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Bigebosé “Every Child in School” McGovern-Dole International: Food for Education and Child Nutrition Project

Baseline Evaluation

9/26/2023

Baseline Report

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List of Acronyms

ASER	Annual Status of Education Report reading assessment tool
BMI	Body Mass Index
CRS	Catholic Relief Services – United States Conference of Catholic Bishops
DCE	Commune Education Directorate
DPE	Provincial Education Directorate
IHRFA	Innovative Hub for Research in Africa
IR	Intermediate Result
KII	Key Informant Interview
LOP	Life of Project
LRP	Local and Regional Procurement
MGD	McGovern-Dole International Food for Education and Child Nutrition Program
SMC	School Management Committee
SO	Strategic Objective
SOPRAD	Solidarity for the Promotion of Assistance and Development
STS	School-to-School International
USDA	United States Department of Agriculture
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene

Executive Summary

Project Background and Purpose

Despite myriad challenges, Burundi has demonstrated impressive progress in improving primary enrollment and literacy rates over the past three decades. These constraints to education are acutely felt in the province of Ruyigi, which has one of the lowest enrollment rates in the country. These low rates are partly driven by families returning after years of instability and encountering challenges registering their children and attending school. Additionally, in Ruyigi, nearly two out of three children (64 percent) under five are stunted, while 8 percent are acutely malnourished, which is the second-highest rate nationally. Further, malaria continues to be one of the leading causes for health-related absences of children (80 percent).

Bigebose “Every Child in School” is a five-year project funded by the USDA McGovern-Dole Food for Education and Child Nutrition Program. Launched in 2023, Bigebose seeks to strengthen the capacity of two provincial and communal entities of the Government of Burundi to deliver activities that support improved literacy, health, nutrition, and well-being of primary school children in Ruyigi. Catholic Relief Services (CRS) leads project implementation along with partners BAFASHEBIGE, a leading national education coalition, and Solidarity for the Promotion of Assistance and Development (SOPRAD), which supports community engagement, school canteens, and savings and loans activities.

Over its five-year implementation period, Bigebose seeks to reach an estimated 801 preschool children and 60,012 primary school children in 100 schools in all seven communes of Ruyigi. Project activities include promoting water-, sanitation-, and hygiene-friendly (WASH) schools; purchasing local products for use in school canteens; equipping school management committees (SMCs) to manage school feeding programs and wider school operations; and enhancing the capacity of government entities to deliver high-quality teacher professional development programs.

Evaluation Design, Methods, and Limitations

Conducted by School-to-School International (STS) with assistance from the data collection firm Innovative Hub for Research in Africa (IHfRA), the baseline performance evaluation sought to provide a detailed portrait of how Bigebose interventions are affecting students and their school environment. The primary objectives of the baseline evaluation were to 1) measure the baseline level of literacy for students and WASH practices for all stakeholders and beneficiaries; 2) report on key indicators for students, teachers, and schools; and 3) provide contextual information for midline and endline Research Questions.

Through establishing measures for the 11 indicators with non-zero values at baseline, the evaluation created a point of reference for Bigebose’s performance indicators. The evaluation employed a mixed-methods approach to collect primary data from project stakeholders and 52 public schools across the Ruyigi province. Tools included an Annual Status of Education Report (ASER) literacy assessment; a classroom observation tool; key informant interviews (KIIs) with project stakeholders and education officials; and surveys with students, parents, and school directors.

Findings and Conclusions

Conducted in both Kirundi and French, the baseline ASER assessment was administered to 510 grade 2 students. Students were required to successfully complete all ASER levels, including the reading comprehension section, to have their basic understanding and comprehension abilities in Kirundi and French assessed. Based on their ability to answer five questions related to a text they read, students' reading comprehensions levels in Kirundi and French were limited. Only 9.0 percent of the estimated 7,155 students in the population demonstrated an understanding of the Kirundi text, indicating that the grade 2 student population has limited proficiency in understanding the Kirundi language. The proportion of students who grasped the meaning of grade-level French text—0.2 percent—was even smaller. Further highlighting students' challenges in reading, more than 90 percent struggled to read French letters.

Recommendations

STS proposes the following recommendations for CRS for project implementation; re-defining indicators and life of project (LOP) values; and design of the midline and endline evaluations.

1. **Examine existing student and teacher language abilities.** Student performance on both the Kirundi and French ASER assessment indicates students have a limited ability to understand texts in both languages. The project might benefit from a more targeted approach to understanding the underlying factors associated with poor language learning outcomes. On the project side, teacher training should document both the level of fluency and degree of comfort teachers have with French, but more importantly emphasize the importance of teaching literacy skills in the official language of instruction. Training materials should highlight the importance of using the official language of instruction, but also provide resources for teachers who may not demonstrate mastery of the language.
2. **Modify existing survey items, indicators, or definitions to allow for greater accuracy during data collection.** CRS should review existing indicators and definitions within its Performance Monitoring Plan to identify any areas for clarification or refinement. STS should make corresponding changes to the tools to reflect more nuanced definitions and indicators. Specifically, reviewing indicators related to school absences, SMCs, and attendance is recommended.
3. **Review the LOP values.** The baseline evaluation showed high values for some custom indicators such as attendance and the proportion of SMCs conducting parental engagement activities. The project may want to address these high values by conducting additional monitoring of these indicators. If indeed the values are high, the project might benefit from reviewing the custom indicators and the associated LOP values.

Introduction and Purpose

Project Context

With a population of 13 million, Burundi has taken significant steps in improving health and education outcomes over the past three decades. The country's enrollment numbers and gender parity in primary education have greatly improved since the introduction of free primary education in 2005. Burundi has also performed well on learning outcomes for primary learners. The World Bank cites learning assessment results from a 2011 Early Grade Reading Assessment that indicated that "40 percent of grade two students were independent readers, 40 percent could read partially, and only 20 percent were non-readers."¹ Primary instruction starts in Kirundi, one of Burundi's official languages, and transitions to French in grade 5 of primary school.

Figure 1: Burundi Provincial Map of Burundi



While Burundi has demonstrated impressive progress in improving primary enrollment and literacy rates, the country faces a number of challenges in securing a quality education for all young learners. Growing enrollment numbers have placed stress on Burundi's educational resources, due both to improved access and the population's large share of youth. Completion rates of primary school are lower than the average for low-income countries, and children with disabilities and those who are internally displaced often struggle to attend school consistently or never go. Burundi regularly experiences flooding and landslides, which, in addition to disrupting school attendance, endangers school and community infrastructure and can cause internal displacement in extreme cases.

High rates of malnutrition and poor health outcomes pose additional challenges to the provision of a quality primary education system. Burundi has one of the highest rates globally of chronic malnutrition (stunting or low height-for-age), which has remained stubbornly stable over several decades. The Global Nutrition Report estimates that the country has made no progress toward achieving the target for stunting, with more than half (50.9 percent) of under-five children affected.² This rate of stunting is higher than the average for the Africa region (30.7 percent) and among the highest in the world.³ In Ruyigi (Figure 1⁴), nearly two out of three children (64.0 percent) under five are stunted, and 8 percent are acutely malnourished, which is the second highest rate nationally. In addition, malaria continues to be one of the leading causes for health-related absences (80.0 percent) of children.⁵

In order to continue its impressive progress in primary education access and learning outcomes, Burundi must continue to build on educational quality while addressing underlying factors like health and nutrition.

¹ <https://blogs.worldbank.org/nasikiliza/burundi-path-learning-future>

² <https://globalnutritionreport.org/resources/nutrition-profiles/africa/eastern-africa/burundi/>

³ <https://globalnutritionreport.org/resources/nutrition-profiles/africa/eastern-africa/burundi/>

⁴ Outline Map of Burundi Provinces, digital image, accessed 28 August 2023, <https://vemaps.com/burundi/bi-02>

⁵ Moise IK, Sen Roy S, Nkengurutse D, Ndikubagenzi J. Seasonal and Geographic Variation of Pediatric Malaria in Burundi: 2011 to 2012. *Int J Environ Res Public Health*. 2016;13(4):425. Published 2016 Apr 15. doi:10.3390/ijerph13040425

Project Description

Bigebose “Every Child in School” is a five-year project funded by the United States Department of Agriculture (USDA) McGovern-Dole Food for Education and Child Nutrition Program (McGovern-Dole). Launched in 2023, Bigebosse seeks to strengthen the capacity of two provincial and communal entities of the Government of Burundi to deliver activities that support improved literacy, health, nutrition, and well-being of primary school children in the Ruyigi province. Catholic Relief Services (CRS) leads project implementation along with partners BAFASHEBIGE, a leading national education coalition, and Solidarity for the Promotion of Assistance and Development (SOPRAD), which supports community engagement, school canteens, and savings and loans activities.

Over its five-year implementation period, Bigebosse seeks to reach an estimated 801 preschool children and 60,012 primary school children in 100 schools in all seven communes of Ruyigi. Project activities include promoting water-, sanitation-, and hygiene-friendly (WASH) schools; purchasing local products for use in school canteens; equipping school management committees (SMCs) to manage school feeding programs and wider school operations; and enhancing the capacity of government entities to deliver high-quality teacher professional development programs.

Results Framework

The Bigebosse project focuses on two main objectives: Improved Literacy of School-Going Children (SO1) and Increased Use of Health and Dietary Practices (SO2). Three intermediate results—improved quality of literacy instruction, improved attentiveness, and improved school attendance—support the achievement of the strategic objectives.

In support of SO1, the project focuses on improved quality of literacy instruction. Activities include distributing school supplies and materials, including preschool teaching and learning materials, and strengthening textbook management and planning. In addition to in-service trainings, Bigebosse also provides complementary sessions for school directors and teachers and works to operationalize school networks. Finally, Bigebosse promotes teacher attendance by analyzing constraints to teacher attendance and linking findings to ongoing initiatives.

The project also supports the achievement of SO1 by targeting improved student attentiveness at school through improving access to high-quality food. Bigebosse works to improve school feeding programs that provide daily meals to students and school personnel, while also supporting stronger local and regional food market systems. The project includes a pilot led by the Provincial Education Directorate (DPE) in the commune of Butaganzwa to procure local materials for the school feeding program.

Improved school attendance is an intermediate result for both SO1 and SO2. The project works to improve school infrastructure by developing School Action Plans and providing support for repairs and construction for school kitchens and storerooms, latrines, wells, and water and handwashing stations. By promoting peer-to-peer tutoring, piloting digitized reading materials and games, and organizing remedial activities for out-of-school and displaced children, the project works to increase student enrollment and community understanding of the benefits of education. Finally, the project also targets improved school attendance by forming community savings and lending groups to support family and community access to financial resources, thereby decreasing economic incentives to keep children out of school.

The project places a particular emphasis on improving student attendance by reducing health-related absences. Through its infrastructure assessments and support for school improvements, Bigebosse works

to increase access to clean water and sanitation services at schools. It also provides food preparation and storage training to SMCs and Commune Education Directorate (DCEs) and meal preparation training to school cooks and equips schools with storage and meal preparation. Additionally, the project conducts various school-based health promotions and training activities to improve knowledge of health, hygiene, nutrition, and preventative health interventions.

Central to all activities are the project's foundational results—increased capacity of government institutions, increased government support, and increased engagement of local organizations and community groups in education and nutrition. The project's trainings on commodity management and health, hygiene, and nutrition practices are complemented by capacity strengthening of the national school feeding directorate, children's growth monitoring, and school infrastructure construction and rehabilitation.

The Bigebosse project's overarching Theory of Change is as follows:

- IF children receive improved quality of literacy instruction (IR 1.1), attend school more regularly, and complete the entire cycle (IR 1.3) with increased attentiveness (IR 1.2);
- IF households have good health, nutrition, and dietary practices (SO2), and children have increased knowledge of health/hygiene behaviors and access a nutritious meal in school;
- IF parents have access to financing, local structures are mobilized in support of inclusive education and apply actions to mitigate the negative effects of climate change, and local and national government bodies are coordinating (IR 1.4.3 & IR 1.4.4); and
- IF school feeding is supported by procurement of local commodities, community contributions, and effective local management (IR 1.4.4);

THEN literacy and quality education will be equitably and sustainably improved (SO1) in the targeted schools in the Ruyigi province.

Purpose of the Evaluation

The primary objectives of the baseline evaluation were to 1) measure the baseline level of literacy for students and water, sanitation, and hygiene practices for all stakeholders and beneficiaries; 2) report on key indicators for students, teachers, and school; and 3) provide contextual information for midline and endline Research Questions.

