6
28= Bac+7
29= Bac+8
30=Other Technical Formation
77=Other
9999=Don't know

Family relationship list:

- 0=HH head
- 1=Partner of HH head
- 2=Son
- 3=Daughter
- 4=Mother of the HH head
- 5=Father of the HH head
- 6=Mother of the spouse
- 7=Father of the spouse
- 8=Brother of the HH head
- 9=Sister of the HH head
- 10=Brother of the spouse
- 11=Sister of the spouse
- 12=Uncle
- 13=Aunt
- 14=Cousin
- 15=Nephew
- 16=Niece
- 17=Grandson
- 18=Granddaughter
- 19=Son in law
- 20=Daughter in law
- 21=Stepson
- 22=Stepdaughter
- 23=Other relative
- 24=Other non-relative

3. CHILD AND CAREGIVER SURVEYS

3.1 Identification data

Région:
Département:
Commune:
Village name:
School I :
School name:
Enumerator name:
Enumerator ID:
Caregiver name:
Child name:
Child ID:

Select the Grade 4 (CE2) class name:	A= A B=B C=C D=D E=E F=F G=G H=H I=I 9999=Only one class
--------------------------------------	---

Date of interview:
Location of interview:

Hello, my name is “Enumerator name”. I am a researcher working for Save the Children. I am here as part of a study on the conditions of teachers and children in schools in fragile or conflict areas, jointly led by Save the Children and the Institute of Development Institute (IDS).

3.2 Consent form, caregivers

RESEARCH PROJET

You are invited to participate in a research project named:

"Study of the teachers' and children' conditions in schools located in fragile areas or conflicts"

This study is organised by the Institute of Development Studies (IDS), University of Sussex, UK, in partnership with Save the Children International.

Your participation in this study must be voluntary, you have the right to refuse. Do not hesitate to ask us questions if there is something you do not understand.

In this study, we collect information about students, in particularly about the general household characteristics and experiences of children in conflict. If you decide to participate in this research project, we ask you to inform us if you feel comfortable answering our questionnaire, and the place and date and time that would be best for you to do so.

If you are not comfortable with some of the questions, you have the opportunity to do the following things:

- Do not answer certain questions;
- Stop the interview
- Request additional information from IDS or Save the Children researchers and explain how you feel.

All information collected from you during this study will be confidential. Your confidentiality, that of your family and your children, will be carefully protected throughout the study. You will not be individually identified during this study, that is, we will not share personally identifiable information or link the answers you give directly to you or your family. The data, on the other hand, will be used by Save the Children to improve their education projects. For your child's protection, if he/she shares information about violence from anyone (teachers, other children or other) during the child survey, you or your child may choose to report it to Save the Children.

Your participation in this project is entirely voluntary. You have the full right to refuse to participate in this study. If you refuse, there will be no consequences for you or your family. If you participate, you have the right at any time, and for any reason, to temporarily or permanently interrupt your participation, without any consequences.

There will be no financial compensation for your participation in this project. The survey will take about approximately 45 minutes - 1h for the child survey and 30 minutes for the caregiver survey.

I have read or heard the above information, and have decided to participate in the research project described above. If I refuse to participate, I understand that there will be no penalty or loss of rights, or any other consequences. I may refuse to answer certain questions, and / or interrupt the interview at any time, and / or decide not to participate, even after starting. I am aware that the study will take about approximately 45 minutes - 1h for the child survey and 30 minutes for the caregiver survey.

If you have any comments, concerns or questions about this research after today, you can contact:

CONTACT:

Idrissa, Director DEVCO : 80097112

Or

Harouna Omar, Field Manager Zinder, Save the Children: 92194124

Do you want that your child participate in this survey ? 0=No, 1=Yes

Respondent's signature :

Date :

3.3 Consent form, child

Hello, my name is

I am a student at the University. It's a kind of school, but bigger. Young people and adults like me go there to learn things.

Your teacher let me come here to talk to you about education and school.

We will both write our names below. This will be our signatures. They will show other people that you are happy that I ask you questions about education. I will give you this letter so that you can keep it.

I want to see what students, like you, think about school?

What do you think about teachers and other students?

What have you learned?

Can I ask you a few questions about you and your household, about your education and school, about who you talk to, about reading and maths?

Answer of child:

Only Save the Children will keep your answers. Your answers will not be shared with your parents or teachers or other people here. Your name will not be written on the answer sheet so that nobody knows what you have answered. For your protection, if you share some information about violence from anyone (teachers, other children or other), you can choose to report it to Save the Children.

You can tell me or your teacher, if you want to take a break or if you want to stop and I will stop. If you do not want to answer all the questions, that's fine.

You can ask me anything you want to know about me and my job.

Consent: ☐

Child name :

3.4 Child survey

3.4.1 Child background information

I am going to ask you some general questions.

How old are you? (in years)	Insert n (range from 1 to 20)
Gender?	0= Female 1= Male
What is the name of the language you speak at home?	Language list (see codes in the last part below)
Do you speak any other languages?	0 = No 1 = Yes
If yes, which other languages do you speak well?	Language list (see codes in the last part below)
Do you have difficulty seeing, even if wearing glasses?	0= No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty hearing, even if using a hearing aid?	0= No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty walking or climbing steps?	0= No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty remembering or concentrating?	0= No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Do you have difficulty with self-care such as washing all over or dressing?	0= No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	0= No difficulty 1 = Some difficulty 2 = A lot of difficulty 3 = Cannot do at all
How many meals a day do you normally eat?	0 = 0 1 = 1

	2 = 2 3 = 3 4 = 4 5 = 5
How often do you feel hungry during the day?	0 = Never 1 = Sometimes 2 = Always

3.4.2 Perceptions of security and risks in school

SAY: Now I will ask your opinion about different things and I want you to tell me what you think or feel about them. This section intends to ask about your opinion, **so there are no right or wrong answers.**

FIELDWORKER: Prompt Card #1 to the child. Read and explain each of the 5 alternatives: **Strongly disagree, Disagree, Neither agree or disagree, Agree and Strongly agree.**

CARD #1:

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

SAY: Here you have a card with 5 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements about **the security and risks in the school**. I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your opinion.

FIELDWORKER: Read the following example:

One statement about your security in the school: "Policeman protect the school".

If you strongly agree, you should point the option **Strongly agree**.

If you agree, you should point the option **Agree**.

If you Neither agree or disagree, you should point the option **Neither agree or disagree**

*If you disagree, you should point the option **Disagree**.*

*If you strongly disagree, you should point the option **Strongly disagree**.*

SAY: Now let's practice with another example.

If I tell you: "Teachers are concerned about students' safety". Tell me, how much do you agree or disagree with this?

FIELDWORKER: Wait until the child points one of the options. Make sure that s(he) has understood how to properly answer these questions.

SAY: Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Gangs [bandit] are a problem in this school					
Violence is a problem in this school					
Girls feel safe at school.					
Girls do not feel safe traveling to and from school.					
Students know who to report to when they experience or witness violence.					
Girls usually report incident(s) of physical violence when they experience it or witness it.					
School officials usually do something when students hurt physically other students.					
Students are afraid to report incident(s) of sexual harassment or sexual violence.					
Boys feel safe at school.					
Boys do not feel safe traveling to and from school.					

