

**Funders Report**

# **BRiCE Project DRC and Niger: Endline Report**

## **Annexe 1A: Quantitative Questionnaires for BRICE Project (DRC)**

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**Gauthier Marchais, Cyril Brandt, Diego de la Fuente  
Stevens, Pierre Marion, Jean-Benoît Falisse, Samuel  
Matabishi, Sweta Gupta, Patricia Justino, Deborah  
West, Patrick Mze Somora, Pacifique Nyabagaza,  
Christian Mutulani Bijavu, Issa Kiemtoré, Christian  
PolePole Bazuzi, Souleymane Tahirou**

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BRICE Project DRC and Niger: Endline Report. Annexe 1A: Quantitative Questionnaires for BRICE Project (DRC)

Gauthier Marchais, Cyril Brandt, Diego de la Fuente Stevens, Pierre Marion, Jean-Benoît Falisse, Samuel Matabishi, Sweta Gupta, Patricia Justino, Deborah West, Patrick Mze Somora, Pacifique Nyabagaza, Christian Mutulani Bijavu, Issa Kiemtoré, Christian PolePole Bazuzi, Souleymane Tahirou  
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# 1. School Questionnaire

## 1.1 Identification data

Territory :

Sub-division :

Village name :

School ID :

Confirm School ID:

School name :

Enumerator name:

Enumerator ID:

*During the survey in 2020 (midline survey), we interviewed a school head for this school. This person's name will appear on the app here, where  $\{respondentes\}$  is located. The next question establishes whether the respondent for this new survey is the same person as during the previous survey.*

Are you Mrs/Mr  $\{respondentes\}$ ? Yes or no

*If the answer is yes:*

Confirm the respondent's name: \$  $\{respondentes\}$

*If the answer is no to the question "Are you Mrs./Mr.  $\{respondentes\}$ ?" :*

Specify the name of the new respondent

Contact details of the respondent (telephone number):

*The number is 9 digits without zero at the beginning or put 9 if the number is not known; 8 if the person does not have a telephone (number)*

*If the answer is no to the question "Are you Mrs. / Mr.  $\{respondentes\}$ ?" :*

Do you know what happened to \$  $\{respondentes\}$ ? Yes or no

*If the answer is yes to the previous question:*

Specify the situation (what happened) of  $\{respondentes\}$ ?

Date of the interview:

Place of interview:

Is the respondent present: Yes or No

After you have introduced yourself, you must obtain the consent of the school head to participate in the survey.

Read the declaration of consent as it is written. After reading the declaration of consent, the school head (not the enumerator) must sign in the space provided to certify that you have read the declaration of consent.

If the school head refuses to participate in the survey, thank the school head and end the survey.

Hello, my name is \${enumeratortname}. I am a researcher working on behalf of ISP Bukavu, as part of a study on the conditions of teachers and children in schools located in fragile or conflict zones carried out jointly by ISP, Save the Children and the Institute of Development Studies (IDS).

## 1.2 Consent form

### RESEARCH PROJCT

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 and ISP Bukavu.

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 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 or ISP Bukavu 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. My signature above confirms that I have voluntarily agreed to participate in this study.*

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

CONTACT ISP:

NAME Prof.Dr Patric MZE SOMORA, Chef d'établissement Général :

TÉLÉPHONE : 0812965328

### 1.2.1 Infrastructure

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

Have you built any new classrooms in this academic year 2020-2021?	0 = No 1 = Yes
How many classrooms have you built in this academic year 2020-2021?  <i>If the answer is yes to the previous question.</i>	Insert n (intervalle de 1 à 30) Insert 9999 if unknown
Have you built any new toilets in this academic year 2020-2021?	0 = No 1 = Yes
Is there electricity in the school compound total?	0 = No 1 = Yes
How many toilets have you built in this academic year 2020-2021?  <i>If the answer is yes to the question "Have you built any new toilets in this academic year 2020-2021?".</i>	Insert n (intervalle de 1 à 30) Insert 9999 if unknown

Are there handwashing facilities at the school?	0 = No soap No water 1 = Only water, No soap 2 = Only soap, No water 3 = Both soap and water
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?	0 = Unprotected dug well or spring 1 = Tanker truck 2 = Surface Water 3 = Rainwater 4 = Protected dug well or spring 5 = Tube well or borehole 6 = Piped water 7 = river or stream; 8 = No water source 77 = Other
Is the drinking water clean? (is it odourless, colourless and in a clean container)  <i>This question is not asked if the answer to the previous question is 8.</i>	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?	List of classes (see codes below in the last part)
What is the highest grade offered in this school?	List of classes (see codes below in the last part)
What is the total number of children enrolled in this school today? (at time of interview)	Insert n, greater than 1. An answer should be provided here. Ask the respondent to give an estimate if he / she does not know.
What is the total number of girls enrolled in this school today (at the time of the interview)?	Insert n Insert 9999 if unknown

What is the total number of boys enrolled in this school today (at the time of the interview)?	Insert n Insert 9999 if unknown
What is the number of girls with disabilities enrolled in this school today (at the time of the interview)?	Insert n Insert 9999 if unknown
What is the number of boys with disabilities enrolled in this school today ( at the time of the interview)?	Insert n Insert 9999 if unknown
Select all grades available in this school  What is the number of children (boys and girls) enrolled at in \${schoolgrad} today at the time of the interview?	Class 1 : Insert n Class 2 : Insert n Class 3 : Insert n Class 4 : Insert n Class 5 : Insert n Class 6 : Insert n Insert 9999 if unknown  Tell the respondent that he/she can provide more than one answer. All the answers mentioned by the respondent must be selected.
What is the number of refugee or internally displaced children enrolled in this school today (at the time of the interview)?  <i>These are children enrolled in this school today (at the time of the interview) who have fled their homes (in this country or another) because of violence or local armed conflict. If the respondent does not know put 9999.</i>	Insert n Insert 9999 if unknown
Select all ethnic groups available in this school  What is the number of students of this ethnic group (\${ethnicreningrades}) enrolled in this school today (at the time of the interview)?  <i>You should try to fill in this information as accurately as possible. If the school principal does not know the exact number, ask for a rough estimate. Try NOT to enter 9999 (I don't know).</i>	List of ethnic groups (see codes below in the last part) Entrez n  Entrez 9999 si il/elle ne sait pas  Indiquez au répondant qu'il peut fournir plusieurs réponses. Il faut sélectionner toutes les réponses mentionnées par le répondant.

We are now going to ask you some questions about the teachers employed NOW.

What is the total number of female teachers in this school today (at the time of the interview)?	Insert n Insert 9999 if unknown
What is the total number of male teachers in this school today (at the time of the interview)?	Insert n Insert 9999 if unknown
What was the number of NU/NM teachers today?  <i>The number of these teachers cannot exceed the total number of teachers in the school.</i>	Insert n Insert 9999 if unknown
What is the number of teachers "Mécanisé" but not paid today?  <i>The number of these teachers cannot exceed the total number of teachers in the school.</i>	Insert n Insert 9999 if unknown
What is the number of teachers "Mécanisé" and paid today?  <i>The number of these teachers cannot exceed the total number of teachers in the school.</i>	Insert n Insert 9999 if unknown
What is the number of teachers with any other types of contracts (volunteer, trainee, act of performance, deed of service)?  <i>The number of these teachers cannot exceed the total number of teachers in the school.</i>	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?	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  Tell the respondent that he/she can provide more than one answer. All the answers mentioned by the respondent must be selected.

### 1.2.3 Section 3: Funding – fees, income

*I would like to ask you questions about the funding sources of your school. These questions relate to this academic year 2020-2021. All amounts are in Congolese Francs. Please convert to Congolese Francs if the funding was in other currency.*

How much did you receive from the government in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How much of the costs were paid by the parents for the teachers' incentives in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How much of the costs were paid by the parents for the school functioning in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
Please evaluate the other in cash contributions the students' parents made in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How much is the total material contribution from parents in the academic year 2020-2021 (in Congolese francs, estimate) - it can be bricks, books or other materials	Insert n Insert 9999 if unknown
How much is the total material contribution from the community in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How much money have you received from a faith-based organisation in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How much money (in kind or in cash) have you received from an NGO in the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How much money (in kind or cash) have you received from Save The Children in the academic year 2020-2021? (in Congolese Francs)	Insert n Insert 9999 if unknown
How much money did you receive from another source during the academic year 2020-2021 (in Congolese francs, estimate)	Insert n Insert 9999 if unknown
How many days of manual work (including the "salongo") did the students' parents or the community do in the academic year 2020-2021?	Insert n Insert 9999 if unknown
Which of the following sources contributed the most to your school in the academic year 2020-2021?	1 = School grant 2 = Government budget allocations 3 = Donations from NGOs 4 = Community contributions

	5 = Income from school enterprises (ex: farming) 6 = Parents  Select the three most important sources.
--	---

### 1.2.4 School head

We now have a few questions about your role as school head of this school.

The questions in this table are asked if the respondent in this survey is not the same as in the midline survey. So the answer is No to the question "Are you Mrs. / Mr. \${respondentes}?"

For how many year have you been the school head in this school? If you joined this year, enter 0.	Insert n (intervalle 0 to 54) Insert 9999 if unknown
Were you working in this school previously before becoming the school head?	0 = No 1 = Yes
Gender	0.Male 1.Female
Age  <i>The school head must be over 18 when he becomes the school head. His/Her age must be over "18+ years at this school".</i>	Insert n Insert 9999 if unknown
Ethnicity	List of ethnic groups (see codes below in the last part)
Highest Level of education	List of education (see codes below in the last part)
Are you from this village or a nearby village (grew up here, familiar of people before coming to the school)?	0 = No 1 = Yes
How often do you have meetings with teachers on educational issues (pedagogy, pupils in difficulty, help and remediation ...) during a typical academic year?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
How often do you have meetings with teachers on administrative matters (disciplinary sanction, absence, workforce management, etc.) during a typical academic year?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month

	<p>4 = Once a week          5 = Many times a week</p>
How often do you have meetings with civil society organizations or representatives of churches during a typical academic year?	<p>0 = Never          1 = One or twice a year at most          2 = A few times a year          3 = Once or twice a month          4 = Once a week          5 = Many times a week</p>
How often do you have meetings with the parents' committee (COPA) during a typical academic year?	<p>0 = Never          1 = One or twice a year at most          2 = A few times a year          3 = Once or twice a month          4 = Once a week          5 = Many times a week</p>
Do you find the COPA useful for the school?	<p>0 = Not at all          1 = A little useful          2 = Useful most of the time          3 = Always useful          9999 = Don't know</p>

All the respondents should answer the following questions.

In your opinion and in your experience, does COPA support free education?	<p>0 = Not at all          1 = Some members support          2 = Most members support          3 = All members support          9999 = Don't know</p>
Thinking only of this academic year 2020-2021, how often do you have meetings with teachers on educational issues (pedagogy, pupils in difficulty, help and remediation ...)?	<p>0 = Never          1 = One or twice a year at most          2 = A few times a year          3 = Once or twice a month          4 = Once a week          5 = Many times a week</p>
Thinking only of this academic year 2020-2021, how often do you have meetings with teachers on administrative matters (disciplinary sanction, absence, workforce management, etc.)?	<p>0 = Never          1 = One or twice a year at most          2 = A few times a year          3 = Once or twice a month          4 = Once a week          5 = Many times a week</p>
Thinking only of this academic year 2020-2021, how often do you have meetings with civil society organizations or representatives of churches?	<p>0 = Never          1 = One or twice a year at most          2 = A few times a year          3 = Once or twice a month</p>

	4 = Once a week 5 = Many times a week
Thinking only of this academic year 2020-2021, how often do you have meetings with the parents' committee (COPA)?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week

We would like to understand a bit better how decisions are made in your school - for each of these areas, could you tell us who is INVOLVED in making decisions, and who is CONSULTED? [there is no good or bad answer]. For example, a school head must agree that a teacher is hired and the parents are consulted. But if the parents disagree, the school head can still hire a teacher. In this example the school head is INVOLVED and parents CONSULTED. We will first ask who is INVOLVED. By INVOLVED, we mean someone who has to agree to the decision to pass.

Involved in decision making	
	1 = headteacher/director 2 = deputy headteacher/director 3 = teachers 4 = parent's committee 5 = religious organisation 6 = ministry of education - including decentralised 77 = Other
Who is involved in....?	Multiple answers are allowed.
Hiring temporary teachers	
Hiring support staff (e.g. Cleaner, watcher, etc.)	
Buying teaching materials	
Infrastructure/rehabilitation work	
Request support, financial or otherwise, from parents	
Who goes to the next year / repeats	
Temporary exclusion of a student (one day or more)	
Final exclusion of a student	
Admission of news students	

We will now ask who is CONSULTED in making the same decisions. By CONSULTED, we mean someone who has is part of the discussion but his/her agreement with the decision is not important. For example, a school head must agree that a teacher is hired and the parents are consulted. But if the parents

disagree, the school head can still hire a teacher. In this example the school head is INVOLVED and parents CONSULTED.

Consulted in decision making	
Who is consulted....?	1 = headteacher/director 2 = deputy headteacher/director 3 = teachers 4 = parent's committee 5 = religious organisation 6 = ministry of education - including decentralised 77 = Other  Multiple answers are allowed.
Hiring temporary teachers	
Hiring support staff (e.g. Cleaner, watcher, etc.)	
Buying teaching materials	
Infrastructure/rehabilitation work	
Request support, financial or otherwise, from parents	
Who goes to the next year / repeats	
Temporary exclusion of a student (one day or more)	
Final exclusion of a student	
Admission of new students	

Who do you share reports on the school situation on aspects of finance or resources or performance for example (for example, reports that they asked you to do or decided to do)?	1 = parents 2 = deputy headteacher/director 3 = teachers 4 = parent's committee 5 = if "conventionné": church 6 = ministry of education - including decentralised 7 = administration 8 = police, army 9 = NGO 77 = Other
How often do you meet or call people from the ministry of education (for instance sous-proved etc.?)	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week

How often do they instruct you to do things (send you orders that you must execute)?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
How often do you meet or call people from the coordination provinciale?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
How often do they instruct you to do things (send you orders that you must execute)?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week

### 1.2.5 Participation in StC interventions: ILET

*The questions in the following table are only asked in a few schools. The app will show these questions only in the relevant schools.*

We would now like to ask you a little about Save the Children's ILET program at your school.