Through establishing measures for the 11 indicators with non-zero values at baseline, the evaluation created a point of reference for Bigebosse's performance indicators, which are detailed in Table 1. These indicators measure baseline literacy levels of students and capture current water, sanitation, and hygiene practices for all stakeholders and beneficiaries. Rows shaded in gray are for indicators that have zero values at baseline and will be measured for the midline and endline evaluations.

Table 1: Bigebosse Project Indicators

Indicator	Source
1. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Standard #1
2. Number of schools reached as a result of USDA assistance	Standard #32
3. Number of individuals participating in USDA food security programs	Standard #30
4. Number of individuals benefiting indirectly from USDA-funded interventions	Standard #31

Indicator	Source
5. Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Standard #19
6. Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Standard #20
7. Percent of school-going children with low body mass index (or underweight) in the target area	Custom
8. Percent of teachers providing quality classroom instruction with USG support	USAID Ed Supp-10
9. Percent of students in target schools identified as attentive during class/instruction	Custom
10. Average student attendance rate in USDA supported classrooms/schools	Standard #2
11. Percent of people who can cite the 3 critical moments for washing their hands	Custom
12. Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Standard #22
13. Number of individuals receiving take-home rations as a result of USDA assistance	Standard #15
14. Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Standard #14
15. Number of individuals trained in child health and nutrition as a result of USDA assistance	Standard #23
16. Number of schools using an improved water source	Standard #27
17. Number of schools with improved sanitation facilities	Standard #28
18. Percentage of schools that are managing and disposing of waste safely and in an environmentally-sound manner	Custom
19. Number of students receiving deworming medication(s)	Standard #29
20. Number of schools equipped with food prep and storage tools and equipment	Custom
21. Percentage of schools using improved cook stoves for cooking everyday	Custom
22. % of schools using the teacher attendance tracking tool on a regular basis	Custom
23. Number of teaching and learning materials provided as a result of USDA assistance	Standard #3
24. Percent of primary-grade learners targeted for USG assistance who have access to supplementary reading materials in the language of instruction	Custom
25. Percent of students participating in the peer-to-peer who improve at least one level	Custom
26. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Standard #4
27. Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Standard #5
28. Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Standard #6
29. Number of school administrators and officials trained or certified as a result of USDA assistance	Standard #7
30. % of children reporting being hungry while at school at least one-time last week	Custom
31. # of parents in SILC groups	Custom
32. # of SILC group created with the project support	Custom
33. Percent of children absent last week due to a health-related problem (disaggregate by cause)	Custom
34. Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Standard #8
35. Number of students enrolled in school receiving USDA assistance	Standard #9
36. Percentage of School Management Committees (SMCs) who are implementing parental engagement activities	Custom
37. % of SMC members who can explain education barriers faced by girls and boys	Custom
38. Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Standard #17
39. Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Standard #16

Indicator	Source
40. Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Standard #24
41. Number of social assistance beneficiaries participating in productive safety net as a result of USDA assistance	Standard #18
42. Cost of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard #5
43. Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	LRP Standard #6
44. Number of trainings received by the PNAS, DPE and DCE disaggregate by type	Custom
45. Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Standard #10
46. Number of Parent Teacher Associations (APE) or similar school governance structure supported as a result of USDA assistance	Standard #13
47. Number of SMCs that have implemented at least 3 key actions in their School Action Plans in each year	Custom
48. Percentage of school action plans that include climate-related actions	Custom

In addition to establishing baseline values for the key indicators, the evaluation sought to identify any underlying factors impacting the literacy, nutrition, and health of school-aged children that the project should account for. Identifying these factors will enable CRS to make evidence-based decisions in its programming to maximize the effectiveness, relevance, efficiency, sustainability, and impact over the life of the project. Further, the contextual information generated by the baseline findings will provide valuable insights into the design of midline and endline research questions.

Evaluation Design and Methodology

Evaluation Design

The external evaluation of the Bigebosse project is a five-year study with three major timepoints. Baseline data collection took place in June 2023, with a midterm evaluation planned for 2025 and a final evaluation slated for 2027. The decision to employ a performance evaluation for the study is grounded in the Government of Burundi's (GoB) commitment to expanding the National School Feeding Program (PNAS) program with the ultimate goal of achieving universal national school feeding. The expansion involves a comprehensive process encompassing six key steps, ranging from fundraising to the identification of schools and the establishment of school management structures. Given the extension of the school canteen program to additional schools over the project period, the need for a thorough understanding of the impact of Bigebosse interventions on students and their school environment becomes paramount. Considering ethical considerations, a randomized experimental approach is deemed inappropriate, considering that school-age children nationwide require food assistance. Consequently, CRS has opted for a non-experimental mixed-methods performance evaluation as the most feasible and appropriate approach.

The baseline evaluation used a mixed-methods approach to collect primary data from project stakeholders and 52 public schools across the Ruyigi province. The evaluation's quantitative tools⁶ were as follows:

- Annual Status of Education Report (ASER) literacy assessment
- Student survey
- Classroom observation
- School observation survey
- School director survey
- Parent survey

To provide further background on project implementation, stakeholders participated in key informant interviews (KIIs). Conducted by the Innovation Hub for Research in Africa (IHfRA) in Kirundi, the interviews focused on stakeholders' perceptions of the project, its relevance, and sustainability. Respondents included personnel from DCE, the DPE, SOPRAD, BAFASHEBIGE, and the national director of school canteens.

Sampling Methods

The baseline evaluation employed a two-stage cluster sampling for quantitative data collection. Sample sizes were calculated using the power function in STATA and Equations (6), (19), and (22) for clustered continuous, non-clustered binary, and clustered binary outcomes, respectively, in McConnell and Vera-Hernandez, using the standard 80 percent power and 5 percent significance level. Fifty-two schools were randomly selected from the list of 100 intervention schools to serve as clusters, along with four replacement schools in case any of those selected were not available for data collection. Within each sampled school, enumerators conducted the following surveys:

- One school director survey
- Five classroom observations (of any grade)
- Three parent survey, with sampling criteria focused on mothers with children under two years old⁷

For the second stage of sampling, enumerators randomly selected 10 students (five male and five female) present in a grade 2 classroom. If there were several grade 2 classrooms, enumerators selected one classroom at random from which to sample, along with two replacements. The target and achieved sample numbers are reflected in Table 2.

A mix of purposive and random sampling was used for selecting KII respondents. CRS provided a list of potential stakeholders to participate, which included representatives from implementing partners, the Ministry of National Education and Scientific Research, the DCE, and the DPE. STS selected three respondents at random from the directorate level and selected all the respondents provided from the

⁶ The use of tools from the CRS MGD Togo evaluation, due to a rushed project launch, is a limitation because they were not adapted to the context, and indicators were not mapped to tools.

⁷ Due to time constraints, the tools were used from the CRS MGD Togo project. The parent survey included questions on infant feeding and hence, the sampling criteria followed what was done for the CRS MGD Togo project.

other stakeholder groups.

Table 2: Target and Actual Sample Numbers

Group	Target sample	Actual sample
Schools	52	52
School Director	52	52 (F: 11; M: 41)
Students	520	510 (F: 264; M: 246)
Classroom observation	260	254
Parents	156	156 (F: 155; M: 1)
Implementing partner KII	4	4
Government official KII	4	4

Data Collection Methods

Baseline quantitative data collection took place from June 19–23, 2023 across the Butaganzwa, Kinyinya, Butezi, Bweru, Ruyigi, Nyabitsinda, and Gisuru communes. The 10 teams of enumerators usually visited at one school per day.⁸ Teams consisted of three enumerators and one supervisor. Two field coordinators from IHfRA supervised the various teams. The ASER literacy assessment was administered via the Tangerine platform, and the remaining quantitative tools used SurveyCTO.

Qualitative data collection took place the following week, starting on June 27, 2023. Eight KIIs were conducted, including four with implementation partners and four with government representatives. Another government representative was unable to participate. Interviews were conducted over the phone in Kirundi. Interviewers then used the detailed notes and audio recordings of the KIIs to produce transcriptions and expanded notes in French to share with the analysis team.

Data Analysis Methods

Quantitative Data Analysis

The analysis used sampling weights to produce more representative estimates in the sample of students. Simple random sampling does not acknowledge that some students have a lower probability of being selected when they represent smaller subgroups within the population, so sampling weights enable the analysts to account for these differences in probabilities.

STS cleaned and prepared for analysis the quantitative data collected through the ASER, surveys, and observation tools. Cleaning was completed using Stata statistical packages and included a comprehensive outlier analysis of quantitative results to establish data consistency. STS computed the weights using background data available from each school in the sample populations, including the number of students present and enrolled in each classroom. STS collected this information via the school director survey.

⁸ Two of the data collection teams visited two schools on the same day, due to their proximity to one another and the schools' lack of availability for the following week.

Weights were applied when analyzing the ASER and survey results. STS used a combined school and student weight for all students and applied the school weight to all school-based surveys. After applying the weighting functions, STS produced descriptive statistics. Descriptive results were analyzed for statistically significant differences by gender by using weighted and unweighted ordinary least squares regressions. Analysts computed the level achieved on Kirundi and French ASER to determine differences between girls and boys. Where detected, statistically significant differences are noted in the findings.

Qualitative Data Analysis

Qualitative data analysis employed thematic content analysis, first identifying potential themes by applying coding frameworks to items of interest and potential connections between data and then validating themes. The analysis team imported all the detailed qualitative notes into Dedoose, a qualitative research software program. Baseline qualitative analysis focused on identifying and examining contextual information that will inform the design of midline and endline research questions.

Evaluation Limitations

- **Insufficient time and resources for tool adaptation:** The baseline data collection utilized pre-existing tools used in the CRS MGD Togo project. Since STS was unable to pilot and adapt these tools, it was difficult to examine any potential social desirability bias inherent in the tools, as well as their cultural relevance and appropriateness. In addition, it was difficult to appropriately answer custom indicators due to the limited timeline for baseline data collection. The tools could be improved and better aligned with the indicators and research questions at midline should CRS desire an adaptation and pilot before the midline evaluation.
- **Inherent bias in sampling children present on the day of assessment:** Students' literacy results may be biased toward students who attend school regularly and may exclude those students who are enrolled but do not regularly attend school. However, this method of randomly sampling on the day of the assessment is preferable to sampling students in advance, as that method may create opportunities for school-based actors to manipulate the sample to have only high performers participate. This sampling approach will remain the same for future assessments, and therefore the comparison across timepoints will be valid.

Findings

Baseline Performance Indicators

The Bigebose Performance Monitoring Plan required that most performance indicators be set to zero for the baseline evaluation. Indicators not set to zero are listed in Table 3 and represent data from the external baseline. CRS will provide census data from all 100 intervention schools that will be added to Table 3. The baseline evaluation data in Table 3 was collected from 52 schools. Sampling weights were applied to this data, with the percentage estimates provided for the target population of 100 schools at baseline.

Table 3: Baseline Performance Indicators

Result	Indicator Name	Baseline Target	Standard or Custom	Baseline (2023)				LOP
					Boys	Girls	Total	
SO1: Improved Literacy of School-Age Children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	15%	Standard #1	Kirundi	8.3%	9.7%	9.0%	35%
				French	0.2%	0.2%	0.2%	
SO2: Increased Use of Health, Nutrition and Dietary Practices	Percent of school-going children with low body mass index (or underweight) in the target area	51.6%	Custom		19.9%	22.7%	21.3%	42%
IR 1.2: Improved Attentiveness	Percent of students in target schools identified as attentive during class/instruction	40%	Custom				69.2%	70%
IR 1.3: Improved Student Attendance	Average student attendance rate in USDA supported classrooms/schools	56%	Standard #2		83.1%	86.2%	84.5%	85%
IR 2.1: Improved Knowledge of Health and Hygiene Practices	Percent of people who can cite the three critical moments for washing their hands	45%					59.3%	85%
IR 2.4: Increased Access to Clean Water and Sanitation Services	Number of schools using an improved water source	61 of 100 schools	Standard #27				26 of 52	100
	Number of schools with improved sanitation facilities	70 of 100 schools	Standard #28				45 of 52	100
	Percent of schools that are managing and disposing of waste safely and in an environmentally-sound manner	50%	Custom				60.7%	90%
Sub IR 1.2.1: Reduced Short-Term Hunger	Percent of children reporting being hungry while at school at least one-time last week	20%	Custom		74.5%	80.8%	77.6%	5%
Sub IR 1.3.2: Reduced Health- Related Absences	Percent of children absent last week due to a health-related problem (disaggregate by cause)	57%	Custom				71.2%	25%

Result	Indicator Name	Baseline Target	Standard or Custom	Baseline (2023)				LOP
					Boys	Girls	Total	
Sub IR 1.3.5: Increased Community Under-standing of Benefits of Education	Percent of SMCs that are implementing parental engagement activities	35%	Custom				96.2%	70%

Strategic Objective 1: Improved literacy of school-age children

The first SO of the project focuses on the improved literacy of school-aged children. Achievement of this SO is measured through the percentage of students who, at the end of second grade, demonstrate that they can read and understand the meaning of grade-level text (McGovern-Dole Indicator #1). For the baseline analysis, students met this threshold if they could correctly answer at least three of the five reading comprehension questions on the Kirundi ASER assessment and at least one of the three reading comprehension questions on the French ASER assessment. Only **9.01 percent** of the 7,155 estimated students in the survey population met the threshold for the grade-level Kirundi text. A higher proportion of girls than boys were able to read and understand the meaning of grade-level text. Additionally, more boys than girls were at the beginner level, meaning that they were unable to read six of the 10 letters in Kirundi.