Boys usually report incident(s) of physical violence when they experience it or witness it.					
Teachers or school officials immediately take action when students report incident(s) of violence.					
Most students are aware of risks associated with armed conflict					

Do you feel protected and secure when you are at school?	0 = No 1 = Yes
If answered no, what is the main reason why you think this school is not safe?	1 = No or limited presence of public force 2 = Presence of armed groups 3 = Presence of criminal groups 4 = Religious disputes 5 = Land disputes 6 = Violence in school 77 Other: _____
Who do you think best protects this school ?	1 = Police or other public forces 2 = Teachers 3 = Parents 4 = Other students 5 = People in the community 77 = Other _____

SAY: Remember this CARD we used earlier. We will now use this same CARD again.

FIELDWORKER: Show CARD # 1 to the child. Read and explain each of the 5 possible answers: strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

SAY: Tell me, how much do you agree or disagree with these statements? Please, tell me or tell me by showing on the CARD whether you strongly disagree, disagree, agree or disagree, agree and strongly agree.

[Note: show the different response options of CARD # 1 when you say them].
 Remember that there is no right or wrong answer.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I know what to do when there are attacks in schools					
Teachers teach us how to behave in emergency situations					

3.4.3 School environment

FIELDWORKER: Prompt Card #2 to the child and read each of the 5 alternatives: **Never, Almost never, Sometimes, Often, Very often.**

CARD #2:

1	2	3	4	5
Never	Almost Never	Sometimes	Often	Very often

SAY:

*I want to ask you some questions about your school. Now you have a similar card with 5 alternatives that range from **Never** to **Very often** (show the Card #2). Now I will read some comments and statements about your school. I want you to tell me how often did it happen during the past school year by pointing at an option on this card. 1 means that **never**, 2 indicates **almost never**, 3 if it is a **sometimes**, 4 for **often** and 5 **very often**. There is no right or wrong answer.*

SAY: For instance, if say that: "Teachers are absent from class". Tell me, how often this happened during the past school year?

FIELDWORKER: Wait until child points one of the options. Make sure that s(he) has understood how to properly answer these questions.

SAY: Now, think about the following statements about your school. Remember that there are no right or wrong answers; I just want to know how often it happens during the past school year at your school.

SAY: I am now going to read some statements.

In my school:	Very often	Often	Sometimes	Almost never	Never
In my school, teachers treat me fairly.					
In my school, teachers help me complete tasks and assignments.					
In my school, teachers praise me for good work.					
In my school, teachers help me when I am sad.					
In my school, teachers threaten to hurt me.					
In my school, teachers humiliate me.					

SAY: Now, I would like to ask you questions about your opinions about your school and discipline in school. Remember the card we used a bit earlier. Now we are going to use this one again.

FIELDWORKER: Prompt Card #1 to the child. Read and explain each of the 5 alternatives: **Strongly disagree, Disagree, Neither agree or disagree, Agree and Strongly agree.**

SAY: Tell me, how much do you agree or disagree with these statement? Please tell me or indicate by pointing if you **Strongly disagree, Disagree, Neither agree or disagree, Agree and Strongly agree**

[Note: Point to the different response options on the Card #1 as you say them]. Remember that there are no right or wrong answers.

	Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	Students are taught how to solve conflicts with others.					
	Students are taught that they should care about how others feel.					

Discipline and violence in school: perceptions

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The consequences of breaking school rules are fair.					
Students are punished unfairly.					
Students are sometimes afraid to go to school for fear of punishment.					
Use of the whip or the stick or other forms of corporal punishment (e.g., pulling ears, kicking, slapping, standing in the sun) is common in enforcing discipline.					
Teachers or the school officials punish or exclude students when they do not pay school fees					

Discipline and violence in school: experiences

SAY: Now, I would like to ask you questions about the level of discipline in school.

If you do not want to answer one or more questions, that's not a problem. I'll stop if you tell me. Everything we talk about here and everything you tell me will stay between us. Your answers will not be shared with your parents or teachers or other people here.

Remember the other card we used a bit earlier. Now we are going to use this one again.

FIELDWORKER: Prompt Card #2 to the child and read each of the 5 alternatives: **Never, Almost never, Sometimes, Often, Very often.**

SAY: Please tell me how many times a teacher did the following things to you during the past school year). Please tell me or indicate by pointing if this "Never" happened in the past school year or if it happened "Almost never", "Sometimes", "Often," or "Very often." [Note: Point to the different response options on the Card #2 as you say them]. Remember that there are no right or wrong answers.

Items	Very often	Often	Sometimes	Almost never	Never
Shouted things at you in front of your classmates that humiliated you.					
Hit you with a hand or a closed fist on your body, including your head, face, hand, chest, or leg.					
Hit you with any type of object such as a cane, stick, belt, or book.					
Pulled or twisted your ear.					
Made you stand or kneel in a way that hurts or for a long period of time.					
Made you work at the school or at the teacher's house as punishment.					

3.4.4 Attitudes and behaviour toward gender norms

a) Gender attitudes index

SAY: Now, I would like to ask you questions about your opinions about gender norms. Remember the card we used a bit earlier. Now we are going to use this one again.

FIELDWORKER: Prompt Card #1 to the child. Read and explain each of the 5 alternatives: **Strongly disagree, Disagree, Neither agree or disagree, Agree and Strongly agree.**

*SAY: Tell me, how much do you agree or disagree with these statement? Please tell me or indicate by pointing if you **Strongly disagree, Disagree, Neither agree or disagree, Agree and Strongly agree***

[Note: Point to the different response options on the Card #1 as you say them].
Remember that there are no right or wrong answers.

Education:

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Wives should be less educated than their husbands					
Girls and boys should be treated equally in the classrooms by their teachers.					

Employment:

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
A woman's most important role is to take care of her home, feeding kids and cook for her family					
Marriage is more important for a woman than her job					

Women's role:

Items	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
It is acceptable to elect a woman as the village head					
A man should have the final word about decisions in his home					
A woman should tolerate violence in order to keep her family together					

b) Gender behaviour index

Participation in household chores:

In the past week, did you do any household chores, like cook, clean, wash dishes, wash clothes, take care of a younger sibling?	0 = No 1 = Yes
If yes, how many hours during the day do you do these activities in the past week?	Insert n (range from 0 to 15) 9999= Don't know
In the past month, have you missed school due to your household responsibilities?	0 = No 1 = Yes
In the past week, do you normally do paid work – work that you do in exchange for money or other kind of payment (like food)?	0 = No 1 = Yes
If yes, how many hours during the day do you do these activities in the past week?	Insert n (range from 0 to 15) 9999= Don't know
In the past month, have you missed school due to your paid work?	0 = No 1 = Yes

3.4.5 Aspirations index

Items	
Will you continue school past the end of primary school?	0 = No 1 = Yes
Will you continue school past the end of secondary school?	0 = No 1 = Yes
Suppose you were to get married right after school, would you want to continue your education after marriage?	0 = No 1 = Yes
What is the highest level of education you would like to complete if finances and opportunity of the school/college are available?	Education list (see codes in the last part below)
What occupation do you expect to have when you are 25 years old?	0=None, 2 = teacher, 3 =doctor/nurse, 4 = Other govt job, 5 = Work on a farm, 6= Run your own business, 77 = Other, specify

3.4.6 Child networks

Household	a	b	c	d
	Who do you live with?	<i>For these household members, ask the child the questions under column b-d.</i>	Do you talk to [REL code] when you are sad? (Yes=1, No=0)	Does [REL code] help you calm down when you are upset or angry? (Yes=1, No=0)
	Relationships list (see codes in the last part below)	Do you go to [REL code] when you need help with a problem? Yes=1 No=1		

	a	b	c	d	e	f
Friend	Can you tell me the names of three of your <u>close friends</u> ?	<i>For these first three friends, ask the child the questions under column b-f.</i>	Do you talk to [friend] when you are sad? (Yes=1, No=0)	Does he/she help you calm down when you are angry? (Yes=1, No=0)	Do you know when [friend] is feeling sad or angry? (Yes=1, No=0)	How often to do you speak with [friend]?
		Do you go to [friend] when you need help with a problem? (Yes=1, No=0)				0 = no communication 1 = 1-2 times a year