Did the school receive a report card from Save The Children on quality of the learning environment?	0 = No 1 = Yes 9999 = does not know
Did you find the report card useful? <i>If the answer is yes to the previous question.</i>	0 = No 1 = Yes 9999 = does not know
If so, useful for what?	1 = understand the weakness in the teaching quality 2 = assess issues with buildings and infrastructure 3 = assess issues with the human resources (staff attitude, absenteeism, etc.) 4 = have an excuse for a discussion with key parties

	<p>5 = have a reason for taking long overdue actions          77 = other</p>
<p>Did you think the report card was accurate in depicting your school status?</p> <p><i>If the answer is yes to the question "Did the school receive a report card from Save The children on quality of the learning environment?"</i></p>	<p>0 = Not at all accurate          1 = Somewhat accurate          2 = Very accurate          9999 = Don't know</p>
<p>Did the school form a School Improvement Committee (SIP) to discuss the report card?</p>	<p>0 = No          1 = Yes          9999 = does not know</p>
<p>Who were part of the committee?</p> <p><i>If the answer is yes in the previous question.</i></p>	<p>1 = School head          2 = Teachers          3 = Parents          4 = Students          5 = Local authorities/ religious leader          77 = Others</p> <p>Tell the respondent that he/she can provide more than one answer. All the answers mentioned by the respondent must be selected.</p>
<p>How many total members did the SIP consist of?</p> <p><i>If the answer is yes to the question "Did the school form a School Improvement Committee (SIP) to discuss the report card?"</i></p>	<p>Insert n          Insert 9999 if unknown</p>
<p>How many teachers were part of the SIP?</p> <p><i>If the answer is 2 in the question "Who were part of the committee?"</i></p>	<p>Insert n          Insert 9999 if unknown</p>
<p>How would you rate the cooperation between you and the teachers?</p> <p><i>If the answers were 1 and 2 in the question "Who were part of the committee?"</i></p>	<p>0 = No cooperation          1 = Some cooperation with very few disagreements          2 = Very good cooperation with no disagreements</p>
<p>How many parents were part of the SIP?</p>	<p>Insert n          Insert 9999 if unknown</p>

<i>If the answer is 3 in the question "Who were part of the committee?"</i>	
How would you rate the cooperation between the teachers and parents?  <i>If the answers were 2 and 3 in the question "Who were part of the committee?"</i>	0 = No cooperation 1 = Some cooperation with very few disagreements 2 = Very good cooperation with no disagreements
How would you rate the cooperation between you and the parents?  <i>If the answers were 1 and 3 in the question "Who were part of the committee?"</i>	0 = No cooperation 1 = Some cooperation with very few disagreements 2 = Very good cooperation with no disagreements
How would you rate the cooperation among parents?  <i>If the answer is 3 in the question "Who were part of the committee?" and the answer was greater than 1 in the question "How many parents were part of the SIP?"</i>	0 = No cooperation 1 = Some cooperation with very few disagreements 2 = Very good cooperation with no disagreements
How many students were part of the SIP?  <i>If the answer is 4 in the question "Who were part of the committee?"</i>	Insert n Insert 9999 if unknown
Have you received money from Save The Children to make improvements in the school?	0 = No 1 = Yes
How much money did you receive from Save the Children? (in Congolese Francs)  <i>If the answer was Yes in the previous question.</i>	Insert n Insert 9999 if unknown
What are the improvements that you did based on the card and the meeting?  <i>If the answer was 0 in the question "How much money did you receive from Save the Children? (in Congolese Francs)".</i>	0 = No improvements made 1 = refurbishment building (painting, fixing cracks, etc.) 2 = new roof 3 = new fence 4 = added latrines 5 = added borehole 6 = build new classroom 7 = hired new teacher 8 = hired support staff 9 = cleaned school 10 = Bought new learning materials (textbooks, charts, notebooks, pencils etc) 77 = other
Why no improvements were made?	Text

<i>If the answer was 0 in the previous question.</i>	
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### 1.2.6 Participation in StC interventions: face to face/in-person TPD

*The questions in the following table are only asked in a few schools. The app will show these questions only in the relevant schools.*

We would now like to ask you a little about Save the Children's face to face/in person TPD program at your school.

Did the teachers in your school participate in TPD?	0 = No 1 = Yes 9999 = does not know
How many male teachers participated in the training?  <i>If the answer is 1 in the question "Did the teachers in your school participate in TPD?".</i>	Insert n Insert 9999 if unknown
How many female teachers participated in the training?  <i>If the answer is 1 in the question "Did the teachers in your school participate in TPD?".</i>	Insert n Insert 9999 if unknown
Did you find the training for teachers useful?  <i>If the answer is 1 in the question "Did the teachers in your school participate in TPD?".</i>	0 = No 1 = Yes 9999 = does not know
Will the school continue to provide training through pedagogic director in the future?  <i>If the answer is 1 in the question "Did the teachers in your school participate in TPD?".</i>	0 = No 1 = Yes 9999 = does not know

### 1.2.7 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:**

Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?	0 = No 1 = Yes
Can you tell me in which months in this academic year 2020-2021 was the school attacked?  <i>If the answer is yes to the previous question.</i>	1 = October 2020 2 = November 2020 3 = December 2020 4 = January 2021 5 = February 2021 6 = March 2021 7 = April 2021 8 = May 2021  Multiples answers are allowed.
Was school closed because of any of the violent attacks in this academic year 2020-2021?  <i>If the answer is yes to the question "Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?"</i>	0 = No 1 = Yes
How many months?  <i>If the answer is yes to the previous question.</i>	Insert n (intervalle de 0 à 10) Insert 9999 if unknown  Insert 0 if the school has closed for less than a month. If the respondent does not know how to put 9999

<p>Was school displaced (classes taking place at a different location) because of any of the violent attacks in this academic year 2020-2021?</p> <p><i>If the answer is yes to the question “Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?”.</i></p>	<p>0 = No 1 = Yes</p>
<p>How many months?</p> <p><i>If the answer is yes to the previous question.</i></p>	<p>Insert n (intervalle de 0 à 10) Insert 9999 if unknown</p> <p>Insert 0 if the school has closed for less than a month. If the respondent does not know how to put 9999</p>
<p>What was the total number of burned or destroyed buildings, in this school, due to the violent attack/attacks in this academic year 2020-2021?</p> <p><i>If the answer is yes to the question “Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?”.</i></p>	<p>Insert n (intervalle de 0 à 10) Insert 9999 if unknown</p>
<p>How many teachers died due to the violent attack/attacks in this academic year 2020-2021?</p> <p><i>If the answer is yes to the question “Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?”.</i></p>	<p>Insert n (intervalle de 0 à 50) Insert 9999 if unknown</p>
<p>How many teachers were injured due to the violent attack/attacks in this academic year 2020-2021?</p> <p><i>If the answer is yes to the question “Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?”.</i></p>	<p>Insert n (intervalle de 0 à 50) Insert 9999 if unknown</p>
<p>How many students died due to the violent attack/attacks in this academic year 2020-2021?</p> <p><i>If the answer is yes to the question “Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?”.</i></p>	<p>Insert n (intervalle de 0 à 50) Insert 9999 if unknown</p>

How many students were injured due to the violent attack/attacks in this academic year 2020-2021?	Insert n (intervalle de 0 à 50) Insert 9999 if unknown
<i>If the answer is yes to the question "Was this school (or areas surrounding the school) ever been targeted by a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?"</i>	

### 1.2.8 School occupation

#### Presence of military actors or armed groups

*SAY: I now want to ask you questions about military actors, armed groups, UN forces, teachers association, student bodies who may have occupied this school or surrounding area in this academic year 2020-2021.*

Which of the following groups have been present in this school or nearby in this academic year 2020-2021	0 = None 1 = armed groups 2 = national military 3 = Teachers Association/Teachers protest group 4 = Students Association/Students protest group 5 = Parents' association/Parent's protest group 6 = UN forces
Ask the following questions for each of the selected groups ( $\{presenceselected\}$ ) in this order	
Which months was $\{presenceselected\}$ present in this academic year 2020-2021?	1 = October 2020 2 = November 2020 3 = December 2020 4 = January 2021 5 = February 2021 6 = March 2021 7 = April 2021 8 = May 2021  Multiples answers are allowed.
Did $\{presenceselected\}$ have popular support?	0 = No 1 = Yes
Did $\{presenceselected\}$ intervene in the education sector?	0 = No 1 = Yes
Did schools continue to work during the presence of $\{presenceselected\}$ ?	0 = No 1 = Yes

### 1.2.9 Security in the school

SAY: *I would like to ask you about safety and security at 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 7 = Teachers/Students/Parents protests 77 Other: _____

Who do you think best protects this school ?	1 = Police / Government forces/FDS/Guard 2 = Teachers 3 = Parents 4 = Other students 5 = People in the community 6 = Armed groups 77 = Other ____
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I would now like to ask you a few questions related to school closures in this academic year 2020-2021. These are closures for reasons other than violence and insecurity.

Was the school closed (did not function at all, no students and no teachers came in) in this academic year 2020-2021? For reasons other than violence and insecurity.	0 = No 1 = Yes
Why was the school closed?  If the answer was yes in the previous question.	1 = Gratuite related protests 2 = Protests 3 = Floods 4 = Other natural disasters 5 = Covid-19 6 = Other disease outbreak (eg, ebola, measles, malaria) 77 = Others
In which months was the school closed in this academic year?	
Gratuite related protests	1 = October 2020 2 = November 2020

If the answer is 1 to the question «Why was the school closed?».	3 = December 2020
Protests	4 = January 2021
If the answer is 2 to the question «Why was the school closed?».	5 = February 2021
Floods	6 = March 2021
If the answer is 3 to the question «Why was the school closed?».	7 = April 2021
Other natural disasters	8 = May 2021
If the answer is 4 to the question «Why was the school closed?».	Multiples answers are allowed.
Covid-19	
If the answer is 5 to the question «Why was the school closed?».	
Other disease outbreak (eg, ebola, measles, malaria)	
If the answer is 6 to the question «Why was the school closed?».	
Others	
If the answer is 77 to the question «Why was the school closed?».	

Was the school displaced (continued to run in limited capacity but from a different location) in this academic year 2020-2021 unexpectedly? For reasons other than violence and insecurity.	0 = No 1 = Yes
Why was the school displaced?  <i>If the answer was yes in the previous question.</i>	1= Gratuite related protests 2 = Protests 3 = Floods 4 = Other natural disasters 5 = Covid-19 6 = Other disease outbreak (eg, ebola, measles, malaria) 77 = Others
In which months was the school displaced in this academic year?	
Gratuite related protests	1 = October 2020 2 = November 2020

If the answer is 1 to the question «Why was the school displaced?».	3 = December 2020 4 = January 2021
Protests	5 = February 2021 6 = March 2021
If the answer is 2 to the question «Why was the school displaced?».	7 = April 2021 8 = May 2021
Floods	Multiples answers are allowed.
If the answer is 3 to the question «Why was the school displaced?».	
Other natural disasters	
If the answer is 4 to the question «Why was the school displaced?».	
Covid-19	
If the answer is 5 to the question «Why was the school displaced?».	
Other disease outbreak (eg, ebola, measles, malaria)	
If the answer is 6 to the question «Why was the school displaced?».	
Others	
If the answer is 7 to the question «Why was the school displaced?».	

### 1.2.10 Teaching and learning:

I would like to ask you about absenteeism at school.

What is teachers attendance in this school over this academic year 2020-2021?	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
Do you keep a register of teachers' attendance?	0 = No 1 = Yes
Can I take picture of the teacher's attendance register for the academic year 2019-2020?	0 = No 1 = Yes
Only if the answer is yes in the previous answer.	

Photo 1 Only if yes in the question « Can I take picture of the teacher's attendance register for the academic year 2019-2020? ».	
Photo 2 Only if yes in the question « Can I take picture of the teacher's attendance register for the academic year 2019-2020? »	
Photo 3 Only if yes in the question « Can I take picture of the teacher's attendance register for the academic year 2019-2020? ».	
Photo 4 Only if yes in the question « Can I take picture of the teacher's attendance register for the academic year 2019-2020? ».	
Photo 5 Only if yes in the question « Can I take picture of the teacher's attendance register for the academic year 2019-2020? ».	

### 1.2.11 End of the interview:

Record the GPS data:	
Interview results:	1=Interview finished 2=Partly completed 3=School 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.

### 1.2.12 Codes:

List of classes :

0	Nursery / pre-primary
1	Primary grade 1
2	Primary grade 2
3	Primary grade 3
4	Primary grade 4

5	Primary grade 5
6	Primary grade 6
7	Secondary grade 1
8	Secondary grade 2
9	Secondary grade 3
10	Secondary grade 4
11	Secondary grade 5
12	Secondary grade 6

List of ethnic groups :

0	Babembe
1	Babwili
2	Bafuliro
3	Bahavu
4	Bahutu (Burundais)
5	Bahutu (Rwandais)
6	Bajomba
7	Banyamulenge
8	Banyindu
9	Barega
10	Barundi
11	Bashi
12	Bashi
13	Bavira
14	Luba
15	Mongo
16	Kongo
17	Mangbetu
18	Moru
19	Zande
20	Batwa
21	Holoholo
22	Hemba
23	Bakalanga
24	BanguBangu
25	Hombo
26	Buyu
27	Rega
28	Btoka Kasongo
29	Bembe
30	Tabwa

31	Songe
32	European Congolese
33	International refugees
34	Internally Displaced People
77	Other

List of education:

0	Nursery / pre-primary
1	Primary grade 1
2	Primary grade 2
3	Primary grade 3
4	Primary grade 4
5	Primary grade 5
6	Primary grade 6
7	Secondary grade 1
8	Secondary grade 2
9	Secondary grade 3
10	Secondary grade 4
11	Secondary grade 5
12	Secondary grade 6
13	Higher Education Grade 1 - BA/BsC
14	Higher Education Grade 2 - BA/BsC
15	Higher Education Grade 3 - BA/BsC
16	Higher Education Grade 4 - MA/MsC
17	Higher Education Grade 5 - MA/MsC
18	Higher Education Grade 6
19	Higher Education Grade 7
20	PhD
21	Centre for Accelerated School Learning
22	Centre for Professional Learning
23	Other Technical Formation
77	Other
9999	Don't know

List of perpetrators :

0	National Military (FAC, FARDC)
1	National Army Burundi
2	National Army Rwanda
3	National Police
4	AFDL

5	RCD
6	Mai-Mai Yakutumba
7	Bakata Katanga
8	Mai-Mai Gédeon
9	Malaika
10	Mai-Mai (autre)
11	APA NA PALE
12	Autodefense Group- LUBA - ELEMENTS
13	Autodefense Group- TABWA
14	Autodefense Group- BA KALANGA
15	Autodefense Group- BA HOLOHOLO
16	Village Autodefense Group
17	Autodefense Group- Other
18	Groupe Arme TWA - Precisez
19	Kaomba
20	Kadogo
21	Defao
22	Byamungu
23	Bintoto
24	PERCI
26	PPRD
27	MUNDUSI
28	BROWN
29	SHETANI
30	FNL
31	FDLR
32	GUMINO
33	LOCAL AL DEFENSE
34	RED NTABARA
35	MBONERAKURE
36	None
77	Other

## 2. Teacher's questionnaire

### 2.1 Identification data :

Territory :

Sub-division :

Groupment :

Village name :

School ID :

Confirm School ID:

School name :

Enumerator name:

Enumerator ID:

*During the 2019 survey (baseline), we interviewed several teachers at this school. In this new survey, we will be interviewing the same teachers.*

Select name

Select ID number

Contact details of the respondent (telephone number):

*The number is 9 digit without zero at the beginning or put 9 if the number is not known; 8 if the person does not have a telephone (number)*

Date of the interview:

Place of interview:

Select all the grades taught: List of grades in the application (see codes below)

Select the classes taught at  $\{\text{classesteach}\}$ : List of classes names in the application (see codes below)

Is the respondent present: Yes or No

After introducing yourself, you must obtain the TEACHER's consent to participate in the survey. Read the declaration of consent as it is written. After reading the declaration of consent, the TEACHER (not the enumerator) must sign in the space provided to certify that you have read the declaration of the admission of consent.