Only **0.2 percent** of the 7,155 estimated students were able to read and understand the meaning of the grade-level French text. About 93.9 percent of students were unable to read six of the 10 letters in French. A slightly higher proportion of boys than girls were able to read the letters in French as compared to girls.

Figure 2: Proportion of students at the levels in the Kirundi Literacy ASER

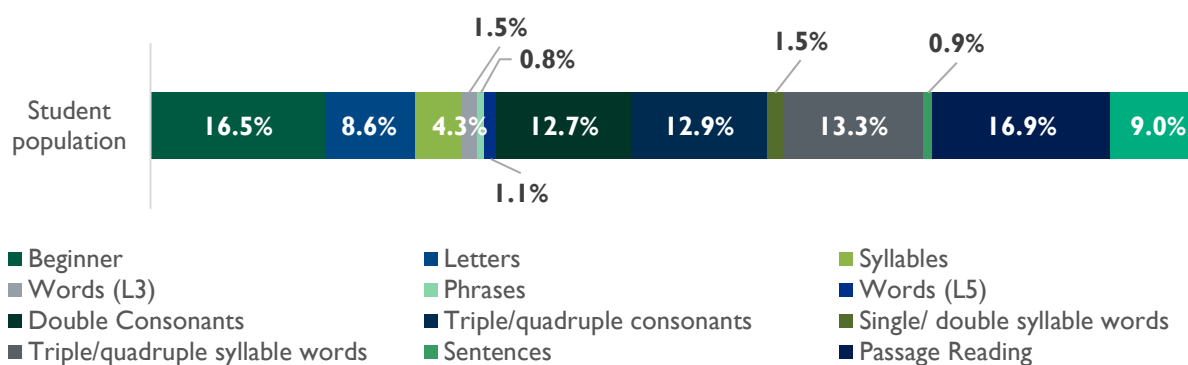


Figure 3: Proportion of students at the different levels in the Kirundi Literacy ASER by gender

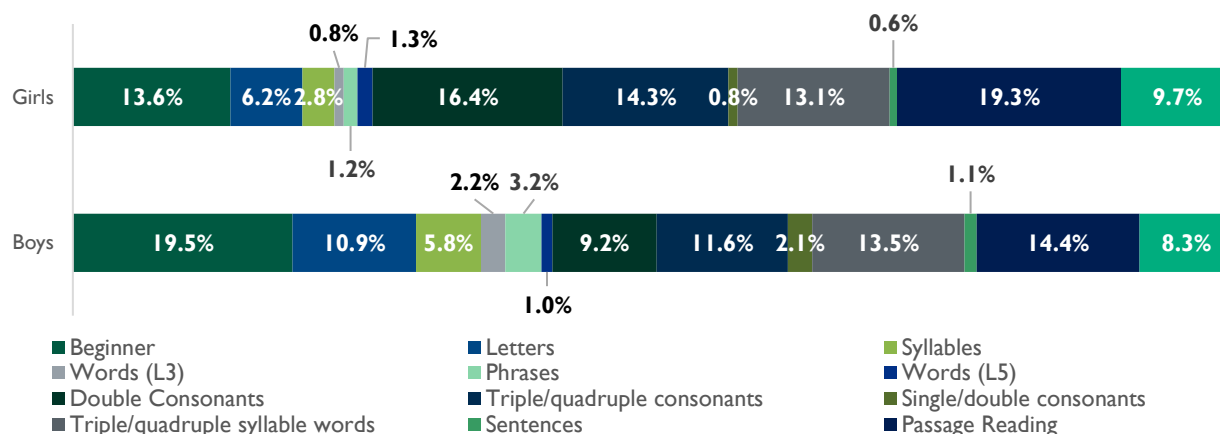


Figure 4: Proportion of students at the levels in the French Literacy ASER

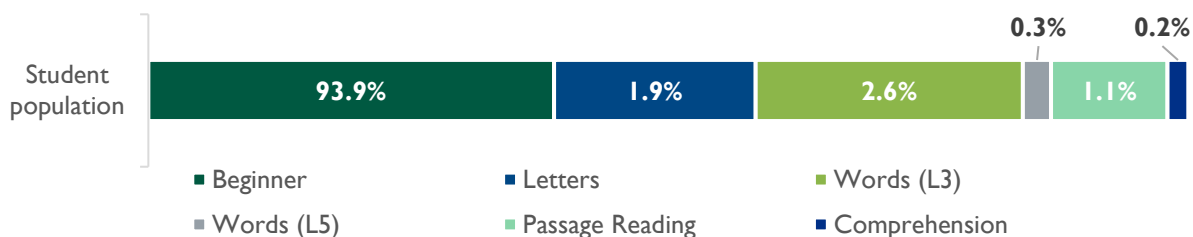
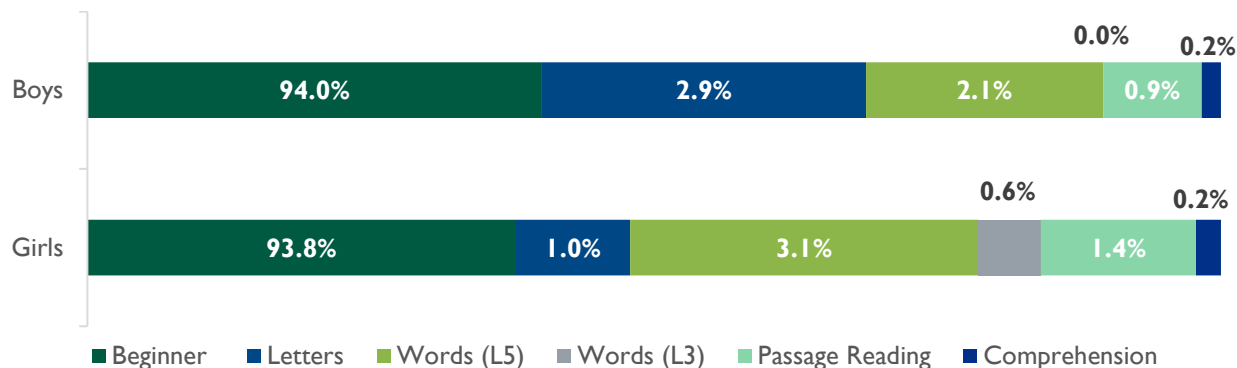


Figure 5: Proportion of students at the different levels in the French Literacy ASER by gender



Body Mass Index

Body mass index (BMI) was calculated using students' height and weight measurements and then comparing them to the body mass index-for-age scale. Children considered underweight had a BMI-for-

age under < 5th percentile.⁹ About 22 percent of the learners in the population were underweight, including 20 percent of boys and 23 percent of girls. There was no significant difference between the proportion of underweight boys and girls.

Table 4: Learner Weight, Height, and BMI by gender¹⁰

	Average Weight	Average Height	Average BMI
Girls	24.6 kg	124.9 cm	14.9
Boys	25.1 kg	122.8 cm	15.1
Total	24.8 kg	123.9 cm	15.0

Average weight, height, and BMI. Girls on average had an average BMI of 14.9, while boys on average had an average BMI of 15.1, as detailed in Table 4. No significant differences were noted between boys and girls in the BMI scores.

IR 1.1: Improved Quality of Literacy Instruction

This proposed indicator measures the percentage of teachers who provide quality instruction in the classroom according to the classroom observation tool. Enumerators observed classrooms to measure quality classroom literacy instruction in 52 project schools.¹¹ Enumerators observed a classroom lesson for one hour and recorded activities linked to quality instruction. As defined by the CRS standard classroom observation tool, **6.8 percent¹² of teachers met the threshold**, scoring at least five out of nine on the quality instruction index.¹³ Among the districts, there was a statistically significant difference between the threshold met by teachers. The highest proportion of teachers who met the threshold for quality instruction were in the communes of Butezi (20 percent) and Ruyigi (10.6 percent).

To create the measure, nine scoring items were used:

1. Teacher provided learning opportunities to support literacy skills.
2. Teacher referred to a lesson plan for structuring literacy teaching.
3. Teacher provided learning opportunities to develop expressive language skills.
4. Teacher spoke in French.
5. Teacher read books to students.
6. Teacher provided learning opportunities to promote fine motor skills.
7. Teacher provided learning opportunities that allow children to engage in gross motor skills activities.
8. Teacher provided learning activities that promote free choice or open play; and

⁹ Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).

¹⁰ Weight, height, and BMI data in this table are weighted. BMI was calculated using the following formula: [weight (kg) / height (cm) / height (cm)] × 10,000. Learners whose height was recorded under 70 cm and weight ≥ 100 were dropped with the assumption of data collection error.

¹¹ It is important to note that the observation itself, having an observer in the classroom, could bias the results. Specifically, instructors might engage in different, potentially more rigorous, behaviors when being observed. Steps were taken to try to mitigate this, primarily randomly selecting the classroom to be observed on the day of the observation.

¹² The reported percentages for this indicator are weighted.

¹³ The classroom observations observed both math and literacy activities; only items relevant to literacy were used to calculate the score. In cases where an item was skipped, the item score was treated as zero. Each question was equally weighted. This means that all activities were given a possible score of 1. While some items were treated as a binary yes or no (e.g., “did the instructor speak French?”), a number of questions used ordinal response items, asking the enumerator to rate the quality of an activity. In this case each question received a total possible score of 1, with each rating incrementally increasing in value from 0 (e.g., 1-4 will be transferred to .25, .5, .75, 1 respectively).

9. Teacher provided learning opportunities that allow children to participate in music/movement activities.

IR 1.1.1 Teacher Attendance Tracking Tool

This custom indicator measures the percentage of schools using the teacher attendance tracking tool on a regular basis. According to the CRS, the indicator is measured through the presence of attendance register data from all target schools and head counts in regular monitoring visits. Enumerators asked the head teacher at each sampled school (n=52) whether the school had a time book for recording daily attendance. According to the reports by the head teacher/school director, about 96.3 percent of the schools were estimated to be using a teacher attendance tracking tool, as shown in Table 5. The survey tool also asked enumerators to observe the head teacher's office for a teacher attendance logbook. About 88.5 percent¹⁴ of schools were estimated to have the teacher attendance logbook in the head teacher/school director's office, as displayed in Table 6. On the day of the interview, on average 90.9 percent of the teachers were present in the 52 schools interviewed.

Table 5: Proportion of School Directors' responses to the question, "Does the school have a time book for recording daily teacher attendance?"

Per Director Survey Reports	Percent
No	3.7%
Yes	96.3%

Table 6: Percentage of teacher attendance logbooks observed during Director Survey

Per Director Survey Observation	Percent
Not Seen	11.5%
Seen	88.5%

IR 1.2: Improved Attentiveness

As part of classroom observations, enumerators rated students' level of engagement during the lesson in one of four categories:

1. Few children (25 percent or less) are engaged for most of the observation.
2. Some children (26 percent to 50 percent) are engaged for most of the observation.
3. Most children (51 percent to 75 percent) are engaged for most of the observation; and
4. Almost all of the children (76 percent to 100 percent) are engaged for most of the observation.

If most students were engaged for most of the observation—categories 3 and 4—the classroom was considered "attentive." About 69.2 percent of classrooms (n=176) met the threshold for being "attentive," as displayed in Figure 7. Disaggregation by commune showed significant differences in the proportion of attentive students in the classroom. As illustrated in Figure 7, among the attentive classrooms, Butaganzwa (13.05 percent) and Gisuru (12.7 percent) had the highest proportion of observed classrooms demonstrating attentiveness, while Butezi (8.2 percent) and Nyabitsinda (6.4 percent) had the lowest proportion. Figure 6 displays the breakdown of schools meeting the attentiveness threshold, while the distribution of classroom ratings is shown in Figure 7.

¹⁴ The percentages reported are weighted estimates.