						2 = 1-2 times a month 3 = 1-3 times a week 4 = 4-6 times a week 5 = daily
		Friend 1				
		Friend 2				
		Friend 3				

Community members a	b	c	d	e	f	g
Can you tell me the names of the five people in your community who you meet very often?	<p><i>For these five community members, ask the child the questions under column b-g.</i></p> <p>What is the function of this person?</p> <p>1. Teacher 2. Principal 3. Faith leader 4. Local authority</p>	<p>Do you go to [comm member] when you need help with a problem? (Yes=1, No=0)</p>	<p>Do you talk to him/her when you are sad? (Yes=1, No=0)</p>	<p>Does he/she help you calm down when you are angry? (Yes=1, No=0)</p>	<p>Do you know when he/she is feeling sad or angry? (Yes=1, No=0)</p>	<p>How often to do you speak with him/her?</p> <p>0 = no communication 1 = 1-2 times a year 2 = 1-2 times a month 3 = 1-3 times a week 4 = 4-6 times a week</p>

	5.Neighbor 6.NGO/Community worker 7. None 77.Other					5 = daily

Can you give me the rank of other people in your community that you meet very often?	1.Teacher 2.Principal 3.Faith leader 4.Local authority 5.Neighbor 6.NGO/Community worker 7. None 77.Other Multiple answers allowed
--	---

3.4.7 Cognitive indicators

EGRA:

Passing an individual test with young primary school students is a sensitive and delicate assessment. In fact, the method of passing the test does not correspond, or very little, to the usual classroom practices and assessments in primary school. Reading the text below should help to reassure and motivate the student before starting work.

The instruments are confidential and cannot be copied or left in the school.

This test has 5 exercises.

Exercise 1: Letter sound identification.

Preparation

Prepare the stopwatch.

Present to the child the relevant sheets (examples and lists of letters).

Show the first page to the child.

Say : *It's an exercise. We will first go through examples together. You will read aloud the letters that I show you.*

Are you ready?

Point to the letter « r ».

Say : Read aloud this letter

- If the student does not react, **Say : I repeat, read aloud this letter.**
- If the student reads the letter correctly, **Say : Good, the letter is « r ».**
- If the student cannot read the letter correctly, **Say : the letter is r. Let's do another example.**

Point to the letter « 0 » and **Say : Read aloud this letter**

- If the student does not react, **Say : I repeat, read aloud this letter.**
- If the student reads the letter correctly, **Say : Good, the letter is 0.**
- If the student cannot read the letter correctly, **Say : the letter is 0.**

Say : We have finished the examples, now you're going to do it yourself. You read as many letters as you can. You start with the first letter on the left, continue to the right and go to the next line. If you cannot read a letter, you can go to the next letter.

Point to the first letter and **Say : are you ready? you can start reading!**

Start the stopwatch when the student starts reading the first letter!

The order of the letters is from left to right.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around the letters read correctly.
- Bar (/) the letters read incorrectly.
- Make an X on unread letters.

Read the letter if the student cannot read or hesitate after 10 seconds and move to the next letter by showing the letter that follows. You must put an X on this letter and count this letter as an unread letter.

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count this letter as read correctly.

If the student pronounces the sound instead of the letter, consider the letter as read correctly (circle this letter).

Stop at 60 seconds say: "It's good! we'll go to the next exercise. "

Indicate which is the last letter read by the student with a parenthesis (]) on the paper and insert in the tablet:

- the number of letters read correctly
- the number of letters read incorrectly
- the number of unread letters.

The sum of 3 must be 50. There are 50 letters here. It should be known that there are 5 lines of 10 letters in this exercise.

Examples: r o

e	r	a	i	s	t	n	o	u	l
c	p	m	d	g	b	f	v	h	q
x	z	y	j	k	w	a	n	o	u
e	s	t	i	r	l	f	q	d	m
p	g	b	c	h	v	k	x	j	z

Exercise 2: Familiar word reading

Preparation

Prepare the stopwatch.

Present to the child the relevant sheets (examples and lists of words).

Show the second page to the child.

Say : This is another exercise.

We will first go through some examples together. You need to read aloud the words that I show you.

Are you ready?

Point to the word « la ».

Say : Read aloud this word.

- If the student does not react, Say : I repeat, read aloud this word.

- If the student reads the word correctly, Say : good, this word is « la »

- If the student cannot read the word correctly, **Say : this word is « la »**

Say : Let's do another example.

Point to the word « papa ».

Say : Read aloud this word.

- If the student does not react, **Say : I repeat, read aloud this word.**

- If the student reads the word correctly, **Say : good, this word is papa.**

- If the student cannot read the word correctly, **Say : this word is papa.**

Say : We have finished the examples, now you're going to do it yourself.

Exercise

Say : You need to read as many words as you can. You must start with the first word on the left, continue to the right and go to the next line. When you finish the first line, you continue. If you cannot read a word you can go to the next word.

Point to the first word.

Say : I will tell you when you can start.

Are you ready?

You can start to read aloud.

Start the stopwatch as soon as the student starts reading the first word.

The words of the exercise will appear one by one in the tablet. The order of the words is from left to right.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around words read correctly.
- Bar (/) the words read incorrectly.
- Make an X on unread words.

Read the word if the student cannot read or hesitate after 10 seconds and move on to the next word by showing the word that follows. You must put an X on this word and count this word as an unread word.

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count the word as read correctly.

Stop at 60 seconds, Say: "That's good, you've finished the exercise, we'll go to the exercise afterwards."

Indicate which is the last word read by the student with a parenthesis (]) on the paper and insert in the tablet:

- the number of words correctly read

- the number of words read incorrectly
- the number of unread words.

The sum of the 3 must be equal to 50 in the tablet. There are 50 words here. You should know that there are 5 lines of 10 words in this exercise.

If the student has finished reading all the words before the end of 60 seconds, the time taken by the student must also be inserted. For example if he / she took 56 seconds to read them 50 words, it is necessary to insert 56.

Examples: la papa

tu je ai sa il de du ou le la

élu une poil sur ami bol dur ton mur été

vase père sain pure mari vise vélo sein visa mare

marin ail tasse souris livre jeudi lundi lieu grise balle

sortir vendre arbre battre voisin cahier maître souris crevé broyer

Exercise 3: Invented word reading.

Show the third page and then read the instructions below.

Preparation

Prepare the stopwatch.

Present to the child the relevant sheets (examples and lists of words).

Say: *This is another exercise.*

We will first go through some examples together. You need to read aloud the words that I show you.

Are you ready?

Point to the word bi.

Say: *Read aloud this word.*

- If the student does not react, say: *I repeat, read aloud this word.*

- If the student reads the word correctly, **Say: good, this word is «bi»**
 - If the student cannot read the word correctly, **Say: this word is «bi»**
- Say: Let's do another example.**

Point to the word « tok ».

Say: Read aloud this word.

- If the student does not react, **Say: I repeat, read aloud this word.**
 - If the student reads the word correctly, **Say: good, this word is tok.**
 - If the student cannot read the word correctly, **Say: this word is tok.**
- Say: We have finished the examples, now you're going to do it yourself.**

Say: You need to read as many words as you can. You must start with the first word on the left, continue to the right and go to the next line. When you finish the first line, you continue. If you cannot read a word you can go to the next word.