If the TEACHER refuses to participate in the survey, thank the TEACHER and end the survey.

Hello: my name is  $\{\text{enumeratortname}\}$ . I am a researcher working for ISP Bukavu, as part of a study on the conditions of teachers and children in schools located in fragile or conflict zones carried out jointly by ISP, Save the children and IDS.

## 2.2 Consent form:

### RESEARCH PROJECT

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 organized by the Institute of Development Studies (IDS), University of Sussex, UK, in partnership with Save the Children International and ISP Bukavu.

Your participation in this study must be voluntary, you have every right to refuse. Please don't hesitate to ask us questions if there is something you don't understand.

In this study, we collect information on teachers, in particular general household characteristics, social networks - family, community, friends - the opinions and practices of teachers, extra-curricular activities and occupations, and the experiences you have had conflict.

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

- Not answering certain questions;
- Stop the interview
- Ask for additional information from researchers at IDS or Save the Children, and explain how you are feeling.

Any information collected from you during this study will be confidential. Your confidentiality, that of your family and children, will be carefully protected throughout the study. You will not be individually identified during this study, that is, we will not share any information that identifies you or links the responses 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 plans.

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

Do you want to take the survey? 0 = No, 1 = Yes

Signature of respondent:

Date:

There will be no financial or other compensation for your participation in this project. The questionnaire will take between 1h and 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 consequence. I can refuse to answer certain questions, and / or interrupt the interview at any time, and / or decide to no longer participate, even after having started. I am aware that the study will take approximately 1 to 1 hour 30 minutes. My signature above confirms that I have voluntarily agreed to participate in this study.*

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

CONTACT of ISP :

NAME Prof.Dr Patric MZE SOMORA, Directeur Général :

TELEPHONE : 0812965328

### 2.2.1 Background information

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
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<p>What is the highest earning occupation done by other people in your household?</p> <p>Enumerator: this is the activity / occupation that is most profitable for the household.</p> <p>Option 1 takes into account:</p> <ul style="list-style-type: none"> <li>- housework inside the household (cooking, cleaning, care)</li> <li>- household chores outside the household (fetching water, taking care of animals)</li> </ul>	<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>
How many people live in your household (without you)?	Insert n
How many people living in your household are less than 14 (without you)?	Insert n Insert 0 if no individuals of less than 14.
How many people living in your household are more than 60 years old (without you)?	Insert n Insert 0 if no individuals of less than 14.
How many children do you have (0-15 ans)?	Insert n (range 0 to 15)
<p>For each child :</p> <p>What is the name of the child?</p> <p>What is the age of this child?</p> <p>Gender of the child?</p>	<p>In years. Insert n (range 0 to 15)</p> <p>1 = Boy</p> <p>0 = Girl</p>
How many rooms are there in your household?	Insert n (range 0 to 20)
What is the main material of the walls where you live?	<p>1 = mud</p> <p>2 = wood</p> <p>3 = stone</p> <p>4 = bricks</p> <p>5 = concrete</p> <p>77 = other</p>
Which of the following things do you have at your household?	<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>

	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
How long does it take you to travel to work (one way) on a normal day? In minutes	Enumerator only insert minutes here (For example, for "1h30", insert "90"; For 2 hours insert "120".) Insert n (range 0 to 300) Insert 9999 if unknown
How do you travel to work?	1.Walk 2.bicycle 3.rickshaw 4.scooter/motorbike 5.car 6.public transport 77.other (specify) Indicate the respondent's means of transport to get to school.

### 2.2.2 Qualifications, training and experience

*I am now going to ask you questions about your qualifications, your training and your experience.*

How would you describe your employment position at this school?	1 = Nouvelle Unité 2 = Teacher «Mécanisé» and unpaid 3 = Teacher «Mécanisé» and paid 77 = Other
Did you receive your matriculation number for SECOPE in 2020?	0 = No 1 = Yes
Did you receive your matriculation number for SECOPE in 2021?	0 = No 1 = Yes
<i>If the answer is No in the previous question.</i>	
Which of the following subjects do you teach to this class $\{tgradsubjt\}$ ?	1 = Language 2 = Mathematics

<p>Repeat this question for all the classes mentioned in the question.</p>	<p>3 = Science          4 = All subjects          77 = Other</p> <p>Tell the respondent that they can provide more than one answer. All the answers mentioned by the respondent must be selected.</p>
<p>In this academic year 2020-2021 (beginning in October 2020 till now), how many secondary occupations did you have? (on top of your work as a teacher)</p> <p><i>This is any income generating activity. Include teaching work if you taught at more than one school.</i></p>	<p>Insert n (range 0 to 12)</p>
<p>Which type of occupation?</p> <p><i>If the response is greater than 0 in the question "In this academic year 2020-2021 (beginning in October 2020 till now), how many secondary occupations did you have? (on top of your work as a teacher)".</i></p>	<ol style="list-style-type: none"> <li>1. Family work inside household (cooking, cleaning, caring)</li> <li>2. Family work outside household (fetching water, tending animals)</li> <li>3. Family agricultural activities</li> <li>4. Family enterprise</li> <li>5. Domestic work outside household</li> <li>6. Non-family agricultural activities (e.g, farmer in someone else's farm)</li> <li>7. Health worker</li> <li>8. Teacher</li> <li>9. FDS</li> <li>10. Politician</li> <li>11. Office work</li> <li>12. Skilled / Technical worker (e.g. Mechanic, Welding, Carpenter, Engineer, Construction)</li> <li>13. Driver</li> <li>14. Civil Servant</li> <li>15. Military</li> <li>77. Other</li> </ol>
<p>In a typical month during this academic year 2020-2021 (beginning in October 2020 till now), how many days do you spend on those other occupations?</p> <p><i>If the response is greater than 0 in the question "In this academic year 2020-2021 (beginning in</i></p>	<p>Insert n (range 0 to 30)</p>

October 2020 till now), how many secondary occupations did you have? (on top of your work as a teacher)".	
In a typical week during this academic year 2020-2021 (beginning in October 2020 till now), how many hours in a day would you spend on those other occupations?  <i>If the response is greater than 0 in the question "In this academic year 2020-2021 (beginning in October 2020 till now), how many secondary occupations did you have? (on top of your work as a teacher)".</i>	Insert n (range 0 to 24)
Are you currently teaching in a school other than $\${schoolname}$ ?  <i><math>\\${schoolname}</math> is the name of the school you are in now.</i>	0 = No 1 = Yes
How many schools are you teaching at other than $\${schoolname}$ ?  <i>If yes in the previous answer.</i>	Insert n (range 0 to 5)
Is the other school one of these?  <i>If the answer is yes to the question "Are you currently teaching in a school other than <math>\\${schoolname}</math>?".</i>	The list of other schools will appear here in the app. This will allow you to choose the correct school. or 0 = None of them Multiple responses are allowed.

Now we would like to ask you some questions about the different teacher organizations you are a member of.

Are you a member of a teacher association?	0 = No 1 = Yes
In this academic year 2020-2021, how often do you meet with the teacher association?  <i>If yes in the previous answer.</i>	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
Are you a member of COGES?	0 = No 1 = Yes

How often do you meet with COGES in a typical academic year ?  <i>If yes in the previous answer.</i>	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
In this academic year 2020-2021, how often did you interact with the COPA?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
Which topics did you discuss in your meetings in the academic year 2020-2021?  <i>If the answer is 0 in the question "How often do you meet with COGES in a typical academic year ? "</i>	1 = quality of teaching 2 = drop out of students 3 = fees 4 = parents contribution to school 5 = infrastructure 6 = staff 77 = Other
How do you rate the relationship with the parents over this academic year 2020-2021?	0 = terrible 1 = bad 2 = passable 3 = good 4 = excellent

We would like to understand a bit better how decisions are made in your school - for each of these areas, could you tell us who is INVOLVED in making decisions, and who is CONSULTED? [there is no good or bad answer]. For example, a school head must agree that a teacher is hired and the parents are consulted. But if the parents disagree, the school head can still hire a teacher. In this example the school head is INVOLVED and parents CONSULTED. We will first ask who is INVOLVED. By INVOLVED, we mean someone who has to agree to the decision to pass.

Involved in decision making	
Who is involved in....?	1 = headteacher/director 2 = deputy headteacher/director 3 = teachers 4 = parent's committee 5 = religious organisation 6 = ministry of education - including decentralised 77 = Other

	Multiple answers are allowed.
Hiring temporary teachers	
Hiring support staff (e.g. Cleaner, watcher, etc.)	
Buying teaching materials	
Infrastructure/rehabilitation work	
Request support, financial or otherwise, from parents	
Who goes to the next year / repeats	
Temporary exclusion of a student (one day or more)	
Final exclusion of a student	
Admission of new students	

We will now ask who is CONSULTED in making the same decisions. By CONSULTED, we mean someone who has is part of the discussion but his/her agreement with the decision is not important. For example, a school head must agree that a teacher is hired and the parents are consulted. But if the parents disagree, the school head can still hire a teacher. In this example the school head is INVOLVED and parents CONSULTED.

Consulted in decision making	
Who is consulted....?	1 = headteacher/director 2 = deputy headteacher/director 3 = teachers 4 = parent's committee 5 = religious organisation 6 = ministry of education - including decentralised 77 = Other  Multiple answers are allowed.
Hiring temporary teachers	
Hiring support staff (e.g. Cleaner, watcher, etc.)	
Buying teaching materials	
Infrastructure/rehabilitation work	
Request support, financial or otherwise, from parents	
Who goes to the next year / repeats	
Temporary exclusion of a student (one day or more)	
Final exclusion of a student	
Admission of new students	

### 2.2.3 Participation in StC interventions: ILET :

The questions in the following table are only asked in a few schools. The app will show these questions only in the relevant schools.

Now we would like to ask you a few questions about the Save the Children programme in your school.

Did the school receive a report card from Save The children on quality of the learning environment?	0 = No 1 = Yes 9999 = unknown
Did you find the report card useful?  <i>If yes in the previous answer.</i>	0 = No 1 = Yes 9999 = unknown
If so, useful for what?	1 = understand the weakness in the teaching quality 2 = assess issues with buidlings and infrastructure 3 = assess issues with the human resources (staff attitude, absenteeism, etc.) 4 = have an excuse for a discussion with key parties 5 = have a reason for taking long overdue actions 77 = other
Did you think the report card was accurate in depicting your school status?  <i>If the answer is yes in the question "Did the school receive a report card from Save The children on quality of the learning environment?"</i>	0 = Not at all accurate 1 = Somewhat accurate 2 = Very accurate 9999 = Don't know
Did the school form a School Improvement Committee to discuss the report card?	0 = No 1 = Yes 9999 = unknown
Who were part of the committee?  <i>If yes in the previous answer.</i>	1 = School head 2 = Teachers 3 = Parents 4 = Students 5 = Local authorities/ religious leader 77 = Others

	Tell the respondent that they can provide more than one answer. All the answers mentioned by the respondent must be selected.
<p>Were you part of this committee?</p> <p><i>If the answer is yes in the question "Did the school form a School Improvement Committee to discuss the report card?"</i></p>	<p>0 = No</p> <p>1 = Yes</p>
<p>How would you rate the cooperation between you and the teachers</p> <p><i>If the answer is 2 in the question "Were you part of this committee?" and the answer in the previous question is yes.</i></p>	<p>0 = No cooperation</p> <p>1 = Some cooperation with very few disagreements</p> <p>2 = Very good cooperation with no disagreements</p>
<p>How would you rate the cooperation between you and parents?</p> <p><i>If the answer is 3 in the question "Who were part of the committee?" and the answer is yes in the question "Were you part of this committee?"</i></p>	<p>0 = No cooperation</p> <p>1 = Some cooperation with very few disagreements</p> <p>2 = Very good cooperation with no disagreements</p>
<p>What are the improvements that you did based on the card and the meeting?</p> <p><i>If the answer was 0 in the question "How much money did you receive from Save the Children? (in Congolese Francs)".</i></p>	<p>0 = No improvements made</p> <p>1 = refurbishment building (painting, fixing cracks, etc.)</p> <p>2 = new roof</p> <p>3 = new fence</p> <p>4 = added latrines</p> <p>5 = added borehole</p> <p>6 = build new classroom</p> <p>7 = hired new teacher</p> <p>8 = hired support staff</p> <p>9 = cleaned school</p> <p>10 = Bought new learning materials (textbooks, charts, notebooks, pencils etc)</p> <p>77 = other</p>
<p>Why no improvements were made?</p> <p><i>If the answer was 0 in the previous question.</i></p>	Text

Did you participate in TPD?	0 = No 1 = Yes 9999 = unknown
Why did you not participate in TPD?  <i>If the answer is non in previous question.</i>	Text
Did you find the training for teachers useful?  <i>If the answer is yes in the question "Did you participate in TPD?".</i>	0 = No 1 = Yes 9999 = unknown
Which of these modules did you complete?  <i>If the answer is yes in the question "Did you participate in TPD?".</i>	1 = Introduction to writing and reading 2 = Reading 3 = Vocabulary 4 = Class management 5 = Conflict Sensitive education 6 = Girl's education 7 = Positive discipline  Multiple answers are allowed.
Ask the following 4 questions for each module (\$\{tpdmodulecount\})\$ selected in the previous question.	
Did you think the length of \$\{tpdmodulecount\}\$ was?	0 = Correct length 1 = Too short 2 = Too long
Which of these activities would you Rank 1 (First - most useful/important) for \$\{tpdmodulecount\}\$?	1 = Face to face training 2 = Independent activities 3 = Peer circles 4 = Lesson observation
Which of these activities would you Rank 2 (second) for \$\{tpdmodulecount\}\$?	1 = Face to face training 2 = Independent activities 3 = Peer circles 4 = Lesson observation
Which of these activities would you Rank 3 (third) for \$\{tpdmodulecount\}\$?	1 = Face to face training 2 = Independent activities 3 = Peer circles 4 = Lesson observation
Will the school continue to provide training through peadagogic director in the future?  <i>If the answer is yes in the question "Did you participate in TPD?"</i>	0 = No 1 = Yes 9999 = unknown

### 2.2.4 Participation in StC interventions: face to face/in-person TPD:

*The questions in the following table are only asked in a few schools. The app will show these questions only in the relevant schools.*

Now we would like to ask you a few questions about the Save the Children programme in your school.