Figure 6: Proportion of Classrooms Observed as Attentive during Instruction

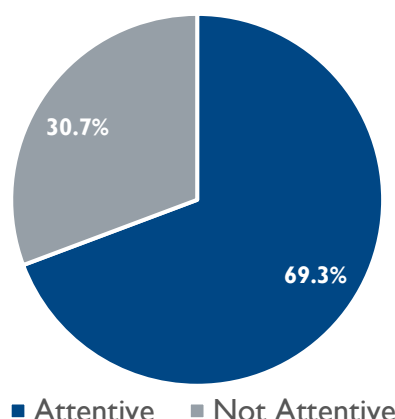


Figure 7. Proportion of Classrooms Observed as Attentive by Commune

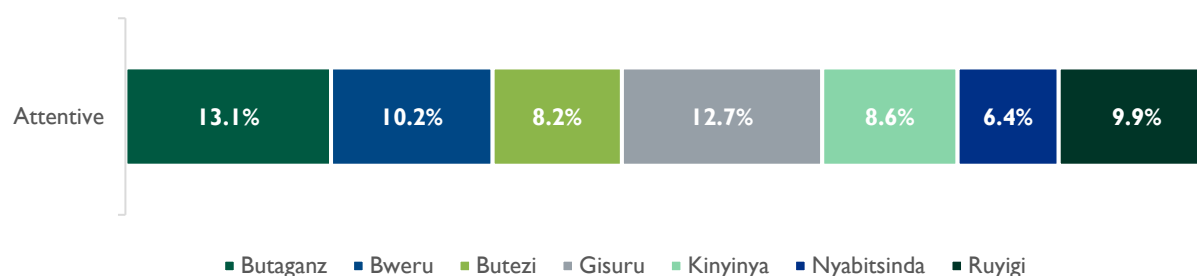
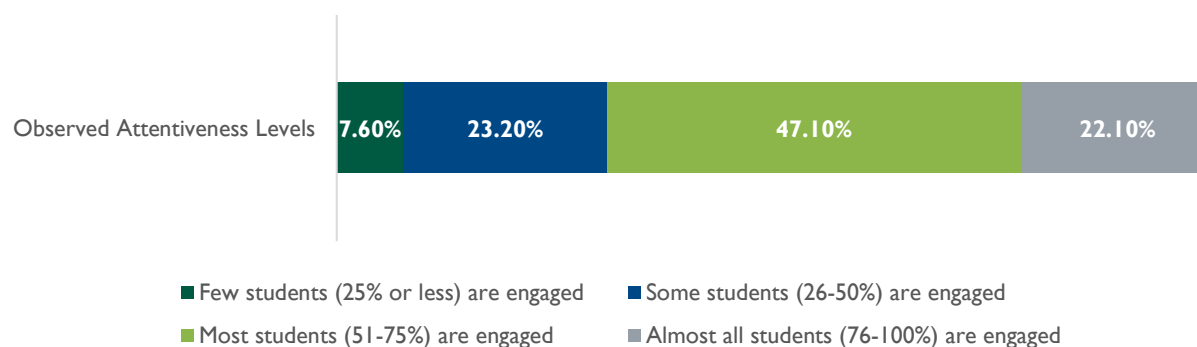


Figure 8: Proportion of Student Attentiveness Levels in Observed Classrooms



IR 1.2.1: Reduced Short-Term Hunger

To understand Bigebosé's effect on short-term student hunger, the evaluation measured the percent of children reporting being hungry while at school at least one-time last week. At baseline, 77.6 percent of all children surveyed reported being hungry at school at least one time in the last week, with about nearly half of students who reported being hungry (43.2 percent) indicating they were hungry more than three times in the last week. A slightly higher proportion of girls (80.8 percent) than boys (74.5 percent)

reported being hungry at school. Students from the communes of Gisuru, Butaganzwa, and Kinyinya made up nearly half of learners who reported being hungry at least once per week (44.7 percent). Of those who reported being hungry at least once in the last week, 85.5 percent reported that hunger made it hard for them to concentrate in class.

IR 1.3: Improved Student Attendance

To understand the project's effect on learner attendance, a key indicator is the average attendance rate in schools, which is calculated by dividing the number of students present by the number of students enrolled. Overall, 84.5 percent of enrolled learners were in attendance on the day of the evaluation, as detailed in Table 7. A higher proportion of girls (86.2 percent) than boys (83.1 percent) were in attendance. This trend was present in every commune except Kinyinya, where the attendance rate was 92.9 percent for girls and 94.4 percent for boys. By district, the highest attendance rate was in Kinyinya (93.7 percent), while the lowest rates were in Butezi (74.0 percent) and Nyabitsinda (78.2 percent).

Table 7: Attendance rate by District and Gender

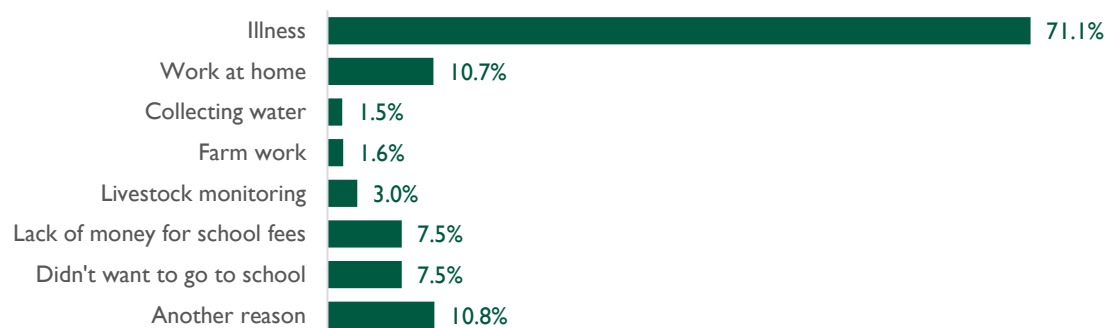
District	Boys	Girls	Total
Butaganzwa	86.1%	91.0%	88.5%
Butezi	69.3%	79.1%	74.0%
Bweru	86.9%	92.8%	89.6%
Gisuru	82.9%	85.1%	83.8%
Kinyinya	94.4%	92.9%	93.7%
Nyabitsinda	76.8%	79.4%	78.5%
Ruyiga	81.1%	82.4%	81.4%
Total	83.1%	86.2%	84.5%

IR 1.3.2: Reduced Health-Related Absences

In the parent survey, respondents were asked about student absences over the past month and the reasons for these absences. Overall, 41.8 percent of parents reported that at least one of their children had been absent from school in the last month. Parents who reported absences were then asked why their child or children were absent from school. For this question, parents could report multiple reasons for their child or children's absence. As illustrated in Figure 9, 71.1 percent of parents that reported absences indicated that their children had been absent due to illness. The next most commonly cited reasons were children working at home (10.7 percent) and other reasons (10.8 percent).

Figure 9. Reasons Why Child was Absent from School¹⁵

¹⁵ Parents could report multiple reasons for their children's absence(s) in the previous month. The percentages for each option will not equate to 100 percent as multiple options could be selected.

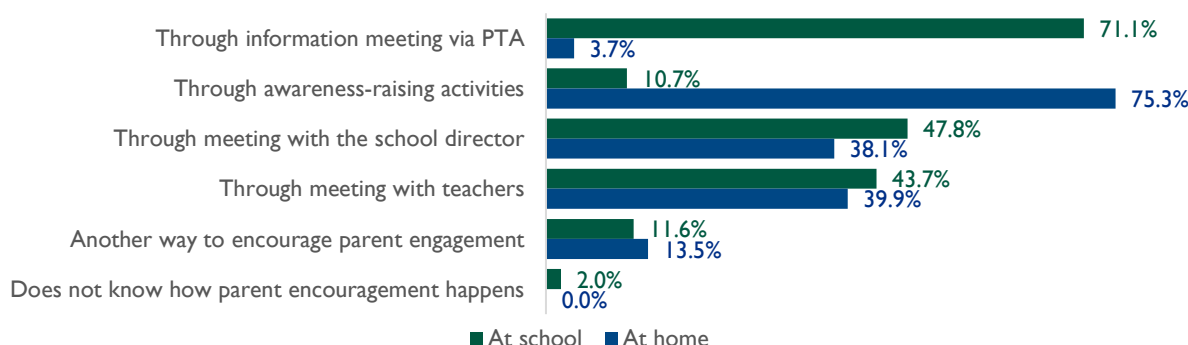


Parents reported varying rates of children's absence due to illness across communes. In Butaganzwa, 63.6 percent of parents reported their children were absent in the last month due to illness, compared to 88.8 percent in Butezi, 87.5 percent in Ruyiga, 81.8 percent in Bweru, 71.4 percent in Kinyinya, 69.2 percent in Gisuru, and 16.6 percent in Nyabitsinda. Parents in Nyabitsinda were statistically significantly less likely to report their children were absent due to illness compared to all other districts.

IR 1.3.5: Increased Community Understanding of the Benefits of Education

School directors were asked to report on SMCs, primarily so the percentage of SMCs implementing parental engagement activities could be determined. Overall, 100 percent of school directors indicated that the SMC at the school was functional, and 92.0 percent were able to show SMC meeting minutes. **96.0 percent school directors reported that the SMC carried out parent engagement activities and named at least one engagement activity.** Engagement activities are shown below in Figure 10. The most common parental engagement activity at school was information meetings via the PTA (71.1 percent), and the most common parental engagement activity at home was awareness-raising activities (75.3 percent).

Figure 10. Parent Engagement Activities at School and at Home



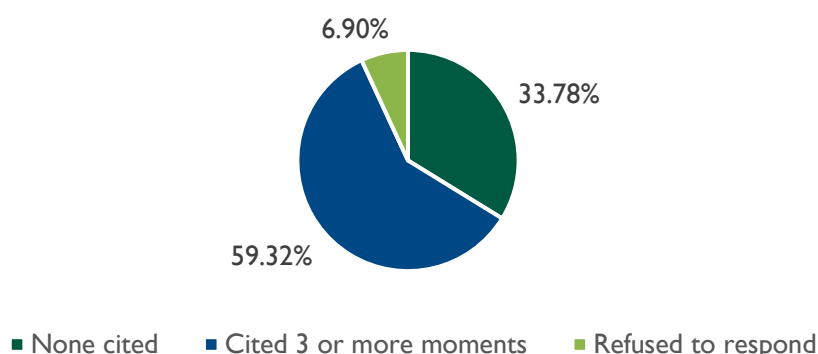
Strategic Objective 2: Increased use of health, nutrition, and dietary practices

The baseline evaluation examined the state of the water and sanitation facilities at sampled schools as well as students' knowledge of health and hygiene practices.

IR 2.1: Improved Knowledge of Health and Hygiene Practices¹⁶

Students were asked about the critical moments for washing their hands in the student survey, and 59.3 percent of the students were able to cite three or more of them, as illustrated in Figure 11. The three critical moments of handwashing included after going to the toilet, after attending to a child who has defecated, before preparing food, before feeding a child, before eating.

Figure 11: Proportion of students who cited three or more critical moments of handwashing



IR 2.4: Number of schools with improved sanitation facilities

Based on weighted analysis, 19.3 percent of schools in the population are estimated to have improved sanitation facilities. This percentage reflects the best estimate of the proportion of schools that have improved and clean sanitation facilities, considering the weighting methodology used to adjust for sample representativeness. As per the indicator definition, an improved sanitation facility is defined as flush or pour flush, pit latrines with slab, composting toilets, or ventilated improved pit latrine. Out of the 52 schools observed, 45 schools had improved sanitation facilities available, as shown in Table 8.

All 52 schools had functional facilities on the day of the visit, as detailed in Table 9, and 42 of the schools had toilets separated by gender. However, only seven of the 52 facilities had accessible toilets for students with disabilities.

Table 8: Sanitation Facilities at Sampled Schools

	Frequency	Percent
Ventilated improved pit latrines	7	13.5%
Composting toilets	2	3.9%
Pit latrines with a slab	35	67.3%
Flush or pour/flush facilities	1	1.9%
Pit latrine	6	11.5%
Other	1	1.9%
Total	52	100.0%

¹⁶ This indicator required responses from volunteer cooks or mothers. However, due to a quick project launch and no time to modify / adapt tools according to the indicators, the indicator was measured for students. It is recommended to include this in the parent survey tool for midline.

Table 9: Status of Sanitation Facilities at Sampled Schools

	Frequency	Percent
Not functional	0	0.0%
Functional	52	100.0%

Eight of the 52 sampled schools, or 15.5 percent, had a handwashing station at the school, as shown in Table 10. Only four schools of the 52 schools (50 percent) had handwashing stations that were accessible to both the youngest children and children with disabilities, as shown in Table 11.