Point to the first word.

Say: I will tell you when you can start.

Are you ready?

You can start to read aloud.

Start the stopwatch as soon as the student starts reading the first word. The words of the exercise will appear one by one in the tablet. The order of the words is from left to right.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around words read correctly.
- Bar (/) the words read incorrectly.
- Make an X on unread words.

Read the word if the student cannot read or hesitate after 10 seconds and move on to the next word by showing the word that follows. You must put an X on this word and count this word as an unread word.

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count the word as read correctly.

Stop at 60 seconds, **Say: That's good, you've finished the exercise, we'll go to the exercise afterwards.**

Indicate which is the last word read by the student with a parenthesis (J) on the paper and insert in the tablet:

- the number of words correctly read
- the number of words read incorrectly
- the number of unread words.

The sum of the 3 must be equal to 50 in the tablet. There are 50 words here. You should know that there are 5 lines of 10 words in this exercise.

If the student has finished reading all the words before the end of 60 seconds, the time taken by the student must also be inserted. For example if he / she took 56 seconds to read them 50 words, it is necessary to insert 56.

Examples: bi tok

uv	vi	do	go	ax	zi	co	wa	ha	ké
tok	cer	dou	quo	zèb	ter	yar	vaf	her	pit
kart	doul	motu	toxi	béli	faze	goze	tife	padi	mira
leuze	parika	crapi	vrase	cèdri	quizo	pozu	clami	balba	fèze
cacati	nuilo	crome	gama	sourti	bizame	barka	momi	texi	zélian

Exercise 4: Oral Passage Reading

Preparation

Prepare the stopwatch.

Present to the child the relevant sheet.

Say: *This is another exercise.*

You need to read this text aloud, line by line, and I will ask you questions about what you read.

Point to the text.

Say: *I will tell you when you can start.*

Are you ready?

You can start to read aloud.

Start the stopwatch as soon as the student starts reading the first word. The words of the exercise will appear one by one in the tablet. The order of the words is from left to right.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around the words read correctly.
- Bar (/) words read incorrectly.
- Make an X on unread words.

If he does not answer and remains stuck on a word, after 10 seconds give him the word and ask him to continue. In this case, you must put an X on this word and count this word as an unread word.

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count the word as read correctly.

Stop at 60 seconds, **Say:** That's good, you've finished the exercise, we'll go to the exercise afterwards.

Indicate which is the last word read by the student with a parenthesis (]) on the paper and insert in the tablet:

- the number of words read correctly
- the number of words read incorrectly
- the number of unread words.

The sum of the 3 must be equal to 60 in the tablet. There are 60 words in this text.

If the student has finished reading all the words before the end of 60 seconds, the time taken by the student must also be inserted. For example if he / she took 56 seconds to read them 50 words, it is necessary to insert 56.

**Ma famille.
 Mon papa va au champ avec Sani. Ils vont
 cultiver le champ. Maman prépare le
 manger pour midi. Ma soeur Amina aide
 maman à la cuisine.
 Moi je vais jouer au ballon. Mes autres
 frères vont au marché. Ils ont une petite
 boutique. Ils vendent du mil, du maïs et
 des patates. Hier ils ont gagné beaucoup
 d'argent.**

Exercise 5: Reading comprehension.

Say: *Now I'm going to ask you some questions about the story you read.
Try to answer the questions.*

The child must have the text in front of him when he answers the questions.

Question 1 « Où va papa ? »

If the student does not react, Say: **« I repeat, où va papa ? »**

Let the student search for the answer in the text and wait for 5 seconds maximum. After 5 seconds, you should give the answer.

Question 2 « Que vont faire papa et Sani ? »

- If the student does not react: **« I repeat, que vont faire papa et Sani ? »**

Let the student search for the answer in the text and wait for up to 5 seconds, correct the student's answer and go to the next question or end the exercise if the student has not read the rest of the text.

Question 3 « Que fait maman ? »

- If the student does not react: **« I repeat, que fait maman ? »**

Let the student search for the answer in the text and wait for up to 5 seconds, correct the student's answer and go to the next question or end the exercise if the student has not read the rest of the text.

Question 4 « Qui est Amina ? »

- If the student does not react: **« I repeat, qui est Amina ? »**

Let the student search for the answer in the text and wait for up to 5 seconds, correct the student's answer and go to the next question or end the exercise if the student has not read the rest of the text.

Question 5 « Et toi que vas-tu faire ? »

- If the student does not react: **« I repeat, et toi, que vas-tu faire ? »**

Let the student search for the answer in the text and wait for up to 5 seconds, correct the student's answer and then go to the next exercise.

Say: *Good, you've finished the exercise, we'll go on to the next exercise.*

EGMA:

Passing an individual test with young primary school students is a sensitive and delicate assessment. In fact, the method of passing the test does not correspond, or very little, to the usual classroom practices and assessments in primary school. Reading the text below should help to reassure and motivate the student before starting work.

The instruments are confidential and cannot be copied or left in the school.

Exercise 1: Number identification

Preparation

Prepare the stopwatch.

Present to the child the relevant sheet.

Say: Here are some numbers. I want you to tell me each number in this table. I'll tell you when to start and when to stop.

Point to the first number. Say: *Start here. Are you ready ? You can start. What is this number?*

8	0	9	14	80
12	19	30	27	44
20	13	69	73	94
300	630	427	614	403

Start the stopwatch when the student starts! The order of the numbers is from left to right.

Follow with your red pen on the exercise and clearly:

- • Make a circle (o) around the numbers read correctly.
- • Bar (/) the numbers read incorrectly.
- • Make an X on the unread numbers.

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count the number as read correctly.

If the student cannot do one or hesitates after 5 seconds, proceed to the next number, showing the number that follows. You must put an X on this number and count this word as an unread number.

Stop at 60 seconds say: "It's good! we'll go to the next exercise. "

Indicate which is the last number read by the student with a parenthesis (]) on the paper and insert in the tablet:

- the number of numbers read correctly
- the number of numbers read incorrectly
- the number of unread numbers.

The sum of 3 must be 20 in the tablet. There are 20 numbers in this exercise.

If the student has finished everything before the end of 60 seconds, the time taken by the student must also be included. For example if he / she took 56 seconds in this exercise, you have to insert 56.

Exercise 2: Quantity discrimination

Preparation

Prepare the stopwatch.

Present to the child the relevant sheet.

Say: *Look at these two numbers. Which one is the largest?*

8 4

If the student answers correctly, Say: *Good, 8 is the largest. Let's do another example.*

If the student does not answers correctly, Say: *8 is the largest. [Point to 8] It is 8. [Point to 4] it is 4. 8 is larger than 4. Let's do another example.*

Say: *Look at these 2 numbers. Which one is larger ?*

22 12

If the student answers correctly, Say: *Good, 22 is the largest. Let's continue.*

If the student does not answers correctly, Say: *22 is the largest. [Point to 22] It is 12. [Point to 12] It is 12. 22 is greater than 12. Let's continue.*

Example:

8	4
12	22

Table test:

Say: *Are you ready?*

Look at these two numbers, which one is the biggest?

You have to point your finger at the row.

[Point to the numbers 3 et 8]

Start the stopwatch when the student starts! The order of the pairs of numbers is from top to bottom.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around the pair of numbers if the answer is correct.
- Bar (/) the pair of numbers if the answer is incorrect.
- Make an X if the student did not answer.

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count as the correct answer.

To consider the correct answer, the student must utter the largest number and not just show it.