Are the per diem policies and procedures of Save the Children clear to you?	0 = No 1 = Yes 9999 = unknown
For each of the following please state how much you agree:	
Current per diem rates for TPD are generally adequate to cover the actual cost of travel	1.Strongly Agree 2.Agree 3.Not sure 4.Disagree 5.Strongly Disagree
Current per diem rates for TPD are generally adequate to cover the actual cost of accomodation	1.Strongly Agree 2.Agree 3.Not sure 4.Disagree 5.Strongly Disagree
In general, I think per diem rates should be high enough to allow workers to save money for family expenses or future purchases	1.Strongly Agree 2.Agree 3.Not sure 4.Disagree 5.Strongly Disagree
Per diems change how people spend their time because they try to maximize per diem income	1.Strongly Agree 2.Agree 3.Not sure 4.Disagree 5.Strongly Disagree
Per diem policies are often abused	1.Strongly Agree 2.Agree 3.Not sure 4.Disagree 5.Strongly Disagree

**Per diems:**

### 2.2.5 Salary

We will now ask you about your salary for the 2020-2021 school year.

<p>What was your monthly take-home pay in this academic year 2020-2021? MONTHLY salary after tax, including allowances</p> <p><i>Monthly salary, after tax.</i></p>	<p>Insert n          Insert 9999 if unknown.</p>
<p>Enumerator: Confirm with teacher that this is the MONTHLY salary</p>	<p>0 = No          1 = Yes</p>
<p>Please go back and enter the MONTHLY salary. Then move forward with the survey.</p> <p><i>If the answer is No in the previous question.</i></p>	
<p>The salary that you have just told me, what currency is it in?</p>	<p>1. Congolese Francs          2. US Dollars</p>
<p>The salary that you have just told me, comes from which sources?</p>	<p>1 = State          2 = Parents          3 = NGO          4 = Faith-based or religious organisation          77 = Others</p>
<p>What is your MONTHLY salary paid by the state in this academic year 2020 - 2021?</p> <p><i>If the answer is 1 in the previous question.</i></p>	<p>Insert n          Insert 9999 if unknown.</p>
<p>Enumerator: Confirm with teacher that this is the MONTHLY salary</p>	<p>0 = No          1 = Yes</p>
<p>Please go back and enter the MONTHLY salary. Then move forward with the survey.</p> <p><i>If the answer is No in the previous question.</i></p>	
<p>The salary that you have just told me, what currency is it in?</p>	<p>1. Congolese Francs          2. US Dollars</p>
<p>In the academic year 2020-2021 which months was your salary not paid at all by the state</p>	<p>0. Always paid          1. October 2020          2. November 2020          3. December 2020          4. January 2021          5. February 2021          6. March 2021          7. April 2021          8. May 2021</p>

	Multiple answers are allowed.
In the academic year 2020-2021 which months was your salary not paid on time by the state?	0. Always paid 1. October 2020 2. November 2020 3. December 2020 4. January 2021 5. February 2021 6. March 2021 7. April 2021 8. May 2021  Multiple answers are allowed.
How much did you receive as 'frais de motivation/motivation des parents' per month in the academic year 2020-2021?  <i>If the answer is 2 in the question "The salary that you have just told me, comes from which sources?"</i>	Insert n Insert 9999 if unknown.
The income that you have just told me, what currency is it in?	1. Congolese Francs 2. US Dollars
Enumerator: Confirm with teacher that this is the MONTHLY salary	0 = No 1 = Yes
Please go back and enter the MONTHLY salary. Then move forward with the survey.  <i>If the answer is No in the previous question.</i>	
In the academic year 2020-2021 which months was 'frais de motivation/motivation des parents' not paid at all?	0. Always paid 1. October 2020 2. November 2020 3. December 2020 4. January 2021 5. February 2021 6. March 2021 7. April 2021 8. May 2021  Multiple answers are allowed.
In the academic year 2020-2021 which months was 'frais de motivation/motivation des parents' paid late?	0. Always paid 1. October 2020 2. November 2020 3. December 2020 4. January 2021

	5. February 2021 6. March 2021 7. April 2021 8. May 2021  Multiple answers are allowed.
In the academic year 2020-2021 did you receive any rewards/incentives for good performance in cash, in kind or in recognition?	0 = No 1 = Yes
What was the amount you received during the academic year 2020-2021? in FC  <i>If yes in the previous question.</i>	Insert n in Congolese Francs. Insert 9999 if unknown.
In the academic year 2020-2021, did you receive any other benefit in the form of cash or kind?	0 = No 1 = Yes
If you receive any other benefits, how much in total do you receive each month in cash or in kind? In FC  <i>If yes in the previous question.</i>	Insert n in Congolese Francs. Insert 9999 if unknown.
In academic year 2020-2021, have you asked some students to do manual work for you? (fields, manual labour, other)?	0 = No 1 = Yes
In a typical week, when school is running as normal, how many students would you ask to do manual labour for you?  <i>If yes in the previous question.</i>	Insert n Insert 9999 if unknown.
In a typical week, when school is running as normal, how many days in a week would you ask students to do manual labour for you?  If answer is yes in the question "In academic year 2020-2021, have you asked some students to do manual work for you? (fields, manual labour, other)?"	Insert n (range 0 to 7) Insert 9999 if unknown.
What is your total household income per month other than/excluding your teaching salary?	Insert n in Congolese Francs. Insert 9999 if unknown.

### 2.2.6 Violent attacks

#### Consent form:

*SAY: I will now ask a few more questions about the violent attacks and threats 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 a question that makes you uncomfortable.*

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

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

*Do you want to continue?*

Teacher's response:

**Verbal consent: 0 = No, 1 = Yes.**

**If yes, ask the following questions:**

We are now going to ask you questions about any violent attacks you may have had in your lifetime.

Were you ever a victim of a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?	0 = No 1 = Yes
The following questions are asked if the answer is Yes to the question "Were you ever a victim of a violent attack in this academic year 2020-2021, that is since October 2020 and NOW?"	
Can you tell me in which months in this academic year 2020-2021 were you attacked?	1. October 2020 2. November 2020 3. December 2020 4. January 2021 5. February 2021 6. March 2021 7. April 2021 8. May 2021  Multiple answers are allowed.
Did you ever get injured from any of the violent attacks in this academic year 2020-2021 ?	0 = No 1 = Yes
How many people close to you have you lost due to the violent attack/attacks in this academic year 2020-2021? (relative or close friend)	Insert n Insert 0 if none
Was your house destroyed or expropriated because of the violent attack/attacks in this academic year 2020-2021?	0 = No 1 = Yes

Have you been displaced because of the violent attack/attacks in this academic year 2020-2021?	0 = No 1 = Yes
Did you stop going to school because of the violent attack/attacks in this academic year 2020-2021?	0 = No 1 = Yes
How many weeks did you not go to school because of the violent attack/attacks in this academic year 2020-2021?	Insert n Insert 9999 if unknown. Insert 0 if less than a week

#### Participation in armed groups and the army / police

*SAY: I will now ask you a few questions about your participation and your links with armed groups, the army and the police.*

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

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

*Do you want to continue? We hope you will continue because your answers will be very useful to us.*

The teacher's response :

**Verbal consent : 0 = No, 1 = Yes.**

**If so, ask the following questions :**

I will now ask you questions about your participation in armed groups .

Have you ever been a part of any of this in this academic year 2020-2021, that is, since October 2020?	1 = Government Army 2 = DRC Police 3 = Rwandan Army 4 = Burundian Army 0 = None  Multiple answers are allowed.
Have you been a part of any of this in this academic year 2020-2021, that is, since October 2020?	1 = Armed Group - Mai Mai Yakutumba 2 = Armed Group - Mai Mai from the Ruzizi Plain 3 = Armed Group - other Mai Mai group 4 = Armed Group - Mai Mai 5 = Armed group - Banyamulenge 6 = Bandits 77 = Others 0 = None

	Multiple answers are allowed.
Do you have family members who are armed group members?	0 = No 1 = Yes
Do you have other social acquaintances who are armed group members?	0 = No 1 = Yes
Have you served as an informant, negotiator or intermediary for an armed group in this academic year 2020-2021, that is, since October 2020?	0 = No 1 = Yes

Threats module :

I will now ask you questions about any threats you may have suffered between October 2020 and now.

Have you experienced any of these in this academic year 2020-2021, since October 2020?	1 = Physical attacks from students 2 = Physical attacks from parents of students 3 = Threats from armed groups or military 4 = Threats from students 5 = Threats from parents of students 6 = Other type of Threats in the school environment 7 = Other type of Threats outside school environment (not tied to school) 0 = None  Multiple answers are allowed..
Ask the following questions in this table in sequence and repeat them for each threat	
How many times did you experience $\${threatsel}$ in this academic year 2020-2021, since October 2020?	Insert n (range 0 to 20) Insert 9999 if unknown
In which months did you experience $\${threatsel}$	1. October 2020 2. November 2020 3. December 2020 4. January 2021 5. February 2021 6. March 2021 7. April 2021 8. May 2021  Multiple answers are allowed.



### 2.2.7 Social network

How many family members, relatives live in this village (outside of your household)?	Insert n
Have these family members provided financial help in this academic year 2020-2021, since October 2020?  <i>If the answer was greater 0 in the previous question.</i>	0 = No 1 = Yes
Have these family members provided emotional help in this academic year 2020-2021, since October 2020?  <i>If the answer was greater 0 in the first question of this section.</i>	0 = No 1 = Yes
Would these family members provide help (financial or emotional) if you needed help?  <i>If the answer was No in the previous question.</i>	0 = No 1 = Yes
Can you tell me the names of close friends who you talk to on a regular basis (at least once a week)?  To enumerator: Count the number of names the teacher provides, and note it here.	Insert n
Does any of the following live in your household or is part of your family?	1 = Military authority: General 2 = Military authority: Officer 3 = Military authority: Non-Officer 4 = Military authority: Armed group leader 5 = Military authority: Armed group officer 6 = State authority: National Level Ministry or Civil Servant 7 = State authority: Provincial Level Ministry or Civil Servant 8 = State authority: Territory level 9 = State authority: Secteur level 10 = State authority: Groupement level 11 = State authority: village level 12 = Education: University professor / rector 13 = Education: Director of school 14 = Customary Authority: Mwami 15 = Customary Authority: Groupement Chief 16 = Customary Authority: Village Chief

	<p>17 = Customary Authority: Other          18 = Autochtone Leader          19 = Religious authority          20 = Influential Businessman          77 = Other          0 = none</p> <p>Tell the respondent that they can provide more than one answer. All the answers mentioned by the respondent must be selected. But it is not possible to select more than one answer when "None" has been chosen.</p>
Ask the following 2 questions in this table in sequence and repeat them for each answer selected in the previous question.	
How often did you communicate with $\{\text{relationtoleader}\}$ this academic year 2020-2021, since October 2020 ?	<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          5.Daily</p>
If you have a problem, do you think $\{\text{relationtoleader}\}$ will help you?	<p>0 = No          1 = Yes</p>
Are you a member of any of the following groups in your village?	<p>List <math>\{\text{groupsnames}\}</math> :</p> <p>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</p> <p>Tell the respondent that they can provide more than one answer. All the answers mentioned by the respondent must be</p>

	selected. But it is not possible to select more than one answer when "None of the above" has been chosen.
Ask the following 3 questions in this table in sequence and repeat them for each $\{groupsnames\}$ selected in the previous question.	
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 this academic year 2020-2021, since October 2020, did you receive any economic support from $\{groupsnames\}$ ?	0 = No 1 = Yes
In this academic year 2020-2021, since October 2020, did you receive any emotional support from $\{groupsnames\}$ ?	0 = No 1 = Yes

### 2.2.8 Job satisfaction

I will now ask you questions about your motivation.

How would you describe your workload compared to the academic year 2019-2020?	1.increased 2.remained same 3.decreased
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 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 11. New students are at a lower learning level than the rest of the Grade

	77.Other( Specify) _____ Multiple answers are allowed.
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These questions ask the opinions of teachers about their work.

**SAY:**

*This part is meant to ask for your opinion, so there is no right or wrong answer. Please give answers as honest as possible. You say 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.Not sure 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.	

### 2.2.9 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?	Hours per day (range from 0 to 15) Insert 9999 if unknown
On a regular day, about how many hours do you spend actually teaching classes?	Hours per day (range from 0 to 15) Insert 9999 if unknown
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?	Hours per day (range from 0 to 15) Insert 9999 if unknown
If the answer in the previous question is yes.	