Table 10: Handwashing Facilities at Sampled Schools

	Frequency	Percent
No handwashing station at the school	44	84.6%
Shared basin or bucket (handwashing is done in water; water does not flow or is not poured)	0	0.0%
Hand pouring system with used water separated from water to clean hands but without soap	3	5.8%
There is running water OR a hand pour system (with the wastewater separated from the clean water for washing hands) AND soap	5	9.7%
Total	52	100.0%

Table 11: Accessibility of Handwashing Facilities at Sampled Schools

	Frequency	Percent
Not accessible to the youngest children or children with disabilities	2	25%
Accessible to the youngest children OR children with disabilities	2	25%
Accessible to the youngest children AND children with disabilities	4	50%
Total	8	100.0%

IR 2.5: Number of schools using an improved water source

Based on the weighted analysis, 49.8 percent of schools in the population are estimated to have improved water sources. According to the indicator definition, a water source is considered improved if it is piped water into a dwelling, plot, or yard; a public tap/standpipe; a tube well/borehole; a protected dug well; a protected spring; or rainwater collection.¹⁷ While 26 of the 52 observed schools had access to drinking water, only 22 were from an improved water source, as shown in Table 12.

Table 12: Water Sources at Sampled Schools

	Frequency	Percent
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¹⁷ Piped water, tube well/borehole, and protected spring were missing as options in the school observation tool. Additionally, bottled water was included, however, “bottled water” can be considered an improved drinking water source if it can be determined that the bottled water is of reliable quality and that all students, teachers, and cooks use bottled water for all drinking, cooking, and personal hygiene. This limitation of the tool should be taken into consideration. It is recommended to carry out an exhaustive indicator and tool mapping for midline evaluation.

No water is available at school. Water, if present, is provided by parents, children, or staff	24	46.2%
Available water is: Unprotected inground well / spring, untreated rainwater, surface water	2	3.9%
Available water is a cart with a small tank / drum or a protected spring	4	7.7%
The available source of sanitary water is running water, a public tap, treated rainwater, a protected dug well, or bottled water	22	42.3%
Total	52	100.0%

Table 13: Status of Water Source

	Frequency	Percent (sub question)
No water source	24	-
Functional	28	100.0%
Total	52	-

Qualitative Findings

Enumerators conducted four KIs apiece with implementing partners and education officials. Respondents shared their views of education in Ruyigi, project implementation, and sustainability.

Perceptions of Education

KI respondents had mixed perceptions of the quality of education in Ruyigi. Several provincial and communal education officials claimed that ninth grade exam results were signs that the quality was “good” and that students’ performance was “better than previous years.” However, other respondents were more nuanced in their assessment of the quality of education. Another education official noted that despite the success of some students on exams, the quality of education was “not excellent.” In addition, an implementing partner described how children’s literacy skills had flaws despite “promising” test results because they had several “gaps” in their abilities to write a letter or sentences. “This leads us to say that the level of education is really declining,” the implementing partner said, “and it is really necessary that the situation is taken seriously.”

Respondents reported multiple factors that affected the quality of education in Ruyigi, including teacher absences, poor infrastructure, poor quality of school governance and teaching, and lack of teaching and learning materials. An implementing partner noted how some teachers in certain areas were late or absent because they lived eight to 10 kilometers away. Respondents also noted differences between schools in Ruyigi, with an implementing partner noting that unlike schools in Kumoso, those in Buyogoma were overcrowded.

Multiple factors were cited as obstacles to children enrolling and attending school. Respondents described how poverty impeded some families from being able to afford to send their children to school. They also explained that although other families could afford schooling, parents’ economic needs often trumped their children’s educational needs, with some children dropping out to earn money for their families. Respondents also discussed how some parents did not understand the importance of

education, while others were discouraged about the value of education because youth in their communities remained unemployed after completing their schooling. Respondents also described the gender-related obstacles that girls face in accessing education, including people's ignorance of the importance of girls' education, early marriage, teenage pregnancy, myriad household duties, and lengthy absences related to menstruation.

Respondents shared ideas for overcoming these obstacles. Their suggestions included bolstering support and building the capacity of teachers, school directors, and other stakeholders in education; providing teaching and learning materials; raising parents' awareness about the importance of education and encouraging them to be more engaged in their children's education; improving school infrastructure; and promoting girls' education.

Perceptions of Project Implementation and Sustainability

The incorporation of some of the aforementioned strategies in the Bigebase project's integrated set of activities impressed multiple respondents. In the past, respondents noted how school feeding projects focused solely on providing meals to learners, while the new project included a holistic set of activities. "I said that the program is very well designed because it has different approaches," an implementing partner said. "All these different approaches are aimed at improving education, and as I mentioned before, its distinctive feature is this special emphasis regarding approaches that integrate parents into project activities."

Overall, respondents were hopeful about the impact that the Bigebase would make in schools and communities, with many noting that all project activities would be equally effective. However, one component of the project did stand out to respondents—local production and supply of food. "What's even better is that all the inputs for this project will be bought right here in the country," an education official said, "and that will be useful and beneficial for the farmers and for the community in general, because people will be able to sell their goods here and cultivate even more." Despite having enthusiasm for this activity, an implementing partner noted that local farmers could face difficulties in providing the large amount of food needed to supply schools. "The products that will be consumed in the schools must be produced locally," an implementing partner said, "so we need to step up awareness-raising to ensure that community members produce the products in sufficient quantities, because the demand will be enormous."

Despite respondents' relative optimism, they discussed several challenges about the project. First, several respondents said they were concerned that school enrollment would be volatile due to families moving their children from schools not targeted by the project to those benefiting from it. "[M]any children will go to enroll where they can find food," an education official said. "This could destabilize the other schools in the region, which are non-beneficiaries of the project and will experience a drop in student numbers." Another education official said that implementing partners were aware of this challenge. "We are in discussion with CRS and BAFASHEBIGE on this subject," the education official said, "and we would like the school directors to accept children according to the places available in their schools."

Lastly, respondents said that sustainability stood out as a significant challenge. An implementing partner described how a previous World Bank and UNICEF school feeding project implemented in another part of Burundi had not been sustainable. Specifically, the project aimed to increase girls' attendance at school by providing cooking oil to them and their families. However, once the project ended, the implementing partner said that all the gains that had been made during the project were lost. "When they left, everything went with them," the implementing partner said. "And here in Ruyigi, I have serious

doubts as to whether the community will be able to ensure the continuity of the project's activities once it's over. It's really a big challenge that we have to prepare ourselves for.” Despite reporting the potential challenges, respondents also shared strategies for ensuring Bigebese’s sustainability, including the training of local beneficiaries and implementing partners, working collaboratively as a project consortium, and being fair and transparent about project implementation and outcomes.

Conclusions

The results of this study have established a baseline for future evaluations to be conducted at the midline and endline stages of the project. These future assessments will gauge the project's impact on students' progress in fundamental reading skills and health and hygiene by comparing their performance to the baseline study.

The first SO of the project focuses on the improved literacy of school-aged children. Achievement of this SO is measured through the percentage of students who, at the end of second grade, demonstrate that they can read and understand the meaning of grade-level text (McGovern-Dole Indicator #1). Conducted in both Kirundi and French, the baseline ASER assessment was administered to 510 grade 2 students. Students had to complete ASER levels, including the reading comprehension section, to have their basic understanding and comprehension abilities in Kirundi and French assessed. Based on their ability to answer five questions related to a text they read, students’ reading comprehensions levels in Kirundi and French were limited. Only 9.0 percent of the estimated 7,155 students in the survey population demonstrated an understanding of the Kirundi text, indicating that the grade 2 student population has limited proficiency in understanding the Kirundi language. The proportion of students who grasped the meaning of grade-level French text—0.2 percent—was even smaller. Further highlighting students’ challenges in reading, more than 90 percent struggled to read French letters. These conclusions underscore the need for targeted and comprehensive literacy interventions to address the substantial disparities in language comprehension among second-grade students and to align efforts with the project's overarching goal of enhancing literacy skills in this population.

On the day of data collection, 50 out of the 52 schools surveyed maintained logbooks to record daily teacher attendance. On average, a high teacher attendance rate of 90.9 percent was observed across the sampled schools. Furthermore, it was found that 100 percent of school directors confirmed the functionality of the School Management Committee (SMC) at their respective schools, with 92.0 percent being able to provide SMC meeting minutes. Additionally, 96.0 percent of school directors reported that the SMC was actively engaged in parent outreach activities.

In alignment with the project's second strategic objective focusing on health, nutrition, and dietary practices, the baseline evaluation examined the condition of water and sanitation facilities at the sampled schools. Among the 52 observed schools, 45 schools (86.5 percent) had improved sanitation facilities, meeting the definition that includes flush or pour flush toilets, pit latrines with slabs, composting toilets, or ventilated improved pit latrines. A lesser proportion of schools, specifically 8 out of 52 sampled schools (15.5 percent), were equipped with handwashing stations, indicating room for improvement in promoting proper hygiene practices. Regarding access to drinking water, 26 out of the 52 observed schools (50 percent) had access to water sources. However, only 22 of these schools (42.3 percent) were sourcing water from improved sources, as defined by piped water into a dwelling, plot, or yard; a public tap/standpipe; a tube well/borehole; a protected dug well; a protected spring; or rainwater collection.

These findings provide a comprehensive overview of the current state of student literacy, teacher attendance, school management, water, and sanitation facilities at the sampled schools, highlighting areas where interventions will help meet the project's objectives.

Recommendations

STS proposes the following recommendations for CRS for project implementation; re-defining indicators and life of project (LOP) values; and design of the midline and endline evaluations.

- The data from the Kirundi ASER assessment showed that girls outperformed boys in literacy levels. It is recommended that the project focuses on understanding the factors underlying this gender disparity. One potential factor to investigate is the difference in attendance rates between girls and boys in certain communes. It is plausible that higher attendance levels among girls could be contributing to their superior performance on the ASER assessment. Therefore, it is recommended that the project conducts an examination of attendance patterns and other relevant factors to identify strategies that can help bridge the literacy gap between boys and girls in Kirundi.
- The French literacy data highlighted a significant issue—most learners struggle to read even letters. To address this challenge, it is recommended that the project conduct targeted research to understand the underlying causes. Investing more in coaching early grade teachers in basic literacy skills, especially instruction on teaching a second language, could be beneficial. Enhancing teachers' French abilities is crucial for effective French literacy instruction. Additionally, engaging in comprehensive discussions with the Ministry of Education about curriculum design could be beneficial.
- The data on student hunger found that approximately half of the students who reported experiencing hunger at least once a week came from the communes of Gisuru, Butaganzwa, and Kinyinya. It is advisable for the project to review the monitoring data to confirm these numbers. If they are accurate, the project should concentrate its food distribution efforts in these districts to maximize its impact on the indicator.
- CRS should conduct additional monitoring to understand why around three-quarters of children enrolled are not attending schools in Butezi and Nyabitsinda communes and see if these trends hold during ongoing monitoring.

Recommendations for Midline Evaluation

- **Data collection methods need to be refined.** Due to the rapid project launch, there was not sufficient time for tool adaptation and review, and therefore certain indicators were not measured accurately. To address this issue, it is advisable to refine the data collection process for specific indicators at midline. Specifically, for custom indicator 11 (the percent of people who can cite the three critical moments for washing their hands), data should be collected from mothers or volunteer cooks. Also, when measuring BMI, it is recommended to narrow the focus to children between the ages of 5 and 10. This adjustment will help ensure more precise and relevant data are collected for these indicators.
- **Existing survey items, indicators, or definitions should be modified to allow for greater accuracy.** In addition to tool review and adaptation, the project could benefit from improved data triangulation by including similar survey questions across various tools. For example, in both the parent and student surveys, it would be beneficial to incorporate questions

about the most common causes of illness in the area to be able to disaggregate the indicator by cause. Additionally, the school observation tool and school director survey should include previously omitted options for piped water, tube wells/boreholes, and protected springs in the items about improved water sources in the school. While bottled water was included, it can be considered an improved drinking water source only if its quality is reliable, and if all students, teachers, and cooks use it for drinking, cooking, and personal hygiene. To further enrich the data collection process, qualitative tools like parent focus group discussions could be introduced to assess the level of parental engagement in activities conducted by the SMCs.

- **CRS should consider reviewing existing indicators and definitions within its Performance Monitoring Plan to identify any areas for clarification or refinement.** Corresponding changes could be made to the tools to reflect more nuanced definitions and indicators. Specifically, reviewing indicators related to school absences, parental engagement activities, and student attentiveness are recommended. It's important to highlight that changing tools/ items at the midline assessment can hinder the analysis that assesses change from baseline to midline. Introducing new indicators, if feasible, could be a strategy to overcome this limitation.