For each pair of numbers, repeat: *look at these numbers, which is the largest?*

3	8
12	15
35	27
77	69
47	53

If the student cannot do one or hesitates after 5 seconds, skip to the next 2 numbers by showing them. You must put an X on this pair of numbers (the student did not answer). If in the last row, the student cannot do one after 5 seconds, go to Exercise 3.

Indicate in the tablet:

- the number of correct answers
- the number of incorrect answers
- the number of cases in which the student did not answer.

The sum of the 3 must be equal to 5 in the tablet. There are 5 pairs of numbers in this exercise.

Exercise 3: Missing number

Preparation

Prepare the stopwatch.

Present to the child the sheet with the text.

Say: *We will now to another exercise.*

We are going to start with some examples. Here are the numbers. 1, 2, and 4, what number should be here [Point to empty cell]?

If the student answers correctly, Say: *Good 3. Let's do another example.*

If the student does not answers correctly, Say: *it is 3. The number is 3 here. Tell me the numbers with me : 1, 2, 3 and 4 [Point to empty cell] 3 should be here. Let's do another example.*

Point to the second example:

Say: *Here are numbers 5, 10 and 15. What number should be here [Point to empty cell]?*

If the student answers correctly, Say: *Good, 20. We will start the exercise now.*

If the student does not answers correctly, Say: *it is 20. The number here is 20. Tell me the numbers with me: 5, 10, 15 and 20 [Point to empty cell]. We will start the exercise now.*

Example:

1	2		4
5	10	15	

Table test:

Say: *Are you ready? Here are some numbers. [Point to the table] . . . What number goes here?*

You need to point to the row.

[Point to the first row]

Start the stopwatch when the student starts! The order of the rows is from top to bottom.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around the row if the answer is correct.
- Bar (/) the row if the answer is incorrect.
- Make an X if the student did not answer.

For each row of numbers, repeat: look at these numbers, which one goes there?

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (ø), continue and count as the correct answer. The student does not have to say all the numbers in the row.

5	6	7	
32		34	35
60	70		90
	531	631	731
23	25		29

If the student cannot do one after 5 seconds, move on to the next row of numbers by showing them. You must put an X on this row (the student did not answer). If in the last row, the student cannot do it after 5 seconds, go to Exercise 4.

Indicate in the tablet:

- the number of correct answers
- the number of incorrect answers
- the number of cases in which the student did not answer.

The sum of the 3 must be equal to 5 in the tablet. There are 5 rows of numbers in this exercise.

Exercise 4: Additions

Preparation

Prepare the stopwatch.

Present to the child the relevant sheet.

Say: *Now we are going to do some additions. I am going to show you 10 additions. Give me the answer for each of them
If you do not know, go to the next addition.
Are you ready? [Point to the first addition]*

Start the stopwatch when the student starts! The order of the additions is from top to bottom.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around the addition if the answer is correct.
- Bar (/) the addition if the answer is incorrect.
- Make an X if the student did not answer.

$2 + 1 =$	<input type="text"/>
$1 + 4 =$	<input type="text"/>

$3 + 2 =$	<input type="text"/>
$3 + 3 =$	<input type="text"/>
$4 + 5 =$	<input type="text"/>
$9 + 4 =$	<input type="text"/>
$3 + 7 =$	<input type="text"/>
$5 + 9 =$	<input type="text"/>
$6 + 6 =$	<input type="text"/>
$1 + 8 =$	<input type="text"/>

If the student cannot do one after 5 seconds, proceed to the next addition by showing it. You must put an X on this addition (the student did not answer).

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (\emptyset), continue and count as the correct answer. The student does not have to say all the numbers in the sum.

Stop at 60 seconds say: "It's good! we'll go to the next exercise. "
Indicate in the tablet:

- the number of correct answers
- the number of incorrect answers
- the number of cases in which the student did not answer.

The sum of the 3 must be equal to 10 in the tablet. There are 10 additions in this exercise.

If the student has finished everything before the end of 60 seconds, the time taken by the student must also be included. For example if he / she took 56 seconds in this exercise, you have to insert 56.

Exercise 5: Subtractions

Preparation

Prepare the stopwatch.

Present to the child the relevant sheet.

Say: *Now we are going to do some subtractions. I am going to show you 10 subtractions. Give me the answer for each of them*
If you do not know, go to the next subtraction.
Are you ready? [Point to the first subtraction]

Start the stopwatch when the student starts! The order of the subtractions is from top to bottom.

Follow with your red pen on the exercise and clearly:

- Make a circle (o) around the subtraction if the answer is correct.
- Bar (/) the subtraction if the answer is incorrect.
- **Make an X if the student did not answer.**

$3 - 1 =$	<input type="text"/>
$5 - 4 =$	<input type="text"/>

$5 - 3 =$	<input type="text"/>
$6 - 3 =$	<input type="text"/>
$9 - 4 =$	<input type="text"/>
$13 - 4 =$	<input type="text"/>
$10 - 7 =$	<input type="text"/>
$14 - 9 =$	<input type="text"/>
$12 - 6 =$	<input type="text"/>
$9 - 8 =$	<input type="text"/>

If the student cannot do one after 5 seconds, proceed to the next subtraction by showing it. You must put an X on this subtraction (the student did not answer).

Do not tell the student if the answer is correct or incorrect and do not correct the student during the test. If the student corrects himself, circle the bar (\emptyset), continue and count as the correct answer. The student does not need to say all the numbers of the subtraction.

Stop at 60 seconds say: "It's good! we'll go to the next exercise. "
Indicate in the tablet:

- the number of correct answers
- the number of incorrect answers
- the number of cases in which the student did not answer.

The sum of the 3 must be equal to 10 in the tablet. There are 10 subtractions in this exercise.

If the student has finished everything before the end of 60 seconds, the time taken by the student must also be included. For example if he / she took 56 seconds in this exercise, you have to insert 56.

3.4.8 Non-cognitive indicators

Perseverance

Preparation:

- The document with the three geometric figures (three drawings) for the test of non-cognitive abilities, perseverance test
- For each student to be interviewed, you should have 3 white sheets
- Pencil, sharpener, eraser; Timer or stopwatch

Say: We will now play a game. First, can you tell me which hand you use to write your name?

The child will show you either his/her right or left hand. For this game you should ask the child to draw using their non-dominant hand. If they use their right hand to write their name, they should use their left hand in the game. If they use their left hand to write their name, they should use their right hand in the game.

Say: I am going to show you a picture and I want you to use your <non-dominant> hand to draw that picture. You must always use your <non-dominant> hand. You can use your other hand to hold the paper but you cannot draw using that hand.

If you get frustrated or you feel like you cannot do the drawing please let me know. We can then move to the next activity. Okay?

Are you ready to play this game?

- Show the child the first drawing. Give the child 60 seconds to draw the picture.

- If the child gives up before 60 seconds is over then mark “Incorrect” and do not show him/her the second and third drawing. Proceed to the next sub-task.
- If the child finishes the drawing within the 60 seconds OR is still drawing at the end of 60 seconds, mark “Correct” and proceed to the second drawing.
- If the child is still drawing at the end of 60 seconds tell him/her that he/she has done well and that you will now move on to the next picture.
 - Show the child the second drawing. Follow the same instructions as for drawing 1
 - Show the child the third drawing. Follow the same instructions as for drawing 1

I	Item	Correct	Incorrect/ Do not know	No response
1	Child completed first drawing OR was still drawing at the end of 60 seconds	1	0	999
2	Child completed second drawing OR was still drawing at the end of 60 seconds	1	0	999
3	Child completed third drawing OR was still drawing at the end of 60 seconds	1	0	999

Empathy

Preparation:

- The picture of the girl crying for the non-cognitives empathy test:
- Show the picture and say: Now let’s look at this picture. How do you think this child is feeling right now?