In hours. If less than an hour, insert 0.	
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?  If the answer in the previous question is yes.	Hours per day (range from 0 to 15) Insert 9999 if unknown
In hours. If less than an hour, insert 0.	
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) Insert 9999 if unknown
Providing free remedial help to students outside of school hours?	Hours per week (range from 0 to 168) Insert 9999 if unknown
Providing private tutoring for pay?	Hours per week (range from 0 to 168) Insert 9999 if unknown
Communicating with parents or guardians?	Hours per week (range from 0 to 168) Insert 9999 if unknown

### 2.2.10 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 = Covid-19

	<p>15 = Not paid          16 = Strike/Protests          77 = other (specify)</p> <p>Tell the respondent that they can provide more than one answer. All the answers mentioned by the respondent must be selected.</p>
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### 2.2.11 Teaching challenges

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

During the last academic year (2019 -2020), 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		
Students tired and/or not concentrating, e.g. 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		

### 2.2.12 Quality of teaching practices, beliefs and attitudes

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

*SAY: Tell me, how much do you agree or disagree with this statement? Please tell me or indicate indicating if you strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.*

*Remember, there is no right or wrong answer.*

#### *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.					

**c) Gender attitudes**

*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					

Job:

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					

### Role of women:

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 class and school and the application by teachers of gender-sensitive strategies in the classroom (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,					
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– The 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 strategy of assessment

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					

**d) 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?					

*Practices:*

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

*SAY: Now think about the following statements about your school. Remember, 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**

<p>How often do you have the following types of interactions with other teachers?</p> <ul style="list-style-type: none"> <li>a) I discuss how to teach a particular topic</li> <li>b) I collaborate in planning and preparing instructional materials</li> <li>c) I share what I have learned about my teaching experiences</li> <li>d) I work together to try out new ideas</li> </ul>	<p>1 = Never            2 = Almost never            3 = Sometimes            4 = Often            5 = Very often</p>
<p>How often do you do the following in teaching this class?</p> <p>Lesson facilitation:</p> <ul style="list-style-type: none"> <li>a) I summarise what students should have learned from the lesson</li> <li>b) I relate the lesson to students' daily lives</li> <li>c) I bring interesting materials to class</li> <li>d) I use graphs, pictures and printed materials on walls , figures during my classes</li> </ul> <p>Checks for understanding:</p> <ul style="list-style-type: none"> <li>a) I ask questions to students to check their understanding</li> </ul> <p>Feedback:</p> <ul style="list-style-type: none"> <li>a) When a student respond incorrectly to a question, I do not provide feedback and move on with my class to avoid delays</li> <li>b) I provide specific comments and suggestions when a student performs well in a task</li> </ul>	<p>1 = Never            2 = Almost never            3 = Sometimes            4 = Often            5 = Very often</p>

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### b) Reading

#### 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 of 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?	1 = Never 2 = Almost never 3 = Sometimes 4 = Often 5 = Very often
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	

### Reading fluidity:

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) Class culture / code of conduct

SAY: Now think about the following statements about your school. Remember, 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.

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

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

I will now read some statements

I just want to know how often this happens during a regular week at your school.

#### 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"> <li>- the order of activities during the class</li> <li>- where a student can sit,</li> <li>- what material the student can use during the class</li> </ul>					
<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"> <li>- fetching water</li> <li>- wiping the board</li> <li>- cleaning the room</li> </ul>					
<p>I provide students with opportunities to answer questions letting them write on the board and explain their reasoning.</p>					



e) Conflict sensitive

**Provide psychological first aid to students who have experienced conflict**

I just want to know how often this happens during a regular week at your school.

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.)					

**2.2.13 Perception of the school environment and school safety**

*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 indicating if you strongly disagree, disagree, neither agree nor 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?					

### 2.2.14 Socio-emotional well-being

*SAY: I will now ask a few more questions about a possible trauma that you have experienced and is affecting you now.*

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

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

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

*Do you want to continue? Your answers will be very helpful to us.*

The teacher's response :

**Verbal consent : 0 = No, 1 = Yes.**

**If yes, ask the questions in section 12 :**

These questions ask the teacher the frequency of certain behaviors.

" SAY: I want to ask you some questions about the stress you may live because of past events I want you to tell me how often certain behaviors happen. For example, if I 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.

Items	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					



I would now like to ask you about your emotional well-being, and how often you feel this way.

	0 = Never 1 = Rarely: few times a year 2 = Sometimes: few times a month 3 = Frequently: few times a week 4 = Always
I feel used up at the end of the day	
I feel emotionally drained	
I feel tired when I get up in the morning and have to face another day at work	
Interacting with people all day is really a strain for me	
I feel I am working too hard	

What do you do to relax and feel better if you have a "tired head"?  <i>Do not list the answers, code what is said.</i>	1 = hang around with friends 2 = play with children 3 = spend time with spouse 4 = dance 5 = drink 6 = go to church 7 = pray 8 = do communal work 9 = work 77 = others
Who do you speak to when you feel sad or anxious or "tired head"?  <i>Do not list the answers, code what is said.</i>	1 = spouse 2 = friend 3 = children 4 = parent 5 = sibling 6 = healer 7 = priest 8 = school director 9 = international organisation 10 = local chief 11 = customary chief 12 = administration 13 = God 14 = colleague 15 = health centre

	16 = psychologist or consellor 77 = others
<p>Have you ever gotten support from a mental health specialist (for instance à psychologist, psychiatrist, consellor)?</p> <p><i>This question is only asked for some respondents (it depends on the answers in the first table of this section). The tablet will determine if this question is asked.</i></p>	0 = No 1 = Yes

Read to respondent: We are now going to ask you a few questions on the traumatic events you have experienced in your life, and what you have done to overcome them. We will not ask about the events themselves, nor any detail about these events. Rather, we will ask about how you have felt since these events, and what measures you took to feel better. If you prefer not to answer these questions, we can move to the next section, it isn't a problem. In any case, your answers will remain anonymous and confidential.

Did the respondent accept to answer the questions? Yes or No

If yes, ask the following questions:

<p>Have you experienced traumatising events that continue to preoccupy you?</p>	<p>0 = No 1 = Yes</p> <p>Here, we do not seek to know what events the teacher has experienced, only if he / she has experienced them.</p>
<p>How often does the memory of that traumatizing event bother you in your work?</p> <p><i>If the answer was Yes in the question "Have you experienced traumatising events that continue to preoccupy you?"</i></p>	<p>0 = Never 1 = Rarely: few times a year 2 = Sometimes: few times a month 3 = Frequently: few times a week 4 = Always</p> <p>We are talking about the traumatic events that teachers may have experienced: Loss of a loved one, attack by bandits or armed groups, threats by students, house destroyed or other.</p>
<p>Regarding these traumatizing events, do you feel supported by your family and/or your friends?</p>	<p>1 = family 2 = friends 3 = Headteacher 4 = colleagues (other teachers or school staff) 5 = church/religious group</p>

<p><i>If the answer was Yes in the question "Have you experienced traumatising events that continue to preoccupy you?".</i></p>	<p>6 = NGO          77 = other: specify</p> <p>It is mainly psychological and emotional support. For example, people who try to find out if something is wrong, who offer to talk about these problems; list the options, and check if it is.</p>
<p>Regarding these traumatizing events, who else supports you?</p> <p><i>If the answer was Yes in the question "Have you experienced traumatising events that continue to preoccupy you?".</i></p>	<p>Text</p>
<p>Regarding these traumatizing events, have you taken measures to adress them?</p> <p><i>If the answer was Yes in the question "Have you experienced traumatising events that continue to preoccupy you?".</i></p>	<p>0 = No          1 = Yes</p>
<p>if yes, which ones?</p>	<p>Text</p> <p>Here the teacher can indicate what she or he is doing to overcome these traumatic events.</p>

### 2.2.15 Gratuité and Covid

<p>During the school closures in January and February 2021 due to COVID, were you able to interact with students?</p>	<p>0 = No          1 = Yes</p>
<p>How did you interact with the students?</p> <p>If the answer is yes in the previous question.</p>	<p>1 = gave them homework          2 = teaching on the radio          3 = called students          4 = using loudspeakers          5 = visiting some students          77 = Others</p>
<p>How concerned are you at this time that you or somebody in your household may get COVID-19?</p>	<p>0 = Not concerned at all          1 = Concerned          2 = Very concerned          3 = I or somebody in my household had COVID-19</p>

<p>Which of the following, if any, have you or somebody in your household experienced due to COVID-19 and the measures to contain the spread of the virus?</p> <p>Multiple responses are allowed</p>	<p>1 = Loss of income          2 = Unable to access markets/shops to buy food and/or essential items          3 = Unable to access and support the sick or elderly          4 = Extra care duties (e.g. children, sick, elderly)          5 = Sickness (somebody had COVID-19, suspected or confirmed)          6 = Permanent loss of job or business          7 = Mental and emotional stress          8 = Unable to participate in social and religious activities          9 = Had to sell property to pay for food, shelter, or healthcare          0 = None</p>
<p>Did you take up a secondary occupation during the COVID-19 school closures in January-February 2021?</p>	<p>0 = No          1 = Yes</p>
<p>If yes, which type of occupation?</p> <p>Multiple responses are allowed</p>	<p>1. Family work inside household (cooking, cleaning, caring)          2. Family work outside household (fetching water, tending animals)          3. Family agricultural activities          4. Family enterprise          5. Domestic work outside household          6. Non-family agricultural activities (e.g, farmer in someone else's farm)          7. Health worker          8. Teacher          9. FDS          10. Politician          11. Office work          12. Skilled / Technical worker (e.g. Mechanic, Welding, Carpenter, Engineer, Construction)          13. Driver          14. Civil Servant          15. Military          77. Other</p>
<p>During the COVID-19 closure this year in January-February 2021, how many days did you spend on these occupations in a MONTH?</p>	<p>Insert n (range 0 to 30)</p>

If the answer is yes to the question "Did you take up a secondary occupation during the COVID-19 school closures in January-February 2021?".	
During COVID-19 closure this year in January-February 2021, how many hours in a day did you spend on these occupations?  If the answer is yes to the question "Did you take up a secondary occupation during the COVID-19 school closures in January-February 2021?".	Insert n (range 0 to 24)  Hours in the day.
How has evolved the relationship with the students since the gratuité?	0 = much worse 1 = worse 2 = hasn't changed 3 = improved 4 = improved a lot
How has evolved the relationship with the parents of students since the gratuité?	0 = much worse 1 = worse 2 = hasn't changed 3 = improved 4 = improved a lot
How has evolved the relationship with the school management since the gratuité?	0 = much worse 1 = worse 2 = hasn't changed 3 = improved 4 = improved a lot

### 2.2.16 End of the interview:

Record the GPS data:	
Interview results:	1=Interview finished 2=Partly completed 3=Teacher/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.

### 2.2.17 Codes:

List of grades :

1=1ère Année

2=2 ème année

3=3 ème année

4=4 ème année

5=5 ème année

6=6 ème année

List of classes :

A = A

B = B

C = C

D = D

E = E

F = F

G = G

H = H

I = I

9999 = Only one class

List of ethnic groups :

0	Babembe
1	Babwili
2	Bifuliro
3	Bahavu
4	Bahutu (Burundais)
5	Bahutu (Rwandais)
6	Bajomba
7	Banyamulenge
8	Banyindu
9	Barega
10	Barundi
11	Bashi
12	Bashi
13	Bavira
14	Luba
15	Mongo
16	Kongo

17	Mangbetu
18	Moru
19	Zande
20	Batwa
21	Holoholo
22	Hemba
23	Bakalanga
24	BanguBangu
25	Hombo
26	Buyu
27	Rega
28	Btoka Kasongo
29	Bembe
30	Tabwa
31	Songe
32	European Congolese
33	International refugees
34	Internally Displaced People
77	Other

List of religions :

0	Eglise catholique romaine
1	Protestant: Les Eglises membres de l'Eglise du Christ au Congo (ECC)
2	Protestant: CEPAC
3	Les Eglise de réveil du Congo (ERC)
4	Eglises non classées
5	Islam
6	Eglise Kimbanguiste
7	Religions Traditionnelles Africaines
77	Autre

List of languages :

1	Français
2	Swahili
3	Bembe (S)
4	Banyamulenge
5	Fuliru (S)
6	Kinyarwanda
7	Kirundi

8	Lega (S,M)
9	Luba-Kasai (K)
10	Lunda (K)
11	Nyindu
12	Shi (S)
13	Vira (S)
14	Lingala
77	Other

List of teaching languages :

1	Français
2	Swahili
3	Kirundi
4	Anglais
77	Autres (à Préciser)

List of education level:

0	No education
1	Nursery / pre-primary
2	Primary grade 1
3	Primary grade 2
4	Primary grade 3
5	Primary grade 4
6	Primary grade 5
7	Primary grade 6
8	Secondary grade 1
9	Secondary grade 2
10	Secondary grade 3
11	Secondary grade 4
12	Secondary grade 5
13	Secondary grade 6
14	Higher Education Grade 1 - BA/BsC
15	Higher Education Grade 2 - BA/BsC
16	Higher Education Grade 3 - BA/BsC
17	Higher Education Grade 4 - MA/MsC
18	Higher Education Grade 5 - MA/MsC
19	Higher Education Grade 6
20	Higher Education Grade 7
21	PhD
22	Centre for Accelerated School Learning

23	Centre for Professional Learning
24	Other Technical Formation
25	Phd
77	Other
9999	Don't know

List of relationship links :

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. Student survey

### 3.1 Identification data :

Territory :

Sub-division :

Groupment :

Village name :

School ID :

Confirm School ID:

School name :

Enumerator name:

Enumerator ID:

*During the survey in 2020 (midline survey), we interviewed several students in this school. The following question establishes whether the student here for this new survey is one of the students surveyed in this school during the previous survey. To answer this question, it is necessary to keep the sample list provided by the supervisor.*

Is this child from the midline? Yes or No.

***If the answer is no:***

Name of the child :

Select the child's current grade: List of grades in the application (see codes below)

Select the class of  $\{\text{childgrad}\}$ : List of class names in the application (see codes below)

*If there is only one class, select "only one class"*

*Ask to speak with the primary caregiver (usually the mother or father).*

*If the caregiver is not available, ask to speak to the HEAD of the household (in case they do not match).*

*If the caregiver / mother / father / head of household is not present, ask to meet them at another time.*

Caregiver's Name:

***If the answer is yes to the question "Is this child from the midline?" :***

*Select the child's name :*

*Select the ID number :*

Select the child's current grade: List of grades in the application (see codes below)

Select the class of  $\{childgrad\}$ : List of class names in the application (see codes below)

*If there is only one class, select "only one class"*

Caregiver interviewed during the midline survey in 2020:

*Ask to speak with  $\{midline\_caregiver\}$ . If  $\{midline\_caregiver\}$  is not present now, ask if you can come back at a later time to conduct the interview.*

Are you conducting the interview with  $\{midline\_caregiver\}$ ? Yes or no.

*If the answer is no to the question "Are you conducting the interview with  $\{midline\_caregiver\}$ ?" :*

Why is it not possible to speak with  $\{midline\_caregiver\}$ ?