Recommendations for LOP values

- **Create separate LOP values for Kirundi (L1) and French (L2) literacy.** The current LOP values for Kirundi and French literacy assume a uniform timeline and similar challenges for the acquisition of a first or native language (Kirundi) and a second language (French). This assumption does not adequately reflect the intricacies of language learning. L1 acquisition typically occurs during early childhood, while L2 acquisition can occur at any stage in life (Krashen, 1981), necessitating distinct considerations for LOP values. Additionally, L1 and L2 acquisition present unique challenges, with L2 learning often involving interlanguage interference, while L1 acquisition relies on immersion and frequent exposure (Ellis, 1994). These differences call for tailored instructional approaches and different timelines to achieve the LOP target values.
- **Reassess the LOP values for indicators with high baseline values, including student attentiveness levels, attendance rate, and SMCs conducting parental engagement activities.** The high baseline values for these indicators can pose a challenge for accurately measuring the progress throughout the project's duration. Currently, the baseline values closely align with the LOP targets. Therefore, it is recommended to either revise the LOP values based on the evaluation data or reassess these baseline values using comprehensive data collection as part of project monitoring. These changes will enable the establishment of more accurate starting points against which improvements will be measured.

Annexes

Annex A: Updated Indicator Performance Tracking Table

Result	Indicator Name	Baseline Target	Standard or Custom	Baseline (2023)				LOP
					Male	Female	Total	
SO1: Improved Literacy of School-Age Children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	15%	Standard #1	Kirundi	8.3%	9.7%	9.0%	35%
				French	0.2%	0.2%	0.2%	
SO2: Increased Use of Health, Nutrition and Dietary Practices	Percent of school-going children with low body mass index (or underweight) in the target area	51.6%	Custom		19.9%	22.7%	21.3%	42%
IR 1.2: Improved Attentiveness	Percent of students in target schools identified as attentive during class/instruction	40%	Custom					69.2% 70%
IR 1.3: Improved Student Attendance	Average student attendance rate in USDA supported classrooms/schools	56%	Standard #2		83.1%	86.2%	84.5%	85%
IR 2.1: Improved Knowledge of Health and Hygiene Practices	Percent of people who can cite the three critical moments for washing their hands	45%						59.3% 85%
IR 2.4: Increased Access to Clean Water and Sanitation Services	Number of schools using an improved water source	61 of 100 schools	Standard #27					26 of 52 100
	Number of schools with improved sanitation facilities	70 of 100 schools	Standard #28					45 of 52 100
	Percent of schools that are managing and disposing of waste safely and in an environmentally-sound manner	50%	Custom					60.7% 90%
Sub IR 1.2.1: Reduced Short-Term Hunger	Percent of children reporting being hungry while at school at least one time last week	20%	Custom		74.5%	80.8%	77.6%	5%

Result	Indicator Name	Baseline Target	Standard or Custom	Baseline (2023)				LOP
					Male	Female	Total	
Sub IR 1.3.2: Reduced Health- Related Absences	Percent of children absent last week due to a health-related problem (disaggregate by cause)	57%	Custom				71.2%	25%
Sub IR 1.3.5: Increased Community Under-standing of Benefits of Education	Percent of SMCs that are implementing parental engagement activities	35%	Custom				96.2%	70%

Annex B: Terms of Reference for the Evaluation



Bigebase “Every Child in School” Project

USDA - McGovern-Dole International Food for Education and Child Nutrition Program

Period of Performance: May 4, 2023 to November 3, 2023

**Terms of Reference for Baseline Study, Midterm,
and Final Evaluation**

December 2022
(Revised May 2023)

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I. Purpose and Overview

The purpose of these Terms of Reference (TOR) is to outline the conditions and responsibilities of the external evaluator who will undertake the baseline, midterm evaluation and final evaluation of the Bigebase “Every child in school” project, a USDA-funded McGovern-Dole International Food for Education project in the Republic of Burundi.

These ToR also rely heavily on Annex I, Evaluation Plan for the Bigebase project. The specific relevant sections are outlined below. The external evaluator should be very familiar with Annex 1, and Annex 2. Performance Indicators in addition to the USDA’s [Food Assistance Indicators and Definitions](#) and its [Monitoring and Evaluation Policy](#). Finally, the external evaluator should also be very familiar with Annex 5, the project’s Performance Monitoring Plan (PMP).

Retention of the external evaluator to proceed with the midterm and/or final evaluation is dependent upon their satisfactory performance on the preceding work products. Any changes to evaluator team composition from one evaluation to the next would require donor approval. CRS would relaunch the selection process for the midterm review and/or final evaluation where the external evaluator does not meet expectations. Please note that all evaluation reports will be reviewed in line with Annex 3, Checklist for Evaluating USDA Evaluation Reports (CRS internal).

2. Country & Project Background

Despite being the fifth poorest country in the world, according to the Human Development Index, and still being in recovery after years of conflict (i.e., the civil war from 1993-2005) and political instability (i.e., the violence around the election in 2015), Burundi has made significant gains in both educational and health outcomes over the past three decades. Since the early 1990s the mean years of school has increased by nearly two years with 6.6 years added to the expected years of schooling, and infant mortality rate has reduced by 70% and life expectancy has increased by 13.8 years.¹⁸ These improvements in education and health outcomes have been driven by Vision 2025: *Burundi Buhire*, or “Happy Burundi”¹⁹ which is predicated on the core operating principle that in order to drive progress, the GoB must improve the lives of everyday Burundians. As a part of the strategy, the GoB’s priorities and investments strive to protect the poorest and most vulnerable. One such priority investment is the National School Canteen Program. This social safety net seeks to ensure the most vulnerable populations receive the best chances at improved health and educational achievement by providing nutritious school meals to reduce hunger for students in chronically food insecure contexts.²⁰

Although Burundi has made considerable advances, many constraints continue to limit children’s abilities to succeed in school and children continue to face high rates of disease and malnutrition that impact their well-being, especially in some of the poorest parts of the country. These constraints to education are acutely felt in the province of Ruyigi which has one of the lowest enrollment rates in the country at 80%, highlighting that a large group of children are out-of-school.²¹ With Ruyigi being one of the priority

¹⁸ UNDP (2022). [Burundi Country Profile Human Development Report](#) and UNDP (2020). [Human Development Report Burundi Country Profile](#).

¹⁹ [Burundi Vision 2025](#) (2011).

²⁰ République du Burundi (2018). *Programme National d’Alimentation Scolaire*.

²¹ ISTEUBU [Tableau de Bord Social Edition, 2020](#).

provinces welcoming back returnees, many children encounter bureaucratic restraints (e.g. many do not have birth registration documentation) which deters them from registering and integrating into the school system. Additionally, in Ruyigi, nearly two out of every three children (64%) under five are stunted and 8% are acutely malnourished, the second highest rate nationally,²² and malaria continues to be one of the leading causes for health-related absences (80%) of children.²³

CRS has been working in Burundi since 1961 and in the Ruyigi province from 2009 to 2014. CRS in Burundi has proven success coordinating complex and multi-sectoral development and emergency programs throughout the country, including projects that work with communities and health facility staff to address underlying cause of chronic malnutrition and health systems strengthening. Across CRS Burundi's projects, focus is placed on promoting gender equality, empowering youth, and ensuring sustainability through the capacity building of local partners and actors.

Designed in collaboration with key ministry and partner agencies, Bigebose is a five-year project funded by the United States Department of Agriculture through the McGovern-Dole International Food for Education and Child Nutrition Program. This is the first ever award for McGovern-Dole International in Burundi. Over five years, Bigebose targets a total of 80,651 direct participants and will strengthen the capacity of two dedicated national-level partner organizations to deliver a holistic package of activities contributing to improved literacy, health, nutrition and well-being of an estimated 801 preschool and 60,012 primary school children (30,160 girls) in 100 schools in all 7 communes across the Ruyigi province in eastern Burundi, one of the country's poorest and most vulnerable provinces.

The foundation of Bigebose is our commitment to strengthening the capacity of local Government of Burundi (GoB) structures, our national implementing partners (IPs), and key stakeholders within the school and community ecosystems. In alignment with the GoB education, health and nutrition priorities, Bigebose will work with the provincial and communal GoB entities (i.e., the Direction Provinciale de l'Enseignement [DPE] or "Provincial Education Directorate" and the Direction Communale de l'Enseignement [DCE] or "Commune Education Directorate") to identify and support a total of 100 schools located in all 7 communes of Ruyigi; leverage and complement other external institutional investments in the health and education sectors; increase access to school, particularly for the most vulnerable children; and create a more enabling learning environment within schools, characterized by holistic support for and engagement of students, teachers, directors, and parents.

The Bigebose consortium, comprised of CRS as prime; BAFASHEBIGE, the national education partner; and SOPRAD, or "Solidarity for the Promotion of Assistance and Development," a national partner supporting community engagement, school canteen, and savings and loan activities; utilizes each organization's expertise and strong in-country relationships and ensures that national partners lead school feeding activities as the National School Feeding Program (PNAS) expands to the rest of the country in subsequent phases through 2032.

Bigebose will support schools to become climate resilient; accompany the DPE to pilot a local procurement approach that will generate key learning to inform its subsequent phases of the PNAS and

²² *Ibid.*

²³ CRS Needs Assessment (March 2021)

reinforce local leadership and ownership to manage and address all school needs, including those of school canteens.

3. Project Theory of Change

Bigebose's overall Theory of Change is **IF** children receive improved quality of literacy instruction (IR 1.1), attend school more regularly and complete the entire cycle (IR 1.3) with increased attentiveness (IR 1.2); **IF** households have good health, nutrition and dietary practices, (SO2) children have increased knowledge of health/hygiene behaviors and access a nutritious meal in school; **IF** parents have access to financing and local structures are mobilized in support of inclusive education and apply actions to mitigate the negative effects of climate change, and local and national government bodies are coordinating (IR 1.4.3 & IR 1.4.4); and **IF** school feeding is supported by procurement of local commodities, community contributions and effective local management (IR 1.4.4); **THEN** literacy and quality education will be equitably and sustainably improved (SO1) in the targeted schools in the Ruyigi province.

The quality of literacy instruction (IR 1.1) will improve **IF** teacher attendance is consistent; **IF** access to school supplies, materials and instruction materials is effective; and **IF** teachers and school administrators have increased pedagogical and instructional knowledge and capacity to apply this knowledge in the classroom. **Evidence** shows that increased teacher presence, improved teacher instruction quality and improved pedagogical materials promote early literacy acquisition and student engagement in the classroom.²⁴ Teachers' professional development and overall sense of preparedness for classroom instruction have proven the strongest predictors of instructional quality. Programs that include activities such as teacher training and coaching have delivered literacy gains.²⁵ In Burundi, evidence showed that the relocation of teachers had a direct effect on their attendance at school and later a negative impact on the quality of education.²⁶

Students' attentiveness (IR 1.2) in classrooms will increase **IF** students eat a nutritious meal a day at school. **Evidence:** According to USAID's Reading MATTERS framework, improved child well-being is a pre-condition for attentiveness and later for learning. Reducing short-term hunger will directly improve the child's well-being and allow her to concentrate on classroom instruction throughout the school day.

²⁴ The William & Flora Hewlett Foundation (2014). "Learning to Improve Learning: Lessons from Early Primary Interventions and Evaluations in India and Sub-Saharan Africa."

https://www.globalreadingnetwork.net/sites/default/files/media/file/2014-02-14_Learning%20to%20Improve%20Learning%20Synthesis%20for%20Publishing_Edited_0.pdf

USAID (2016). Landscape Report on Early Grade Literacy.

https://www.globalreadingnetwork.net/sites/default/files/media/file/LandscapeReport_0.pdf

International Initiative for Impact Evaluation. "The Impact of Education Programmes on Learning and School Participation in Low- and Middle-income Countries." <https://www.3ieimpact.org/evidence-hub/publications/systematic-review-summaries/impact-education-programmes-learning-school-participation-low-and-middle-income-countries>

²⁵ Sigrid Blomeke, Rolf Vegar Olsen and Ute Suhl (2016). "Relation of Student Achievement to the Quality of Their Teachers and Instructional Quality. Teacher Quality, Instructional Quality and Student Outcomes: Relationships Across Countries, Cohorts and Time. Volume 2. The International Association for the Evaluation of Educational Achievement."

<https://library.oapen.org/bitstream/handle/20.500.12657/27946/1002053.pdf?sequence=1#page=29>

²⁶ Rapport de conférence débat sur l'évaluation de l'impact de la relocalisation des enseignants sur l'enseignement, Coalition BAFASHEBIGE, Décembre 2018

The school meal contributes to the child's nourishment, physical, socio-emotional, and cognitive development.²⁷

Students' school attendance (IR 1.3) will increase **IF** communities and families have increased understanding of the benefits of education and actively support children to start school at age 6, to attend regularly and to complete the entire cycle; **IF** families have access to financial resources; **IF** schools are effectively governed, safe, clean, and inclusive; and **IF** children are in better health.