If the child cannot name an appropriate emotion then mark “Incorrect” on the scoring sheet and move to the next sub-task.

- Then ask: What would you do to help her feel better?

Wait for the child to respond and if answer is unclear ask: *How/why does this make her feel better?*

If the child cannot name one thing that he/she would do to make the girl feel better then mark “Incorrect” on the scoring sheet and move to the next sub-task.

- Ask: Is there anything else you would do to make her feel better?

Wait for the child to respond and if answer is unclear ask: *How/why does this make her feel better?*

Say: *Now I will tell you a story about this girl and why she is crying. One day the teacher told all the students in her class to make a line so that they can go out to play. As they were making the line the girl was pushed by another child. She fell down and hurt her knee. This is why she is crying in this picture.*

- Why do you think that the other child pushed the girl while making a line?
- How do you think the other child felt after the girl started crying?

J	Item	Correct	Incorrect/ Do not know	No response
1	Child identifies that girl is feeling sad/hurt/upset	1	0	999
2	Child gives one response for how to make girl feel better	1	0	999
3	Child gives second response for how to make girl feel better	1	0	999
4	Child gives non-hostile response for other child pushing girl (e.g.: it was a mistake, the other child did not see her)	1	0	999
5	Child identifies that other child is feeling bad/guilty/sorry	1	0	999

J2/J3	<ul style="list-style-type: none"> • Give her a hug • Tell an adult • Ask her what is wrong/talk to her • Bring her some water • Tell her a joke 	<ul style="list-style-type: none"> • Ignore her • Run away • Make fun of her/tease her • I would not do anything • I don't know
J4	<u>Non-hostile response</u> <ul style="list-style-type: none"> • It was a mistake • Other child did not see her • Other child was pushed by someone else • Other child tripped 	<u>Hostile response</u> <ul style="list-style-type: none"> • Other child wanted to get ahead in line • Other child did not like her • Other child is a bully • I don't know
J5	<ul style="list-style-type: none"> • Bad • Guilty • Sorry 	<ul style="list-style-type: none"> • Happy • Pleased • Does not feel anything • I don't know

3.5 Caregiver survey

3.5.1 Household background information

What is your relationship to the [CHILD]?	1= Father 2= Mother 3=Sister 4=Brother 5=Aunt 6=Uncle 7=Grandma 8=Grandpa 9=Other Female 10=Other Male
Are you the principal caregiver of the [CHILD]?	0 = No 1 = Yes
Are you the head of the household?	0 = No 1 = Yes
Do you live with the [CHILD]?	0= No 1 = Yes
How many people live in the [child]'s household?	Insert n (range from 1 and 30)
How many brothers does the [child] have? [excluding CHILD]	Insert n brothers (range from 1 and 30) Aged below 5 years Aged 5-15 years Older than 15 years
How many sisters does the [child] have? [excluding CHILD]	Insert n sisters (range from 1 and 30) Aged below 5 years Aged 5-15 years Older than 15 years
Is the [child]'s mother alive?	0 = No 1 = Yes Automatically prefilled yes if caregiver relationship ==2 in section 1 (What is your relationship to the [CHILD]?)
If yes, does the [child]'s mother still live in the household?	0 = No 1 = Yes

	Automatically prefilled yes if caregiver relationship==2 and do you live with the child ==1.
Is the [child]'s father alive?	0 = No 1 = Yes Automatically prefilled yes if caregiver relationship==1.
If yes, does the [child]'s father still live in the household?	0 = No 1 = Yes Automatically prefilled yes if caregiver relationship==1 and do you live with the child==1
What is the [child]'s mother's job? Skip if mother is not alive.	1 = Does not work 2 = Self-employed agricultural activities 3 = Self-employed in non-agricultural activities 4 = Domestic work outside household 5 = Wage employment in agricultural activities (e.g, farmer in someone else's farm) 6 = Health worker 7 = Teacher 8 = Police/FDS 9 = Politician 10 = Office work 11 = Skilled / Technical worker (e.g. Mechanic, Welder, Carpenter, Engineer, Construction worker) 12 = Driver 13 = Civil servant 14 = Military 77 = Other 9999= don't know/ does not live in the house
On a regular day, how many hours per day does the [child]'s mother spend doing household chores (cooking, cleaning, caring, fetching water and tending animal)? Skip if mother is not alive	Insert n (range 0 to 24) 9999= don't know

<p>What is the [child]'s father's job?</p> <p>.</p> <p>Skip if father is not alive</p>	<p>1 = Does not work</p> <p>2 = Self-employed agricultural activities</p> <p>3 = Self-employed in non-agricultural activities</p> <p>4 = Domestic work outside household</p> <p>5 = Wage employment in agricultural activities (e.g, farmer in someone else's farm)</p> <p>6 = Health worker</p> <p>7 = Teacher</p> <p>8 = Police</p> <p>9 = Politician</p> <p>10 = Office work</p> <p>11 = Skilled / Technical worker (e.g. Mechanic, Welder, Carpenter, Engineer, Construction worker)</p> <p>12 = Driver</p> <p>13 = Civil servant</p> <p>14 = Military</p> <p>77 = Other</p> <p>9999= don't know/ does not live in the house</p>
<p>On a regular day, how many hours per day does the [child]'s father spend doing household chores (cooking, cleaning, caring, fetching water and tending animal)?</p> <p><i>Skip if father is not alive. See question "Is the [child]'s father alive?" in section 2.</i></p>	<p>Insert n (range 0 to 24)</p> <p>9999= don't know</p>
<p>How many rooms are there in the [child]'s home?</p>	<p>Insert n (range from 1 and 10)</p>
<p>Which of the following things are there in the [child]'s home?</p>	<p>You can tick more than 1 box</p> <p>1 = Telephone</p> <p>2= Radio</p> <p>3 = Television</p> <p>4 = Bicycle</p> <p>5 = Animal drawn cart</p> <p>6 = Car/truck</p> <p>7 = Motorcycle/scooter</p> <p>8 = Table</p> <p>9 = Chair</p> <p>10 = Bench/ stool</p> <p>11 = Fridge</p>

	12 = Bed 13 = Electricity 14 = Water pumped into house 15 = mobile phone
How many of the following animals does the [child]'s household own?	a. Cow/bull: b. Donkey/horse/mule: c. Sheep: d. Goat: e. Poultry/birds: f. Duck g. Rabbits: Insert n (range from 0 to 20 after each number)
What is the main material of the walls where the [child] lives?	1 = mud 2 = wood 3 = stone 4 = bricks 5 = concrete 77 = other
What is the main material of the roof where the [child] lives?	1 = metal sheeting 2 = sticks and thatches/ corn or millet stalks 77 = Other ____
Does the roof leak where the [child] lives?	0 = No 1 = Yes
What type of toilet does the [child]'s family use at the [child]'s home?	0.None 1.Flush toilet 2.Pit latrine or dry latrine 77.Other
How does the [child]'s family prepare meals at the [child]'s home? Does the [child]'s family normally use ...?	1 = using dried animal excrements 2 = using agricultural waste 3 = using firewood 4 = using charcoal 5 = using a gas stove 6 = using a kerosene stove 7 = using an electric stove 77=other
Where does the [child]'s family get water for washing and bathing at the [child]'s home?	1. Rain water 2. Surface water (river, dam, lac, pond, irrigation canal) 3. Dug well 4. Pump well 5 = A drinkable water faucet

	6 = Buying from sellers 77 = Other
--	---------------------------------------

3.5.2 Child background information

Now I would like to ask you about your household.