1 = deceased

2 = no longer lives in this household

3 = temporary migrant (e.g. working in another town / village and occasional visits)

77 = Other

*Then ask to speak to the person who is now taking care of the child (usually the mother or father). If not present, ask to speak to the household HEAD. If neither of these people are present, come back later for this survey.*

Caregiver's Name:

***The following questions are asked of all :***

Contact details of the respondent (telephone number) :

*The number is 9 digits without zero at the beginning or put 9 if the number is not known; 8 if the person does not have a telephone (number)*

Date of interview :

Interview location :



## 3.2 Consent form, parent:

### 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 organized by the Institute of Development Studies, University of Sussex, UK, in partnership with ISP Bukavu and Save the Children International.

Your participation in this study must be voluntary, you have every right to refuse. Please feel free to ask us questions if there is anything you do not understand.

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

If you are not comfortable with some of the questions, you have the option of doing the following:

- Do not answer certain questions
- Stop the interview
- Ask for additional information to researchers IDS, ISP, or Save the Children, and explain how you feel.

Any information collected from you during this study will be confidential. Your confidentiality, that of your family and children, will be carefully protected throughout the study. You will not be identified individually during this study, that is to say, we will not communicate any information that could identify you or link the answers you give directly to yourself 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 completely 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 discontinue your participation, without any consequences.

There will be no financial or other compensation for your participation in this project.

*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 sanction or loss of rights, or any other consequence. I can refuse to answer certain questions, and / or interrupt the interview at any time, and / or decide to no longer participate, even after having started. The questionnaire will take approximately 45 minutes - 1 hour for the student questionnaire and 30 minutes for the parent questionnaire.*

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

CONTACT DE ISP :

NAME Prof.Dr Patric MZE SOMORA, Directeur Général :

TELEPHONE : 0812965328

Do you and your child want to participate in the survey ? 0 = No, 1 = Yes

Signature of respondent :

Date :

We will first talk to your child about school and play some games. We will then speak with you.

### 3.3 Consent form, student:

Hello, my name is \${enumeratorname}

I am an university student. 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.

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

What do you think of teachers and other students?

What have you learned?

Only Save the Children will keep your answers. Your answers will not be shared with your parents or teachers or others here. Your name will not be written on the answer sheet so that no one knows what you answered. For your protection, if you share information about cases of violence (teachers, other children or otherwise), you can choose to report them 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 don't want to answer all the questions, that's fine.

Can I ask you some questions about your education? Yes or no

#### 3.3.1 General information about the child

*These questions in this section are only asked to the students who were not part of the midline study in 2020 « Is this child from the midline? », answer was no).*

How old are you? (in year)	Insert n (range 5 to 20)
Gender	0= Female 1= Male
What is the name of the language you speak at home?	List of languages in the app (see codes below)  Multiple answers are allowed.
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

**3.3.2 Perceptions of school safety and risks**

**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
En très fort désaccord	En désaccord	Ni d'accord ni en désaccord	En accord	En très fort accord

**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?

For each sentence, you should show the CARD to the student, so that he / she can choose the answer that best represents his / her opinion on a given topic (to what extent does he / she agree or disagree). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the student does not understand the sentence, you should not try to explain the "meaning" of the sentence: we do not want to influence their opinion. If this happens, please reread the sentence until the student understands the idea.

Before you begin, read the example carefully to make sure the student is comfortable with the possible answers and understands the difference between them.

Please ask the student to show the relevant option on CARD # 1 when answering rather than just giving you the answer orally. Continue through the example until the student understands the questions in this part - a maximum of 3 times.

**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 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 other students.					
Students are afraid to report incident(s) of sexual harassment or sexual violence [Insert Local Terms].					
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
What is the main reason why you think this school is not safe?  <i>If the answer is NO in the previous question.</i>	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 7.Protests by teachers/students/parents 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 7. No one 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.

Items	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					
Students are taught how to solve conflicts with others.					
Students are taught that they should care about how others feel.					

We will continue: Now I would like to ask you about discipline in school.

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 cane [Insert Local Term] 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 students when they do not pay school fees					

### 3.3.3 School environment

Before proceeding, you want to explain to the child that he/she must try to remember last school year.

Say this:

I will now ask you a few questions. You have to tell me if these things happened. There are 5 answers (show card 2 to the child) and you can point to the answer that suits you. 1 means never, 2 almost never, 3 if it's a few times, 4 for often and 5 very often

We will first do an example together. - For example, if I say: "The teachers are absent from the class". Tell me, how many times has this happened? (wait for the child to point to an option).

**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

Now I am going to read about actions or events that may be happening at your school. Remember that there is no right or wrong answer.

	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 was sad.					

In my school, teachers threaten to hurt me.					
In my school, teachers humiliate me.					
Shouted things at you in front of your classmates that humiliated you.					
Hit you with a hand or closed fist on any part of 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.					

### 3.3.4 Attitudes and behaviour toward gender norms:

#### 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 would be 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					

### **Gender behaviour index**

#### Participation in household chores:

In the past week, did you cook/clean/wash dishes/take care of younger sibling?	0 = No 1 = Yes
How many hours during the day do you do these activities in the past week?  <i>If the answer is No in the previous question.</i>	Insert n (range 0 to 15) Insert 9999 if unknown
In the past week, have you missed school due to household based responsibilities?  <i>If the answer is yes in the question « In the past week, did you cook/clean/wash dishes/take care of younger sibling?».</i>	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
How many hours during the day do you do these activities in the past week?  <i>If the answer is No in the previous question.</i>	Insert n (range 0 to 15) Insert 9999 if unknown
In the past week, have you missed school due to your paid work?  <i>If the answer is yes in the question « 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)?».</i>	0 = No 1 = Yes

### 3.3.5 Aspiration Index

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 occupation do you expect to have when you are 25 years old?	0. None, 1. teacher, 2. Doctor 3. Nurse 4. Other govt job 5. Work on a farm, 6. Run your own business 7. Other

### 3.3.6 Child networks

Now I would like you to tell me about the people who live with you in your household, and about your friends.

Do you talk to someone in the household when your are sad or angry or need help?	0 = No 1 = Yes
Can you list the names of the people in the household you would talk to?  <i>If the answer is yes in the previous question.</i>  <i>Do not enter the names of the people, count the number of names mentioned by the child and enter the number.</i>	Insert n (range 0 to 25)
Do you talk to your friends when you are sad, angry or need help?	0 = No 1 = Yes
Can you list the names of the friends you would talk to?  <i>If the answer is yes in the previous question.</i>  <i>Do not enter the names of the people, count the number of names mentioned by the child and enter the number.</i>	Insert n (range 0 to 25)
Do you talk to any of the followig when you are sad, angry or need help?	1. Teacher 2. Principal 3. Faith leader 4. Local authority 5. Neighbor 6. NGO/Community worker 7. None 77. Other

### 3.3.7 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 countdown when the student starts reading the first letter! The exercise letters will appear one by one in the tablet. The order of the letters is from left to right. For each letter, indicate in the tablet if the student has :

- 1) Read correctly
- 0) Read incorrectly
- 999) Did not read

Read the letter if the student cannot read or hesitates for 10 seconds and move to the next letter by showing the letter that follows. Count this letter as 999) Did not read.

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, count this letter as 1) read correctly.

If the student pronounces the sound instead of the letter, consider the answer as 1) Correct answer.

Accept the student's answer if he/she give the name or the sound of the letter.

Auto-stop at **60 seconds** Say : «Good ! Let's move on to the next exercise».

**If the student has finished reading all the letters before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds to read 50 letters, you must insert 56.**

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 countdown 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. For each word, indicate in the tablet if the student has:

- 1) Read correctly
- 0) Read incorrectly
- 999) Did not read

Read the word if the student cannot read or hesitates for 10 seconds and move

to the next word by showing the word that follows. Count this word as 999) Did not read.

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, count this word as 1) read correctly.

Auto-stop at 60 seconds **Say** : « *Good, you've finished the exercise, we'll go on to the next exercise.* »

**If the student has finished reading all the words before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds to read 50 words, you must 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 countdown 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. For each word, indicate in the tablet if the student has:

- 1) Read correctly
- 0) Read incorrectly
- 999) Did not read

Read the word if the student cannot read or hesitates for 10 seconds and move to the next word by showing the word that follows. Count this word as 999) Did not read.

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, count this word as 1) read correctly.

Auto-stop at 60 seconds **Say** : « *Good, you've finished the exercise, we'll go on to the next exercise.* »

**If the student has finished reading all the words before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds to read 50 words, you must 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 countdown 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.

For each word, indicate in the tablet if the student has:

- 1) Read correctly
- 0) Read incorrectly
- 999) Did not read

It is important to mark each word that the student has read or attempted to read as correct, incorrect or not read. You should not correct the child during the test. However, if he/she 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 should mark the child's response as 999) Did not read. If the child corrects himself (himself), note the word as correct.

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, count this word as 1) read correctly.

Auto-stop at 60 seconds **Say : *Good, you've finished the exercise, we'll go on to the next exercise.***

**If the student has finished reading all the words before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds to read 50 words, you must 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 exerciseboutique. 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:**

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**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 countdown as soon as the student starts.

The numbers of the exercise will appear one by one in the tablet. The order of the numbers is from left to right. For each number, indicate in the tablet if the student has a:

- 1) Correct answer
- 0) Incorrect answer
- 999) 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, count this number as 1) correct answer.

Read the number if the student cannot read or hesitates for 10 seconds and move to the next number by showing the number that follows. Count this number as 999) Did not answer.

Auto-stop at **60 seconds** Say : « Good ! Let's move on to the next exercise ».

**If the student has finished before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds, you must 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 countdown as soon as the student starts.

The numbers of the exercise will appear one by one in the tablet. The pairs of numbers will appear one by one. The order of the pairs of number is from top to bottom. For each pair of numbers, indicate in the tablet if the student has a:

- 1) Correct answer
- 0) Incorrect answer
- 999) 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, count this question as 1) correct answer.

To consider the correct answer (1) Correct answer), the student must say the largest number and not just show it.

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

<b>3</b>	<b>8</b>
<b>12</b>	<b>15</b>

35	27
77	69
47	53

If the student does not know or hesitates after 5 seconds, skip to the next 2 numbers by showing them. Count this question as 999) Did not answer.

If in the last row, the student does not arrive after 5 seconds, go to Exercise 3.

**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 countdown as soon as the student starts.

The rows of numbers of the exercise will appear one by one in the tablet. The order of the rows of numbers is from top to bottom. For each row, indicate in the tablet if the student has a:

- 1) Correct answer
- 0) Incorrect answer
- 999) 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, count this question as 1) correct answer.

The student does not have to say all the numbers in the row.

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

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

If the student does not know or hesitates after 5 seconds, skip to the next row by showing them. Count this question as 999) Did not answer.

If in the last row, the student does not arrive after 5 seconds, go to Exercise 4.

#### 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 countdown as soon as the student starts.

The additions of the exercise will appear one by one in the tablet. The order of the additions is from top to bottom. For each number, indicate in the tablet if the student has a:

- 1) Correct answer
- 0) Incorrect answer
- 999) Did not answer

$2 + 1 = \square$

$1 + 4 = \square$

$3 + 2 = \square$

$3 + 3 = \square$

$4 + 5 = \square$

$9 + 4 = \square$

$3 + 7 = \square$

$5 + 9 = \square$

$6 + 6 = \square$

$1 + 8 = \square$

If the student does not know or hesitates after 5 seconds, skip to the next addition by showing it. Count this question as 999) 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, count this question as 1) correct answer.

The student does not have to say all the numbers in the addition.

Auto-stop at **60 seconds** Say : « Good ! Let's move on to the next exercise ».

**If the student has finished before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds, you must 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 countdown as soon as the student starts.

The subtractions of the exercise will appear one by one in the tablet. The order of the subtractions is from top to bottom. For each number, indicate in the tablet if the student has a:

- 1) Correct answer
- 0) Incorrect answer
- 999) Did not answer

$$3 - 1 =$$

$5 - 4 = \square$
$5 - 3 = \square$
$6 - 3 = \square$
$9 - 4 = \square$
$13 - 4 = \square$
$10 - 7 = \square$
$14 - 9 = \square$
$12 - 6 = \square$
$9 - 8 = \square$

If the student does not know or hesitates after 5 seconds, skip to the next subtraction by showing it. Count this question as 999) 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, count this question as 1) correct answer.

The student does not have to say all the numbers in the subtraction.

Auto-stop at **60 seconds** Say : « Good ! You have finished the exercises ».

**If the student has finished before the end of 60 seconds, the time taken by the student must be inserted. For example, if he / she took 56 seconds, you must insert 56.**

### 3.3.8 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?*

- 1) 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.
- 2) Show the child the second drawing. Follow the same instructions as for drawing 1

- 3) 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:

- 1) 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.

- 2) 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.

- 3) 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.*

- 4) *Why do you think that the other child pushed the girl while making a line?*
- 5) *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

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

## 4. Questionnaire parent

### 4.1.1 Household background information

Now I would like to ask you about your household.