Evidence: Parents are the primary decision-makers for children and late primary school enrollment is positively correlated with repetition, dropout or poor performance.²⁸ Engaging communities in education programs is shown to foster local ownership and improve overall education outcomes.²⁹ Access to SILC, an intervention designed to help families overcome financial barriers to health or education investment in their children, also creates positive social pressure to adopt key behaviors.³⁰ The CRS-led assessment in Ruiyigi showed that 57% of absences from school were health-related, affecting the child's education attainment and increasing the likelihood of dropout.³¹

In addition, **IF** teachers, administrators, students, and their families have knowledge of key health and hygiene practices; **IF** there is increased access to WASH infrastructure; **IF** the knowledge, skills and resources for safe food preparation and storage exist in each school; and **IF** there is improved knowledge and practice of nutritious feeding; **THEN** health-related absences will decrease. **Evidence:** WASH interventions reduce health-related absences, particularly when the water supply is assured in combination with other approaches, such as Menstrual Hygiene Management (MHM) and proven social behavior change (SBC) activities, including the promotion of safe and hygienic cooking and student WASH clubs.³²

The relevant GoB institutions, SMC and parents will increase ownership of the school feeding programs **IF** they have increased capacities and tools for managing, implementing and monitoring for school feeding and quality education programs (Foundational Results (FR) 1.4.1 & 1.4.2; 2.7.1 & 2.7.2); **IF** the GoB increases their financial support to school feeding, school infrastructure and quality education activities (FR 1.4.3 & 2.7.3); and **IF** appropriate community organizations, including SMCs, and parents increase their engagement and contributions (FR 1.4.4 & 2.7.4). **Evidence:** In Benin, CRS is in the process of transferring the management of the canteen of 135 schools to the government official. Evidence has shown that the involvement of government entities from the start of the activity and capacity building activities facilitate this transition. A special study of BAFASHEBIGE in Burundi showed how community engagement enabled ownership of school canteen activities.

²⁷ Maurice Garnier, Pierre Gbenou and Serge Marcel Loukpe (2017). "Midterm Evaluation for FY 2014 McGovern-Dole Food for Education Project in Benin—Intervening in a demanding context," especially pages 34-36. https://pdf.usaid.gov/pdf_docs/PA00XBMT.pdf
Donald Bundy, et al (2018). "Investment in Child and Adolescent Health and Development: Key Messages from Disease Control Priorities, 3rd Edition." The Lancet Volume 391, Issue 10121. [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(17\)32417-0/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(17)32417-0/fulltext)

Jomaa, Lamis H. (2011). "School feeding programs in developing countries: impacts on children's health and educational outcomes." Nutrition Review, February 2011. Volume 69 (2), pages 83-98. <https://pubmed.ncbi.nlm.nih.gov/21294742/>

²⁸ Yuko Nonoyama-Tarumi, Edilberto Loaiza and Patrice L. Engle (2010), Late entry into primary school in developing societies: findings from cross-national household surveys, International Education Review.

²⁹ USAID (2018). *Community Engagement Education Regional Brief*.

³⁰ CRS Study: Mission D'évaluation De L'effet Des Communautés D'épargne Et De Credits Internes (Silc) Accompagnées Par Le Projet Benin Cajù.

³¹ CRS Needs Assessment, Ruiyigi, April 2022.

³² Victoria Trinies, et al. (2016). "The Impact of a School-Based Water, Sanitation, and Hygiene Program on Absenteeism, Diarrhea, and Respiratory Infection: A Matched-Control Trial in Mali." The American Journal of Tropical Medicine and Hygiene, v94(6), pages 1418-1425. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4889767/>

Lastly, **IF** schools receive locally produced commodities; and **IF** last mile delivery capacities are increased; **THEN** local food market systems will be strengthened. **Evidence:** The LRP framework shows positive relationships between local production, increased market access to sell agricultural products (LRP 1.3.2.3) and strengthening the local and regional market system which also contributes to efficiency³³ of the supply chain and sustainability of school feeding.

CRS will reinforce USDA's McGovern-Dole's foundational results using the evidence-based theory of change that posits **IF** commune level authorities and SMCs have increased capacity to plan, manage and oversee school canteens; **IF** central government agencies support the local purchase approach; **IF** commodity procurements are structured to leverage existing agricultural producer groups in the Ruyigi province; and **IF** the GoB successfully mobilizes resources to continue growing the PNAS program; **THEN** project schools can be sustainably transitioned to homegrown school feeding under the PNAS, allowing schoolchildren to receive nutritious, culturally acceptable and quality meals after the life of project. **Evidence:** The GoB is committed to growing the PNAS program to achieve universal national school feeding through six key steps from raising funds to identifying schools and the creation of the school management structures. For now, the GoB is investing 4.8 billion Burundian francs in Education and creating a space for collaboration with all stakeholders according to their area of expertise.³⁴

Bigebose's design aligns with both of USDA McGovern-Dole's two strategic objectives (SOs) and LRP. SO1 focuses on improving knowledge and skills for teachers and school administrators to improve literacy instruction, ensuring daily, nutritious meals for students to increase attentiveness and contribute to increased attendance, and promoting participatory community engagement in support of early children's enrollment, attendance, retention, and protection, particularly girls. Combined with IR 1.2, SO2 supports improved health and WASH practices, which also enhance nutrition and overall health for children. SO2, in turn, will reinforce regular school attendance, thus contributing to students' overall education outcomes. **A full Project Framework that illustrates the SOs and IRs can be found in annex I.** Use of local procurement for school canteens will establish the foundation for sustaining school feeding after the project ends, while boosting financial support to local cooperatives. The foundational results are designed to reinforce the government's existing policy and regulatory framework, and drive local ownership for building and maintaining child-friendly schools.

Bigebose has prioritized teacher professional development training, providing nutritious school meals, WASH infrastructure, SBC activities for education and nutrition, and capacity strengthening at community, regional and national levels. Bigebose will include activities for the following outputs:

- Increasing the quality of teacher and school administrator training and supervision.
- Enhancing the capacity of government officials at all levels to develop and implement high-quality teacher training and literacy activities.
- Constructing a package of infrastructure to support school feeding.
- Promoting WASH-friendly schools, including MHM activities.
- Purchasing locally produced commodities for school canteens, thus supporting local cooperatives.
- Promoting changes in cultural and social norms and removing barriers that inhibit households from early enrollment and retaining children (in particular girls) in school.
- Reinforcing household economic resilience and investments in education through SILC + COFE.

³³ Local and Regional Procurement Can Enhance the Efficiency of U.S. Food Aid, but Challenges May Constrain Its Implementation, GAO, May 2009

³⁴ Guide de gestion des cantines scolaires à l'usage des écoles fondamentales à cantines scolaire, Ministère de l'Education Nationale et de la Recherche Scientifique, juillet 2020.

- Integrating child protection measures, in particular those pertaining to girls.
- Strengthening SMC capacities to govern the school and develop and implement effective School Action Plans that include climate-related actions.
- Equipping SCMCs to manage school feeding.
- Reinforcing parental engagement in their child's education.

Assumptions: Assumptions are the conditions or resources outside the direct control of project management, but that nevertheless must be met for progress to be made toward the eventual achievement of the long-term goal. There are three assumptions for Bigebose:

Assumption 1. Bigebose will count on the support of the PAADESCO project for the maintenance of the distribution of school supplies and materials (MGDI.1.2) and also the improvement of literacy instructional materials (MGDI.1.3). CRS will continue to monitor the progress of this project and advocate for the complementarity of this action in its areas of intervention. The McGovern-Dole Results Framework shows a direct relationship between the availability of these inputs and the improvement in the quality of instruction that the Burundi McGovern-Dole project intends to pursue.

Assumption 2. Bigebose aligns its sustainability strategy to the GoB's commitment to support the decentralized structures of the government to take ownership of school activities. CRS will be working to implement this vision and expects that GoB commitment to financing decentralized structures will not change. More specifically, SMCs will work to develop infrastructure plans and will need to access resources for school infrastructure from the Fond National d'Investissement Communal (FONIC). It is an expectation that GoB continues to invest in this fund so that SMCs can leverage these to implement their School Action Plans.

Assumption 3. Bigebose relies on the GoB and other stakeholders for the effective implementation of activities promoting good nutrition and health practices at the community level. As described in their programming, the government supports the deployment of FAN and "Mamans Lumières" strategies at the community level for the implementation of its actions. CRS will coordinate these activities at the community level to ensure the inclusion of school children and their parents in these programs and to use the benefits of these activities to influence the improvement of the quality of education by reducing the health and nutrition issues.

4. Program Evaluation Process

The Bigebose evaluation process includes three phases: a baseline assessment, midterm, and final evaluation. CRS is seeking an individual consultant or a research consulting firm to lead its external evaluation process from baseline to endline. The retention of the external evaluator to proceed with the midterm and/or final evaluation will be dependent upon their satisfactory completion of the preceding work products. The methodology and sampling detailed below may require revision based on the results of baseline and suggestions from the consulting entity.

CRS will employ a performance evaluation instead of an impact assessment because the GoB and other actors are interested in extending the school canteen program to more schools. Quantitative student and parent data will be taken from repeated cross-sections in the same randomly selected sub-set of schools; and, where possible, a panel dataset will be developed for teachers, school directors, and government staff.

4.1 Part I Baseline Assessment

The baseline study will establish the conditions at project start, which will be compared with midterm and final evaluation data. Initial data will also inform adjustment of any of the project targets and assumptions. CRS will engage an external consultant or firm through an open solicitation. The successful candidate will be financially and legally independent of CRS and demonstrate relevant regional knowledge, analytical capacity, language skills and experience in evaluations for development education programs. After selection, CRS will support the independent consultant and will review the survey plan, survey instruments, sampling methods and the development of a data analysis plan based on the project indicators and information needs. Further support from CRS will also ensure the evaluation methodologies are respected. CRS will include its internal COVID-19 guidance in the baseline study TOR and require the external evaluator and any third-party data collection firm to follow it. As the funder of the evaluation, USDA will review and approve the baseline evaluation TOR. USDA will act as a key informant and hold a stakeholder call with the selected evaluator at midline and endline. USDA will provide guidance, and feedback on the initial draft and approve the baseline report.

Purpose and scope: The purpose is to establish indicators' (outcomes/outputs) baseline information and targets for each Bigebase indicator with a non-zero baseline value for which the project will regularly measure performance. The results will serve as a basis for comparison with the midterm and final evaluations. This basic data will also be used to refine the intervention logic of the project in relation to the context if necessary. The baseline study and periodic monitoring of indicators will inform all stakeholders of progress. CRS and its partners will carry out this evaluation during the project start-up phase and will submit the baseline report within six months of signing the award agreement in accordance with the USDA M&E policy. A full version of the baseline report (with USDA's feedback incorporated) will be submitted within 90 days of the end collection per USDA M&E Policy. The preliminary report will contain an Indicator Performance Tracking Table (IPTT) for the indicators with non-zero baseline values, including relevant disaggregates; enough information about the methodology to engender confidence in the data quality, including a list of the data collection tools, number and gender of people interviewed, any information about stratification, and any data limitations; and an annex with a description of team members' qualifications and their positionality.

Baseline methodology: The baseline study will use a mixed method (quantitative and qualitative) approach and will be designed to provide data comparison with the midterm and final evaluations. The survey will include measurement of performance indicators.

Project indicators. Only the eleven indicators with non-zero baseline values in Table I are collected during the baseline study. All individual-level data must be disaggregated by gender.