How old is [CHILD]? (in year)	Insert n (range from 1 to 20)
What is the [CHILD]'s date of birth?	Day: (range from 1 to 31) Month: (range from 1 to 12) Year: (range from 2000 to 2010)
What is the [CHILD]'s ethnicity?	Ethnicities list (see codes in the last part below)
Do you belong to the same ethnicity?	0= No 1 = Yes
If No, which ethnicity group do you belong to ?	Ethnicities list (see codes in the last part below)
What is the [CHILD]'s religious affiliation?	Religions list (see codes in the last part below)
Do you have the same religious affiliation of your child?	0 = No 1 = Yes
If No, what is your religious affiliation?	Religions list (see codes in the last part below)
What is the name of the main language the child speaks at home?	Language list (see codes in the last part below)
What are the other languages the child can speak?	Language list (see codes in the last part below) Multiple answers are allowed.
Was the [CHILD] born in this village? (place of birth)	0 = No 1 = Yes
If no, where was the [CHILD] born?	0.born in the same commune (but different village) 1.born in the same department (but different commune) 2.born in the same region (but different department) 3.born in the same country (but different region) If select 3 choose: 1= Agadez

	2= Diffa 3= Dosso 4= Maradi 5= Niamey 6= Tahoua 7= Tillabéri 8= Zinder 4.born in a different country If select 4, specify country:
Has the [CHILD] always lived in this village since birth?	0 = No 1 = Yes
If no, when did the [CHILD] move to this village?	Insert list of years (range from 2000 to 2019, should be after year of birth above) 9999=don't know Only 1 year to be selected. Only years after the year of birth to be displayed to enumerator.
If no, where did the [CHILD] live before moving to this village?	0.lived in the same commune (but different village) 1.lived in the same department (but different commune) 2.lived in the same region (but different department) 3.lived in the same country (but different region) If select 3 choose: 1= Agadez 2= Diffa 3= Dosso 4= Maradi 5= Niamey 6= Tahoua 7= Tillabéri 8= Zinder 4.lived in a different country If select 4, specify country:
Why did the child move to this village?	1= To be closer to school, 2= HH members needed work, 3= Security reasons (civil war, conflict, terrorist attack),

Only ask if the answer was NO in the question "Has the [CHILD] always lived in this village since birth?"	4= Family problems (fight with other family members, 5= Divorce/separation, death in the family), 6= Used to live in this village – returning migrants, 7= Not enough agricultural land in the previous place, 8= Poor quality of land in the previous place, 9= Health problems in the previous place, 10= Food shortage in the previous place, 11= Natural disasters (flood, drought, earthquake, cyclone), 77= Other specify..... Multiple answers are allowed.
Has the [child] ever missed a meal because there was not enough food at home?	0 = No 1 = Yes

3.5.3 Household learning environment

I would like to ask you questions about the household learning environment.

Can any of these people linked to the [child] read and write?	You can tick more than 1 box 1 = Mother 2 = Father 3 = Brother or sister 4 = Other relative 5 = No one in your family can read or write
What is the highest level of education of the [child]'s mother?	Education list (see codes in the last part below)
What is the highest level of education of the [child]'s father?	Education list (see codes in the last part below)
Does the [child] have people to help him/her with his/her school work at home?	1 = Always 2 = Sometimes 3 = Never
Which of the following mostly describes the [child]'s brothers and sisters?	1 = Attending government school 2 = Attending private school

	3 = Attending a religious school (makaranta) 4 = Not attending school
Does the [child] ever get homework to do outside of school?	0 = No 1 = Yes
If yes, how much time each day does the [child] spend on homework outside school?	1 = 1 hour 2 = 1-2 hours 3 = More than 2 hours 4 = The child does not spend time on homework outside school
Do the [child]'s parents make sure that he/she sets aside time for his/her homework?	0 = No 1 = Yes
Do the [child]'s parents check if he/she does his/her homework?	0 = No 1 = Yes
About how many books are there in the [child]'s home?	Insert n (range from 0 to 50)

3.5.4 Child attendance to school

I will now ask you questions about your child's absences at school.

How old was the [child] when he/she started school? (in years)	Insert n (range from 1 to 20)
Did the [child] attend pre-school?	0 = No 1 = Yes
Has the [child] ever gone to a different school than this one?	0 = No 1 = Yes
If yes, what type of school did the [child] attend?	1= Private 2 = Public 3 = Community 4 = NGO 5 = Charity 6 = religious group 77 = Other _____
How long does it take the [child] to travel to school (one way) on a normal day?	In minutes
How does the [child] travel to school?	1 = Walk ; 2 = bicycle ; 3 = rickshaw ; 4 = scooter/motorbike;

	5 = car; 6 = public transport; 77 = other (specify) -----
Has the [child] ever repeated a grade?	0 = No 1 = Yes
If yes, which grade did the [child] repeat?	1 = CI 2 = CP 3 = CE1 4 = CE2
Has the [child] ever dropped out of school?	0 = No 1 = Yes
Does the [child] attend extra classes in any of these subjects?	You can tick more than 1 box 0= No 1 = Maths 2 = Language 77 = Other _____
If yes, does the [child] pay for these extra classes?	0 = No 1 = Yes
During the last month, did the [child] ever miss school during a day or more? (excluding school holidays, national holidays, etc.)	0 = No 1 = Yes
If yes, how many days was the [child] absent from school over the last month? (in days)	Insert n (range 1 to 31)
What are the main reasons the [child] missed school?	You may tick several boxes 1 = Fees 2 = School materials costs 3 = Transport costs 4 = Violence/ feel unsafe outside of school 5 = Violence/ feel unsafe inside of school (school staff) 6 = Violence/ feel unsafe inside of school (other students) 7 = Teacher is absent 8 = Disability 9 = Health issues 10 = Cannot concentrate because you are hungry

	11 = Work 12 = Household reasons, please specify _____ 77 = Other _____
What was the [child]'s tuition fees (including tuition and membership fees) during the past school year?	Insert local currency amount 9999 = don't know
What was the cost of the [child]'s supplies (books, notebooks, uniforms, etc.) during the past school year?	Insert local currency amount 9999 = don't know
What was the [child]'s transportation costs to school during the past school year?	Insert local currency amount 9999 = don't know
Was [CHILD] ever been chased away from school because fees were not paid ?	0=No 1= Yes
If yes, how many times was [CHILD] chased from school because fees were not paid during the last school year?	Insert n

3.5.5 Direct experience of violence and conflict of the child and the household

Consent form:

SAY: I am now going to ask some more questions on violent attacks that you may have suffered.

You have given your consent to participate in this study, but you can stop at any time or can choose not to answer any question that makes you feel uncomfortable.

Your answers will help us in better understanding the local conditions of students. This information will help the government to improve the education system.

Remember, everything that we talk about here and everything that you say will be kept private. I will not share your name or what you say in our interview.

Would you like to continue? We hope that you will as your answers are very useful to us.

The caregiver's response:

Verbal Consent: 0 = No, 1 = Yes.