What is your relationship to the \${childname}?	<ol style="list-style-type: none"> <li>1. Father</li> <li>2. Mother</li> <li>3. Sister</li> <li>4. Brother</li> <li>5. Aunt</li> <li>6. Uncle</li> <li>7. Grandma</li> <li>8. Grandpa</li> <li>9. Other Female</li> <li>10. Other Male</li> </ol>
Are you the principal caregiver of \${childname}?	<p>0 = No 1 = Yes</p>
Are you the head of the household?	<p>0 = No 1 = Yes</p>
Do you live with \${childname}?	<p>0 = No 1 = Yes</p>
<p>Is \${childname}'s mother alive?</p> <p><i>Do not ask this question if the answer to the question « What is your relationship to the \${childname}? » is 2. So do not ask this question if the respondent is the mother.</i></p>	<p>0 = No 1 = Yes</p>
If so, does \${childname}'s mother still live in the household?	<p>0 = No 1 = Yes</p>
<p>Is \${childname}'s father alive?</p> <p><i>Do not ask this question if the answer to the question « What is your relationship to the \${childname}? » is 1. So do not ask this question if the respondent is the father.</i></p>	<p>0 = No 1 = Yes</p>
If so, does \${childname}'s father still live in the household?	<p>0 = No 1 = Yes</p>
<p>What is \${childname}'s mother's job?</p> <p>1 = Does not work</p> <p>This option takes into account:</p>	<ol style="list-style-type: none"> <li>1 . Does not work</li> <li>2 . Self-employed agricultural activities</li> <li>3 . Self-employed in non-agricultural activities</li> </ol>

<p>- housework inside the household (cooking, cleaning, care)          - household chores outside the household (fetching water, taking care of animals)</p>	<p>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</p>
<p>What is \${childname}'s father's job?</p> <p>1 = Does not work          This option takes into account:          - housework inside the household (cooking, cleaning, care)          - household chores outside the household (fetching water, taking care of animals)</p>	<p>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</p>
<p>How many people live in \${childname}'s household?</p> <p>Counting you and the child.</p>	<p>Insert n (range 1 to 30)</p>
<p>How many brothers does \${childname} have?          Do not count the child. \${childname}</p>	<p>Insert n (range 0 to 30)</p>

For all brothers: What is the name of the brother? How old is the brother?	In years
How many sisters does \${childname} have? Do not count the child. \${childname}	Insert n (range 0 to 30)
For all sisters: What is the name of the sister? How old is the sisters?	In years
How many rooms are there in the \${childname}'s home?	Insert n (range 1 to 10)
What is the main material of the walls where \${childname} lives?	1 = mud 2 = wood 3 = stone 4 = bricks 5 = concrete 77 = other
What is the main material of the roof where \${childname} lives?	1 = metal sheeting 2 = sticks and thatches/ corn or millet stalks 77 = Other _____
Does the roof leak where \${childname} lives?	0 = No 1 = Yes
What type of toilet does \${childname}'s family use at \${childname}'s home?	0.None 1.Flush toilet 2.Pit latrine or dry latrine 3.Turkish toilets 4.Water Closets 77.Other
How does \${childname}'s family prepare meals at \${childname}'s home? Does the \${childname}'s family normally use ...?	1.using dried animal excrements 2.using corn/ millet stalks 3.using firewood 4.using a gas stove 5.using a kerosene stove 6.using an electric stove 77.Other
Where does \${childname}'s family get water for washing and bathing at \${childname}'s home?	1.The well 2.The stream 3.the pond 4.A drinkable water faucet 5.Buying from sellers

	77.Other
Are there handwashing facilities at your home?	0 = No soap No water 1 = Only water, No soap 2 = Only soap, No water 3 = Both soap and water
Which of the following things is there in \${childname}'s home?	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
How many of the following animals does \${childname}'s household own?	Insert n (range 0 to 20)  a. Cow b. Donkey/horse/mule c. Goat/Sheep d. Pig e. Poultry/birds f. Rabbits

#### 4.1.2 Caregiver information

*These questions in this section are only asked to the students who were not part of the midline study in 2020 « Is this child from the midline? », answer was no).*

Now I would like to ask you questions about yourself.

How old is \${childname}? (in year)	Age should be in completed years. Insert n (range 5 to 20)
What is \${childname}' day of birth?	Insert n (range 1 to 31) Insert 9999 if unknown
What is \${childname}' month of birth?	Insert n (range 1 to 12)

	Insert 9999 if unknown
What is \${childname}' year of birth?	Insert n (range 1999 to 2015)
What is \${childname}'s ethnicity?	List of ethnic groups in the app (see codes below)
Do you belong to the same ethnicity as \${childname}?	0 = No 1 = Yes
Which ethnicity group do you belong to ?  <i>If the answer is No in the previous question.</i>	List of ethnic groups in the app (see codes below)
What is \${childname}'s religious affiliation?	List of religions in the app (see codes below)
Do you have the same religious affiliation of your child?	0 = No 1 = Yes
What is your religious affiliation?  <i>If the answer is No in the previous question.</i>	List of religions in the app (see codes below)
Where was \${childname} born?	0.born in this village 1.born in the same groupement (but different village) 2.born in the same territory (but different groupement) 3.born in the same province (but different territory) 4.born in DRC (but different province) 5. born in a different country
Specify the province where \${childname} was born?	List of provinces in the app (see codes below)
Has \${childname} always lived in this village since birth?	0 = No 1 = Yes
When did \${childname} move to this village?  <i>If the answer is No in the previous question.</i>	List of years between 1990 to 2020 1. Before 1990  Insert 9999 if unknown.  This year should be after the year of birth.

### 4.1.3 Household learning environment

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

<p>What is the highest level of education of \${childname}'s mother?</p> <p><i>Only if this surveyed child was not part of the midline study in 2020 « Is this child from the midline? », answer was no).</i></p>	List of education in the app (see codes below)
<p>What is the highest level of education of the \${childname}'s father?</p> <p><i>Only if this surveyed child was not part of the midline study in 2020 « Is this child from the midline? », answer was no).</i></p>	List of education in the app (see codes below)
<p>What is your highest level of education?</p> <p><i>This question is only asked if this caregiver is not the father or the mother. So the answer is not 1 or 2 in the question «What is your relationship to the \${childname}?».</i></p>	List of education in the app (see codes below)
<p>Does the \${childname} have people to help him/her with his/her school work at home?</p>	<p>0.Never</p> <p>1.Sometimes</p> <p>2.Always</p>
<p>Which of the following mostly describes the \${childname}'s brothers and sisters?</p> <p><i>This question is only asked if the child has at least one brother or sister (see section 1).</i></p>	<p>1.Attending government school</p> <p>2.Attending private school</p> <p>3.Attending a religious school (makaranta)</p> <p>4.Not attending school</p>
<p>Which of the following mostly describes the \${childname}'s brothers and sisters?</p>	<p>0 = No</p> <p>1 = Yes</p>
<p>Does the \${childname} ever get homework to do outside of school?</p> <p><i>If yes in the previous question.</i></p>	<p>0 = less than 1 hour</p> <p>1 = 1 hour</p> <p>2 = 1-2 hours</p> <p>3 = More than 2 hours</p> <p>4 = The child do not spend time on homework outside school</p>
<p>Do the \${childname}'s parents make sure that he/she sets aside time for his/her homework?</p>	<p>0 = No</p> <p>1 = Yes</p>

<i>If the answer is yes in the question « Does the \${childname} ever get homework to do outside of school? ».</i>	
Do the \${childname}'s parents check if he/she does his/her homework?  <i>If the answer is yes in the question « Does the \${childname} ever get homework to do outside of school? ».</i>	0 = No 1 = Yes
About how many books are there in the \${childname}'s home?	Insert n (range 0 to 50)

#### 4.1.4 Child attendance to school

I will now ask you questions about your child's participation in school.

How old was \${childname} when he/she first started school? (in years)  Not necessarily this school (any school)  <i>Only if this surveyed child was not part of the midline study in 2020 « Is this child from the midline? », answer was no).</i>	Insert n (range 3 to 20)
Did \${childname} attend pre-school?  <i>Only if this surveyed child was not part of the midline study in 2020 « Is this child from the midline? », answer was no).</i>	0 = No 1 = Yes
In the academic year 2019-2020, was \${childname} in \${schoolname}?	0. No 1. Yes 2. Pas inscrit dans une école
In the academic year 2019-2020, was \${childname} in any of these school?  <i>If the answer is No in the previous question.</i>	The list of other schools will appear here in the app. This will allow you to choose the correct school. or 0 = None of them
In the academic year 2019-2020, which grade was \${childname} in?  <i>If the answer is not 2 in the question «In the academic year 2019-2020, was \${childname} in \${schoolname}?».</i>	1=1ère Année 2=2 ème année 3=3 ème année 4=4 ème année 5=5 ème année 6=6 ème année

<p>In the academic year 2018-2019, was <math>\{childname\}</math> in <math>\{schoolname\}</math>?</p> <p><i>Only if this surveyed child was not part of the midline study in 2020 « Is this child from the midline? », answer was no).</i></p>	<p>0. No          1. Yes          2. Not enrolled in any school</p>
<p>In the academic year 2018-2019, was <math>\{childname\}</math> in any of these school?</p> <p><i>If the answer is No in the previous question.</i></p>	<p>The list of other schools will appear here in the app. This will allow you to choose the correct school.</p> <p>or</p> <p>0 = None of them</p>
<p>In the academic year 2018-2019, which grade was <math>\{childname\}</math> in?</p> <p><i>If the answer is not 2 in the question «In the academic year 2018-2019, was <math>\{childname\}</math> in <math>\{schoolname\}</math>?».</i></p>	<p>1=1ère Année          2=2 ème année          3=3 ème année          4=4 ème année          5=5 ème année          6=6 ème année</p>
<p>Has <math>\{childname\}</math> ever repeated a grade?</p>	<p>0 = No          1 = Yes</p>
<p>Has <math>\{childname\}</math> ever dropped out of school?</p>	<p>0 = No          1 = Yes</p>
<p>How long does it take <math>\{childname\}</math> to travel to school (one way) on a normal day?</p> <p>Enumerator only insert minutes here (For example, for "1h30", insert "90"; For 2 hours insert "120".)</p>	<p>Insert n (range 0 to 360)</p>
<p>How does <math>\{childname\}</math> travel to school?</p>	<p>1.Walk          2.bicycle          3.rickshaw          4.scooter/motorbike          5.car          6.public transport          77.other (specify)</p>
<p>What was the DAILY amount paid for transport to and from school for <math>\{childname\}</math> during the academic year 2020-2021?</p> <p>In Franc Congolais</p>	<p>Insert n</p>
<p>During the last week, did <math>\{childname\}</math> ever miss school? (excluding school holidays, national holidays, etc.)</p>	<p>0 = No          1 = Yes</p>
<p>How many days was <math>\{childname\}</math> absent from school over the last week? (in days)</p>	<p>Insert n (range 0 to 7)</p>

<i>If the answer is Yes in the previous question.</i>	
<p>What are the main reasons <math>\{childname\}</math> missed school?</p> <p><i>If the answer is Yes in the question « During the last week, did <math>\{childname\}</math> ever miss school? (excluding school holidays, national holidays, etc.)».</i></p>	<p>1 = Fees          2 = Transport costs          3 = Violence/ feel unsafe outside of school          4 = Violence/ feel unsafe inside of school          5 = Teacher is absent          6 = Disability          7 = COVID-19          8 = Health issues          9 = Cannot concentrate because child is hungry          10 = Work          11 = Protest by teachers          12 = Protest by parents          77 = Other_____</p> <p>Tell the respondent that he/she can provide more than one answer. All the answers mentioned by the respondent must be selected.</p>

<p>How concerned are you at this time that you or somebody in your household may get COVID-19?</p>	<p>0 = Not concerned at all          1 = Concerned          2 = Very concerned          3 = I or somebody in my household had COVID-19</p>
<p>Which of the following, if any, have you or somebody in your household experienced due to COVID-19 and lockdown in January-February 2021? Only think of this time period.</p>	<p>1 = Loss of income          2 = Unable to access markets/shops to buy food and/or essential items          3 = Unable to access and support the sick or elderly          4 = Extra care duties (e.g. children, sick, elderly)          5 = Sickness (somebody had COVID-19, suspected or confirmed)          6 = Permanent loss of job or business          7 = Mental and emotional stress          8 = Unable to participate in social and religious activities</p>

	<p>9 = Had to sell property to pay for food, shelter, or healthcare          0 = None</p> <p>Multiple answers are allowed.</p>
<p>During covid-19 related school closures in January-February 2021, how was your child learning? Only think of the lockdown this year.</p>	<p>1 = learning via homework          2 = learning on the radio          3 = learning through phone call          4 = learning through loudspeakers          5 = visit from teacher          6 = Parent or someone from household teaching the child          7 = learning via study manual provided by MESP          0 = No learning          77 = Others</p>
<p>During covid-19 related school closures in January-February 2021, did you help your child with learning? Only think of the lockdown this year.</p>	<p>0 = No          1 = Yes</p>
<p>If yes, how so?</p>	<p>1 = help with homework          2 = educational games          3 = teaching of the curriculum          4 = teaching (not curriculum)          77 = Others</p>
<p>During covid-19 related school closure in January-February 2021, what were the main difficulties for your child to learn at home? Only think of the lockdown this year.</p>	<p>1 = Lack of access to television          2 = Lack of access to radio          3 = Lack of access to internet          4 = Lack of textbooks          5 = No support from teachers          6 = Child was doing paid work outside of home          7 = Child was doing household chores, like cooking, cleaning, helping with family enterprise          8 = Nobody in the household could teach the child          9 = Child was not motivated          10 = There is no good/quiet place in the house to study.          0 = No problem</p>



#### 4.1.5 School fees

I will now ask you questions about the school fees you have paid for your child in the academic year 2020-2021. Give me the total you have paid so far from the start of the school year in October 2020 until now. The amount must be in Congolese francs.

What was the amount of enrolment fees paid for \${childname} during the academic year 2020-2021?	Insert n In Congolese Francs
What was the amount of fees paid for the minerval for \${childname} during the academic year 2020-2021?	Insert n In Congolese Francs
What was the amount of fees paid for the SONAS for \${childname} during the academic year 2020-2021?	Insert n In Congolese Francs
What was the amount of fees paid for school construction for \${childname} during the academic year 2020-2021 (cloture etc.)?	Insert n In Congolese Francs
What was the amount paid for books for \${childname} during the academic year 2020-2021?	Insert n In Congolese Francs
What was the amount paid for the TENAFEP for \${childname} during this academic year 2020-2021?	Insert n In Congolese Francs
What was the amount paid for the school uniform for \${childname} during the academic year 2020-2021?	Insert n In Congolese Francs
I will now ask you about the MONTHLY school expenses for your child during this 2020-2021 school year. This is different from the previous questions. Now I want you to tell me how much you usually pay in a month since October 2020. The amount must be in Congolese francs.	
What was the MONTHLY amount paid for the teacher incentives for \${childname} during the academic year 2020-2021?	Insert n In Congolese Francs
During which months did you not pay teacher incentives (do not count the months where teacher incentives were paid later)	0. Always paid 1. October 2020 2. November 2020 3. December 2020 4. January 2021 5. February 2021 6. March 2021 7. April 2021 8. May 2021  Multiple answers are allowed.
In 2020-2021, did the child do agriculture related work for the teacher/headteacher/school staff as a form of payment of school fees?	0 = No 1 = Yes
How many days a month on a typical month?	Insert n (range 0 to 31)

<i>If the answer is yes in the previous question.</i>	
In 2020-2021, did the child do other forms of manual work for the teacher/headteacher/school staff as a form of payment of school fees?	0 = No 1 = Yes
How many days a month in a typical month?	Insert n (range 0 to 31)
<i>If the answer is yes in the previous question.</i>	

Now I'm going to ask you about other aspects of schools fees.