If answered Yes, ask questions in section 5:

Was anyone in this household ever been a victim e of a violent attack?	0 = No 1 = Yes
Can you list the attacks: Ask if previous question is ==1	Record attacks in CTO. Separate entry for each attack. Enter up to 5. Remind the enumerator if more than 5 to think of the most traumatic/violent ones.
Ask these following questions in this table in sequence and repeat for each [ITEM] from the list above	
What was the main type of violence that you or anyone in your household faced in this attack ([ITEM])?	1 = Killing 2 = Beating/torture/Injured 3 = Rape 4 = Recruitment by terrorist groups/rebels 5 = Kidnapping 6 = Harassments (obscene remarks, obscene gestures, intimidated) 7 = Threats 77=Other Only 1 answer allowed
If yes in which year, did [ITEM] take place?	2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 Before 2010 Only 1 year allowed
Was the child directly targeted in the attacks, for example injured, beaten, harassed, kidnapped?	0=No 1= Yes

<p>Who was the perpetrator of the attack ([ITEM])?</p>	<p>1 = Local Militia 2. Air and Azawad Liberation Front (MNLA) 3. Armed Co-ordination Resistance (CRA) 4. Al-Qaeda in the Islamic Maghreb (AQIM) 5. Boko Haram 6. Democratic Front for Renewal (FDR) 7. Nigerien Movement for Justice (MNJ) 8. Revolutionary Armed Forces of the Sahara (FARS) 9. Salafist Group for Preaching and Combat (GSPC) 10. National Army 11 = Bandits 12. Herdsmens 13 = Neighbours 14 = Foreigner 15 = Student(s) 16 = Teacher(s) 17 = UN forces 77 = Other 9999 = Don't know</p>
--	--

<p>Was anyone in this household ever been threatened by [ITEM]?</p>	<p>List of ITEMS: 1 = Militia locale 2. Air and Azawad Liberation Front (MNLA) 3. Armed Co-ordination Resistance (CRA) 4. Al-Qaeda in the Islamic Maghreb (AQIM) 5. Boko Haram 6. Democratic Front for Renewal (FDR) 7. Nigerien Movement for Justice (MNJ) 8. Revolutionary Armed Forces of the Sahara (FARS) 9. Salafist Group for Preaching and Combat (GSPC) 10. National Army 11. Bandits</p>
---	---

	12. Herdsmens 13 = Neighbours 14= Foreigner 15= Student(s) 16= Teacher(s) 17. UN forces 77=Other 9999 = Don't know Multiple answers are allowed.
Ask these following questions in this table in sequence and repeat for each [ITEM] selected	
In which year?	2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 Before 2010 Only one year to be selected. In case of multiple instances, of being threatened by the same entity, choose the most recent incident
Who in the household was threatened by [ITEM]? Relationship of this person to the household head. Multiple answers allowed.	Relationships list (see codes in the last part below)

Question		2010 2011 2012 2013
----------	--	------------------------------

		2014 2015 2016 2017 2018 2019 Before 2010
Has your house ever been damaged or lost because of a violent attack (from armed group)?	0 = No 1 = Yes	If yes, do you remember in which year this happened? Insert year – Only one year
Was there another year when this happened?	0 = No 1 = Yes	If yes, what was the other most recent year when this happened? Insert year – Only one year (year should be inferior than the answer in previous question)
Has your household been displaced because of a violent attack or conflict?	0 = No 1 = Yes	If yes, do you remember in which year this happened? Insert year – Only one year
Was there another year when this happened?	0 = No 1 = Yes	If yes, what was the other most recent year when this happened? Insert year – Only one year (year should be inferior than the answer in previous question)
Did your household ever lose land because of violent attack?	0 = No 1 = Yes	If yes, do you remember in which year this happened? Insert year – Only one year
Was there another year when this happened?	0 = No 1 = Yes	If yes, what was the other most recent year when this happened? Insert year – Only one year (year should be inferior than the answer in previous question)

3.5.6 Household position within community network

I will now ask you questions about your household's place in the community.

Does any of the following live in your household or is part of your family?	1=Tribal leaders / Council of Elders 2=Religious 3=Political (National/Regional/Departmental/Communal level civil servant) 4=Teacher (University professor, head teacher, secondary school teacher, primary school teacher) 5=Community leader 6=Military 7=Leader of any employment/job organization 0=None of the above 77= Others Multiples answers are allowed. If "None of the above" was selected, it is not possible to select another answer.
How are you related to AUTHORITY INDIVIDUAL? Repeat based on number of answers in previous question.	Relationships list (see codes in the last part below)
How often do you communicate? Repeat based on number of answers in previous question.	0 = No communication 1 = 1-2 times a year 2 = 1-2 times a month 3 = 1-3 times a week 4 = 4-6 times a week 5 = Daily

3.5.7 End of the interview

Record the GPS data:	
Interview result:	1=Interview finished 2=Partly completed 3=Household head/other person has refused to have the interview

	4=Household is empty 77=Other, specify
Do you think the respondent wanted to share the information?	0=Very willing to share 1=Indifferent 2=Unwilling to share
Do you think the respondent remained focused throughout the interview?	0=Focused during all maintenance 1=Lost in the middle concentration 2=Was distracted throughout the interview

Thank you. That concludes the survey.

3.6 Codes

Language List:

- 1=Hausa
- 2=Songhai (including Zarma)
- 3=Tamasheq
- 4=Fulfulde
- 5=Kanuri
- 6=Arabic
- 7=Gourmanchéma
- 8=Tebu
- 9=Peulh/ Fulani
- 10=Touareg
- 11=French
- 12= Buduma
- 13=Tassawaq
- 77=Other

Education list:

- 88=No education
- 0=pre-school
- 1= CI
- 2= CP
- 3=CE1
- 4=CE2
- 5=CM1
- 6=CM2
- 7=6ème
- 8=5ème
- 9=4ème
- 10=3ème

11=Seconde
12=Première
13=Terminale
14=Première année en Centre d'Education Alternative
15=Deuxième année en Centre d'Education Alternative
16=Troisième année en Centre d'Education Alternative
17=Quatrième année en Centre d'Education Alternative
18=Première année en Centre de Formation et Développement Communautaire
19=Deuxième année en Centre de Formation et Développement Communautaire
20=Troisième année en Centre de Formation et Développement Communautaire
21=Quatrième année en Centre de Formation et Développement Communautaire
22= Bac+1
23= Bac+2
24= Bac+3
25= Bac+4
26= Bac+5
27= Bac+6
28= Bac+7
29= Bac+8
30=Other Technical Formation
77=Other
9999=Don't know

Relationships list:

0= HH head
1= Partner of HH head
2= Son
3= Daughter
4= Mother of the HH head
5= Father of the HH head
6= Mother of the spouse
7= Father of the spouse
8= Brother of the HH head
9= Sister of the HH head
10= Brother of the spouse
11= Sister of the spouse
12= Uncle
13= Aunt
14= Cousin
15= Nephew
16= Niece

17= Grandson
18= Granddaughter
19= Son in law
20=.Daughter in law
77= Other relative
24= Other non-relative
88= None

Ethnicities list:

0= Arab
1=Beri Beri
2=Djerma
3=Fulani
4=Gourmantche
5=Hausa
6=Kanouri
7=Manga
8=Peul
9=Songaiĩ
10=Tamajeq
11=Toubou
12=Tuareg
13=International refugees
14= Internally Displaced People
77=Other

Religions list:

1=Muslim
2=Christian: Catholic
3=Christian: Protestant
4= Animism
5=Bahá'í Faith
6=Syncretic sects or indigenous beliefs
77=Other



Delivering world-class research, learning and teaching that transforms the knowledge, action and leadership needed for more equitable and sustainable development globally.

Institute of Development Studies
Library Road
Brighton, BN1 9RE
United Kingdom
+44 (0)1273 606261
ids.ac.uk

Charity Registration Number 306371
Charitable Company Number 877338
© Institute of Development Studies 2020