What was the amount for any other paid fees or payments for \${childname} during the academic year 2020-2021, that we have not listed so far? Give the total amount that you have paid since start of academic year in October 2020.	Insert n In Congolese Francs
What type of payments or fees were these?	Text
Have you helped to build the school (manually / through material input) in this academic year 2020-2021?	0 = No 1 = Yes
In the academic year 2020-2021, did you ever fail to pay the school fees or was late in paying fees?	0 = No 1 = Yes
What did the school do if a student did not pay fees during the academic year 2020-2021?  <i>If the answer is yes in the previous question.</i>	0 = School did nothing 1 = Student is chased out at the end of the month 2 = Student was not allowed to attend classes 3 = Student was physically punished 4 = Student was threatened 5 = Student's family was threatened 6 = The school keeps the student's report card at the end of the school year until payment
How many times was \${childname} chased from school because fees were not paid during the academic year 2020-2021 (during the 10 usual school months)?  <i>If the answer is 1 in the question « What did the school do if a student did not pay fees during the academic year 2020-2021? ».</i>	Insert n
In the academic year 2020-2021, how many days has \${childname} missed school because the fees were not paid?	Insert n

<i>If the answer is 2 in the question « What did the school do if a student did not pay fees during the academic year 2020-2021?».</i>	
In the academic year 2020-2021, how many times has \${childname} received physical violence because of school fees related issues?  <i>If the answer is 3 in the question « What did the school do if a student did not pay fees during the academic year 2020-2021?».</i>	Insert n
In the academic year 2020-2021, how many times has \${childname} received threats because of school fees related issues?  <i>If the answer is 4 in the question « What did the school do if a student did not pay fees during the academic year 2020-2021?».</i>	Insert n
In the academic year 2020-2021, how many times has the family of \${childname} received threats because of school fees related issues?  <i>If the answer is 5 in the question « What did the school do if a student did not pay fees during the academic year 2020-2021?».</i>	Insert n
During the academic year 2020-2021, were you supported by a church or an organisation for the \${childname}'s school expenses?	0 = No 1 = Yes
If so, which church or organisation?	Texte
This organisation paid for all the school fees?	0 = No 1 = Yes
If no, how much did the organisation pay in your school fees for the academic year 2020-2021?	Insert n In Congolese Francs

#### 4.1.6 Parent's interactions with School

I will now ask you questions about your relationship to the school environment :

In this academic year 2020-2021, how often do you meet with staff at school (teacher/director)?  <i>Think of a school year when the school is functioning normally, maybe 2018-2019 before Gratuite and Covid-19.</i>	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
In 2020-2021, did you have the feeling that teachers took into account parent's views?	0 = No 1 = Yes
In 2020-2021, how often did you go to COPA meetings?	0 = Never 1 = One or twice a year at most 2 = A few times a year 3 = Once or twice a month 4 = Once a week 5 = Many times a week
In 2020-2021, what was, in your opinion, the main subject discussed by COPA?  <i>If the answer was not 0 in the previous question.</i>	1 = Quality of teaching 2 = Drop out of students 3 = Fees 4 = Parents contribution to school 5 = Infrastructure 6 = Staff 77 = Others
Do you think that your influence of the COPA is?	0 = none or insignificant 1 = weak 2 = some influence 3 = substantial influence
Do you think that the influence of the COPA on school management is?	0 = none or insignificant 1 = weak 2 = some influence 3 = substantial influence

#### 4.1.7 Direct experience of violence and conflict of the child and the household

##### Consent form:

*SAY: I will now ask a few more questions about the violent attacks and threats you, or members of your family, 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 a question that makes you uncomfortable.*

*Your answers will help us to better understand the living conditions in this region.*

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

*Do you want to continue? Your answers will be very helpful to us.*

The caregiver's response :

**Verbal consent : 0 = No, 1 = Yes.**

**If so, ask the following questions :**

We are now going to ask you about violent attacks and threats that you or members of your family may have suffered in your lifetime.

We would first like to ask you questions about any physical attacks or violence you may have suffered between 2020 and 2021.

Was anyone in this household a victim of a violent attack in this academic year 2020-2021, that is, since October 2020 till NOW?	0 = No 1 = Yes
The following questions in this table are only asked if the answer is Yes to the previous question.	
Can you tell me in which months in this academic year 2020-2021 did the attack/attacks happen?	1 = October 2020 2 = November 2020 3 = December 2020 4 = January 2021 5 = February 2021 6 = March 2021 7 = April 2021 8 = May 2021  Multiple answers are allowed.
Were any of these household members attacked in this academic year 2020-2021? (multiple answers allowed)	List of relationships links in the app (see the code below)
How many people in the household have lost their lives due to the violent attack/attacks in this academic year 2020-2021?	Insert n If none, enter 0
How many people in the household have been victims of sexual violence due to the violent attack/attacks in this academic year 2020-2021?	Insert n If none, enter 0
How many people in the household have been kidnapped due to the violent attack/attacks in this academic year 2020-2021?	Insert n If none, enter 0
How many people in the household have experienced physical violence/injury/beatings due to the violent attack/attacks in this academic year 2020-2021?	Insert n If none, enter 0

Was your house destroyed or expropriated due to the violent attack/attacks in this academic year 2020-2021 ?	0 = No 1 = Yes
Have you been displaced due to the violent attack/attacks in this academic year 2020-2021?	0 = No 1 = Yes
Has anyone in this household been a victim of a violent attack in the past? These refer to the attacks before October 2020. Do not include any attack(s) that we just discussed.	0 = No 1 = Yes

### Participation in armed groups and the army / police

Say : *I will now ask you a few questions about your involvement and your links with armed groups, the army and the police.*

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

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

*Do you want to continue? We hope you will continue because your answers will be very useful to us.*

The caregiver's response :

**Verbal consent: 0 = No, 1 = Yes.**

**If so, ask the following questions:**

I will now ask you questions about your participation in armed groups, the army or the police.

<p>Have you ever been a part of any of this in this academic year 2020-2021, that is, since October 2020?</p> <p><i>This question is only asked if the student was part of the survey in 2020.</i></p>	<p>1 = Government Army            2 = DRC Police            3 = Rwandan Army            4 = Burundian Army            0 = None</p> <p>Multiple answers are allowed.</p>
<p>Have you ever been a part of any of this?</p> <p><i>This question is only asked if the student was NOT part of the survey in 2020.</i></p>	<p>1 = Government Army            2 = DRC Police            3 = Rwandan Army            4 = Burundian Army            0 = None</p> <p>Multiple answers are allowed.</p>
<p>In which years?</p>	<p>List of years between 1990 and 2020            1. Before 1990</p>

<p><i>If the answer is 0 in the previous question AND if the student was NOT part of the survey in 2020.</i></p>	<p>Multiple answers are allowed.</p>
<p>Have you been a part of any of this in this academic year 2020-2021, that is, since October 2020?</p> <p><i>This question is only asked if the student was part of the survey in 2020.</i></p>	<p>1 = Armed Group - Mai Mai Yakutumba          2 = Armed Group - Mai Mai from the Ruzizi Plain          3 = Armed Group - other Mai Mai group          4 = Armed Group - Mai Mai          5 = Armed group - Banyamulenge          6 = Bandits          77 = Others          0 = None</p> <p>Multiple answers are allowed.</p>
<p>Have you been a part of any of this?</p> <p><i>This question is only asked if the student was NOT part of the survey in 2020.</i></p>	<p>1 = Armed Group - Mai Mai Yakutumba          2 = Armed Group - Mai Mai from the Ruzizi Plain          3 = Armed Group - other Mai Mai group          4 = Armed Group - Mai Mai          5 = Armed group - Banyamulenge          6 = Bandits          77 = Others          0 = None</p> <p>Multiple answers are allowed.</p>
<p>In which years?</p> <p><i>If the answer is 0 in the previous question AND if the student was NOT part of the survey in 2020.</i></p>	<p>List of years between 1990 and 2020          1. Before 1990</p> <p>Multiple answers are allowed.</p>
<p>Have you ever served as an informant, negotiator or intermediary for an armed group in this academic year 2020-2021, that is, since October 2020?</p> <p><i>This question is only asked if the student was part of the survey in 2020.</i></p>	<p>0 = No          1 = Yes</p>
<p>Have you ever served as an informant, negotiator or intermediary for an armed group?</p> <p><i>This question is only asked if the student was NOT part of the survey in 2020.</i></p>	<p>0 = No          1 = Yes</p>

#### 4.1.8 Household position within community network

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

<p>Does any of the following live in your household or is part of your family?</p>	<p>1 = Military authority: General          2 = Military authority: Officer          3 = Military authority: Non-Officer          4 = Military authority: Armed group leader          5 = Military authority: Armed group officer          6 = State authority: National Level Ministry or Civil Servant          7 = State authority: Provincial Level Ministry or Civil Servant          8 = State authority: Territory level          9 = State authority: Secteur level          10 = State authority: Groupement level          11 = State authority: village level          12 = Education: University professor / rector          13 = Education: Director of school          21 = Education: Teacher in school          14 = Customary Authority: Mwami          15 = Customary Authority: Groupement Chief          16 = Customary Authority: Village Chief          17 = Customary Authority: Other          18 = Autochtone Leader          19 = Religious authority          20 = Influential Businessman          0 = none</p> <p>Tell the respondent that he/she can provide more than one answer. All the answers mentioned by the respondent must be selected. It is not possible to select multiple answers when "None" has been chosen.</p>
<p>Ask the next 2 questions in this table in sequence and repeat them for each answer selected in the previous question.</p>	
<p>In this academic year 2020-2021, since October 2020, how often did you communicate with (<math>\{relationtoleader\}</math>)?</p>	<p>0.No communication          1.1-2 times a year          2.1-2 times a month          3.1-3 times a week</p>

	<p>4.4-6 times a week          5.Daily</p>
<p>If you have a problem, do you think          \${relationtoleader} will help you?</p>	<p>0 = No          1 = Yes</p>
<p>Are you a member of any of the following groups          in your village?</p>	<p>Liste \${groupsnames} :</p> <ol style="list-style-type: none"> <li>1.Church: catholic, protestant</li> <li>2.Mosque: Islam</li> <li>3.Catechist/Animist</li> <li>4.Barza</li> <li>5.Political group</li> <li>6.State administration</li> <li>7.Army</li> <li>8.Armed groups</li> <li>9.Savings group</li> <li>10.Women group</li> <li>11.Ethnic association</li> </ol> <p>0.None of the above</p> <p>Tell the respondent that he/she can provide more than one answer. All the answers mentioned by the respondent must be selected. It is not possible to select multiple answers when "None" has been chosen.</p>
<p>Ask the following 2 questions in this table in sequence and repeat them for each          \${groupsnames} that the respondent has selected.</p>	
<p>In this academic year 2020-2021, since October 2020 how frequently did you attend meetings with          \${groupsnames} ?</p>	<p>0.Never          1.Once or twice a year          2.Once or twice a month          3.Once or more times a week</p>
<p>In this academic year 2020-2021, since October 2020, did you receive any emotional support, economic support or protection from          \${groupsnames} ?</p>	<p>0 = No          1 = Yes</p>

#### 4.1.9 Gratuité

I will now ask you questions about Gratuite. There are no right or wrong answers. Your answers and identity will remain confidential.

Do you think that Gratuite has reduced the quality of teaching?	0 = No 1 = Yes
Do you think Gratuite is a good thing?	0 = No 1 = Yes
Do teachers continue to ask fees despite Gratuite?	0 = No 1 = Yes
How has the relationship with the teachers evolved since the gratuité?	0 = much worse 1 = worse 2 = hasn't changed 3 = improved 4 = improved a lot
How has the relationship with other parents evolved since the gratuité?	0 = much worse 1 = worse 2 = hasn't changed 3 = improved 4 = improved a lot
How has the relationship with the school management evolved since the gratuité?	0 = much worse 1 = worse 2 = hasn't changed 3 = improved 4 = improved a lot

#### 4.1.10 End of the interview:

Record the GPS data:	
Interview results:	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.

#### 4.1.11 Codes:

##### List of grades :

1=1ère Année

2=2 ème année

3=3 ème année

4=4 ème année

5=5 ème année

6=6 ème année

##### List of class names :

A = A

B = B

C = C

D = D

E = E

F = F

G = G

H = H

I = I

9999 = Only one class

##### List of languages:

1	Français
2	Swahili
3	Bembe (S)
4	Banyamulenge
5	Fuliru (S)
6	Kinyarwanda
7	Kirundi
8	Lega (S,M)
9	Luba-Kasai (K)
10	Lunda (K)
11	Nyindu
12	Shi (S)
13	Vira (S)
14	Lingala
77	Other

List of education :

88	No education
0	Nursery / pre-primary
1	Primary grade 1
2	Primary grade 2
3	Primary grade 3
4	Primary grade 4
5	Primary grade 5
6	Primary grade 6
7	Secondary grade 1
8	Secondary grade 2
9	Secondary grade 3
10	Secondary grade 4
11	Secondary grade 5
12	Secondary grade 6
13	Higher Education Grade 1 - BA/BsC
14	Higher Education Grade 2 - BA/BsC
15	Higher Education Grade 3 - BA/BsC
16	Higher Education Grade 4 - MA/MsC
17	Higher Education Grade 5 - MA/MsC
18	Higher Education Grade 6
19	Higher Education Grade 7
20	PhD
21	Centre for Accelerated School Learning
22	Centre for Professional Learning
23	Other Technical Formation
77	Other
9999	Don't know

List of relationship links:

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
25	Mother
26	Father
27	Brother / sister
77	Other

List of ethnic groups :

0	Luba
1	Mongo
2	Kongo
3	Mangbetu
4	Moru
5	Zande
6	Batwa
7	Holoholo
8	Hemba
9	Bakalanga
10	BanguBangu
11	Hombo
12	Buyu
13	Rega
14	Btoka Kasongo
15	Bembe
16	Tabwa
17	Songe
18	European Congolese
19	International refugees

20	Internally Displaced People
77	Other

List of religions :

0	Eglise catholique romaine
1	Protestant: Les Eglises membres de l'Eglise du Christ au Congo (ECC)
2	Protestant: CEPAC
3	Les Eglise de réveil du Congo (ERC)
4	Eglises non classées
5	Islam
6	Eglise Kimbanguiste
7	Religions Traditionnelles Africaines
77	Autre

List of provinces :

1	Bas-Uele
2	Équateur
3	Haut-Katanga
4	Haut-Lomami
5	Haut-Uele
6	Ituri
7	Kasaï
8	Kasaï-Central
9	Kasaï-Oriental
10	Kinshasa
11	Kongo-Central
12	Kwango
13	Kwilu
14	Lomami
15	Lualaba
16	Mai-Ndombe
17	Maniema
18	Mongala
19	Nord-Kivu
20	Nord-Ubangi
21	Sankuru
22	Sud-Ubangi
23	Tanganyika
24	Tshopo
25	Tshuapa







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

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