Table I: Project indicators

Performance Indicator	USDA Standard/ CRS Custom	Baseline
1. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text ^a	Standard #1	15%
2. Number of schools reached as a result of USDA assistance	Standard #32	0

Performance Indicator	USDA Standard/ CRS Custom	Baseline
3. Number of individuals participating in USDA food security programs	Standard #30	0
4. Number of individuals benefiting indirectly from USDA-funded interventions	Standard #31	0
5. Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Standard #19	0
6. Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Standard #20	0
7. Percent of school-going children with low body mass index (or underweight) in the target area ^a	Custom	51.6%
8. Percent of teachers providing quality classroom instruction with USG support	USAID Ed Supp-10	0%
9. Percent of students in target schools identified as attentive during class/instruction ^a	Custom	40%
10. Average student attendance rate in USDA supported classrooms/schools ^a	Standard #2	56%
11. Percent of people who can cite the 3 critical moments for washing their hands ^a	Custom	45%
12. Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Standard #22	0
13. Number of individuals receiving take-home rations as a result of USDA assistance	Standard #15	0
14. Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Standard #14	0
15. Number of individuals trained in child health and nutrition as a result of USDA assistance	Standard #23	0
16. Number of schools using an improved water source	Standard #27	61
17. Number of schools with improved sanitation facilities	Standard #28	70
18. Percentage of schools that are managing and disposing of waste safely and in an environmentally-sound manner ^a	Custom	50%
19. Number of students receiving deworming medication(s)	Standard #29	0
20. Number of schools equipped with food prep and storage tools and equipment	Custom	0
21. Percentage of schools using improved cook stoves for cooking everyday	Custom	0
22. % of schools using the teacher attendance tracking tool on a regular basis ^a	Custom	0%
23. Number of teaching and learning materials provided as a result of USDA assistance	Standard #3	0
24. Percent of primary-grade learners targeted for USG assistance who have access to supplementary reading materials in the language of instruction	Custom	0%
25. Percent of students participating in the peer-to-peer who improve at least one level	Custom	0%
26. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Standard #4	0
27. Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Standard #5	0

Performance Indicator	USDA Standard/ CRS Custom	Baseline
28. Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Standard #6	0
29. Number of school administrators and officials trained or certified as a result of USDA assistance	Standard #7	0
30. % of children reporting being hungry while at school at least one-time last week ^a	Custom	20%
31. # of parents in SILC groups	Custom	0
32. # of SILC group created with the project support	Custom	0
33. Percent of Children absent last week due to a health-related problem (disaggregate by cause) ^a	Custom	57%
34. Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Standard #8	0
35. Number of students enrolled in school receiving USDA assistance	Standard #9	0
36. Percentage of School Management Committee (SMC) who are implementing parental engagement activities ^a	Custom	35%
37. % of SMC members who can explain education barriers faced by girls and boys ^a	Custom	0%
38. Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Standard #17	0
39. Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Standard #16	0
40. Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Standard #24	0
41. Number of social assistance beneficiaries participating in productive safety net as a result of USDA assistance	Standard #18	0
42. Cost of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard #5	0
43. Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	LRP Standard #6	0
44. Number of trainings received by the PNAS, DPE and DCE disaggregate by type	Custom	0
45. Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Standard #10	0
46. Number of Parent Teacher Associations (APE) or similar school governance structure supported as a result of USDA assistance	Standard #13	0
47. Number of SMCs that have implemented at least 3 key actions in their School Action Plans in each year	Custom	0
48. Percentage of school action plans that include climate-related actions	Custom	0

^a Collected by only external evaluator

Quantitative data tools: For students' literacy, CRS will request the external evaluator use the reading assessment ASER (The Annual Status of Education Report) to assess the literacy of grade 2 students at baseline, midterm and final. CRS will provide the ASER tool to STS for use in the evaluation. Should changes be needed to the tool, CRS has agreed to take on the responsibility of piloting the Kirundi ASER tool and meeting the deadlines in the revised timeline. STS's recommendation is as follows: If the ASER has already been used in Burundi – as we understand it has - we recommend not

modifying it from the version used by the World Bank. If it has been used previously in Burundi and there are no potential regional linguistic variations, it would not need to be piloted.

Overall, the quantitative portion of the evaluation will have five main components: (1) the ASER (mentioned above); (2) anthropometric measurement (to calculate BMI); (3) survey questionnaires with school directors, school administrators, teachers, cooks, students, and SMC members/parents; (4) classroom, WASH/food preparation, and infrastructure observations; and (5) student attendance headcounts and collection of teacher attendance and student enrollment records.

Qualitative data tools: The evaluator will use FGDs, KIIs and DOs to gather data from different stakeholders. Qualitative data will help to triangulate quantitative data findings. For example, FGDs with parents will ask about different aspects of the program and the education system; school and GoB officials will be asked about their perceptions of the project, its relevance and challenges that can hinder the achievement of results; and DOs will be used to evaluate school infrastructure, use of hygiene and teaching practices and student attentiveness in class. KIIs only will be administered at baseline. KIIs and FGDs with key stakeholders will be administered at midline and endline – detailed in the tables below.

Table 1: Baseline Qualitative Respondent Types

Stakeholder/Respondent Type	Qualitative data collection tool
Implementing partners	KII
Ministry of Education (MOE)	KII
Direction Communale de l'Enseignement (DCE)/Direction Provinciale de l'Enseignement (DPE) + Chefs des Régions Pédagogiques	KII

Table 2: Midline & Endline Qualitative Respondent Types

Stakeholder/Respondent Type	Qualitative data collection tool
USDA representative	KII
Implementing partners	KII
Ministry of Education (MOE)	KII
Direction Communale de l'Enseignement (DCE)/Direction Provinciale de l'Enseignement (DPE) + Chefs des Régions Pédagogiques	KII
Teachers	KII
School Directors	KII
Cooks	KII
Parents (identified by the quantitative component as being particularly engaged)	FGD
School Management Committees (SMCs)	FGD
Coopératives Members	FGD

School Sampling (Stage One): For all quantitative data collection, a simple random sampling (clustered, where appropriate) with geographic stratification will be used. For qualitative data, a mix of

random and purposive sampling will be used. This determination will be made in consultation with the external evaluator during baseline and performance evaluations planning.

Respondent Sampling (Stage Two): A two-stage cluster sampling approach will be used to select all respondents for the quantitative surveys, and also incorporate gender stratification. As part of the gender stratification, the sampling will take into account a minimum number of male and female respondents to ensure more gender-equitable participation. At stage one, schools will be randomly selected as clusters, and then students, teachers, cooks, Savings and Internal Lending Community (SILC) members, SMCs and SCMCs (within respective communities that feed into schools) will be selected at stage two. Within each school, the school administrator will be interviewed as well. The equations used to determine the sample size generate the largest possible size to detect a statistical difference in key outcome indicators over time, typically at baseline, midterm, and final evaluation stage.

Sample sizes (Table 2) were calculated using equations 6, 19 and 22 for clustered continuous, non-clustered binary and clustered binary outcomes, respectively, in McConnell and Vera-Hernandez using the standard 80% power and 5% significance level. This method will be used for the indicators of students who pass the ASER test and the percentage of parents in target communities who report spending time on literacy activities with their students within the last three days.

Table 2. Indicators, Targets, and Sample Sizes—Performance Evaluation

Indicator of Interest (Cluster/Individual)	Baseline	Life of Project Target	Inter Cluster Correlati on	Cluster/ Individual	Total Sample Size
MGD 1. Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	37% ^a	50%	0.06608 ^d	50/6	299
Percent of teachers demonstrating use of new teaching techniques	0%	100%	0.44 ^e	64/3	190
MGD 19/23. Percentage of individuals demonstrating of new safe food preparation & storage practices (SCMCs & cooks/school)	0%	85%	0.33 ^f	16/2	33
MGD 2. Average student attendance rate (classroom/school)	66% ^c	85%	0.74 ^h	61/5	303

For quantitative data collection, STS will employ a two-stage cluster sample – first randomly selecting **52** of the 100 intervention schools – and then training data collectors on a standard protocol to randomly select respondents within each school. STS will train data collectors to randomly select **five female Grade 2 students and 5 male grade 2 students per school sampled** to take the ASER and student survey.

Sample weights. Sample weights should always be used when providing unconditional descriptive statistics (means or totals) for the underlying population. However, results from regression analyses, would ideally report unweighted and weighted results, and where there are differences, include a discussion of the underlying reasons. For example, observations from a school that has 90 second-graders vs. 30 will carry 3 times the weight; if there are heterogeneous project effects for large vs. small schools (e.g., larger schools have a higher teacher/ student ratio; perhaps this lack of student attention results in poorer educational outcomes, etc.) then the conditional means might be different for weighted vs. unweighted analyses (Solon, Haider, and Wooldridge 2015).

Use random samples and document any sample bias due to non-random sampling. Representative samples should always be selected randomly, ideally from a list or using a random walk, etc. However, often due to resource constraints, sample selection bias does occur. This frequently happens due to security constraints that prevent study teams from reaching an off-limits area or when the rosters from which individuals or clusters are randomly selected are outdated, and it would prove too costly or impossible to locate those randomly selected. In this case, in the limitations section of the evaluation report, describe any sources of bias as best as possible.

For example, if students are not present in school the day of evaluation, how do absent students differ from those present? Does a t-test of means show that the proportion of key groups (gender, ethnicity, geographic area)³⁵ in the sample is the same as those that were not included? If not, how might the sample be biased? How else might students not present that day be different? Might they not perform as well on literacy tests, etc. because they might frequently miss school?

Data Collection Tools. As the McGovern-Dole program is new to Burundi, Burundi-specific data collection tools to be used by external evaluators have not yet been developed. Due to the limited timeline for baseline data collection, STS will share data collection tools (in French) used in CRS MGD Togo evaluation with CRS for use in this evaluation. CRS may make small changes to tailor the language/terminology of items but will not make significant changes due to the tight timeline for completing baseline data collection. CRS will also lead the process of translating all data collection tools into Kirundi for timely submission of the full package of evaluation design documents for ethical approval. **Table. 3. Baseline Evaluation Timeline**

Project Milestones & Outputs for Deliverables	Timeline
CRS issues letter to incur costs	May 4, 2023 OOB Eastern Time
CRS shares draft contract	May 4, 2023 OOB Eastern Time
CRS and STS fully execute contract	May 9, 2023
Phase 1: Baseline Evaluation Design & Ethical Approval	
CRS completes beneficiary selection and shares project population info with STS for sampling/design CRS shares final Kirundi ASER tool	May 5, 2023
Desk review & developing detailed outline of the concept note for the baseline evaluation, including data collection tools (in French with exception of Kirundi ASER) and data analysis plan DELIVERABLE 1a: Evaluation Workplan	May 12, 2023
CRS approves Evaluation Workplan	May 17, 2023

³⁵ The analyst may not have much information about students not present. However, based on student names and school locations, they might at least have this information.

STS executes subcontract with IHfRA	May 31, 2023
CRS approves data collection tools	May 19, 2023
STS finalizes sampling design and includes in full research design package for ethical review DELIVERABLE 1b: Sampling Plan	May 20, 2023
CRS review & approval of Sampling Plan	June 8, 2023
CRS translates and shares with STS final data collection tools to Kirundi	May 21, 2023
CRS, STS, and IHfRA submit the application for a <i>visa éthique</i> and collaborate to obtain (Government research approval)	May 26, 2023
Draft data collector training materials (for pilot & operational data collection) DELIVERABLES 2a, 2c, and 2d: • Quality Assurance Plan • Instruments • Data collection manual & training materials for enumerators (i.e., FGD guides, KII guides, observation checklist)	June 9, 2023
CRS approves full Deliverable Set #1	June 12, 2023
Phase 2: Fieldwork	
In-person training of trainers	June 5-9, 2023
Operational data collector training	June 8-16, 2023
Operational data collection	June 19-July 07, 2023
Data Collection cut-off date (student tools)	June 23
DELIVERABLE 2b: Notes from remote KIIs w/IPs and government offices	July 21, 2023
DELIVERABLE 3: Summary enumerator training report (2-5 pages)	
CRS approves full Deliverables Set #2 and Set #3	July 26, 2023
Phase 3. Analysis and report writing	
Data cleaning and analysis	
Report writing	
DELIVERABLE 4a (baseline only): 10-page preliminary report containing ONLY: IPTT for the 11 indicators with non-zero baseline values, including relevant disaggregates, description of the evaluation methodology, and an annexed description of team members' qualifications & roles	August 18, 2023
DELIVERABLE 4b: draft report	September 15, 2023
CRS provides feedback on draft report	September 22, 2023
STS submits revised draft report	September 29, 2023
USDA provides feedback on revised baseline evaluation report	October 6, 2023
CRS approval of full deliverable set #4	October 6, 2023
DELIVERABLE 5a: Remote presentation of final evaluation to stakeholders	October 13, 2023
DELIVERABLES 5b, 5c, and 5d: • Final baseline evaluation report • Two- to four-page outward-facing summary document, with easily accessible graphics, highlighting project's key successes, for sharing with a larger audience • Datasets with accompanying codebook/data dictionary	October 27, 2023
CRS approval of full Deliverable Set #5	November 3, 2023

Stakeholder list and engagements: Table 4 lists the project stakeholders and their levels of commitment. All stakeholders will be either surveyed or qualitatively interviewed for the midterm and

final evaluations, with their specific roles during the baseline study to be determined during study design. Findings will be shared with all stakeholders, either through dissemination workshops or webinars and written reports.

Table 4. Stakeholders Engagement

Stakeholder	When (How engaged)	Data Obtained
USDA	Baseline (terms of reference [TOR] and report review) Midterm and Final (ToR and report review; key informant interview [KII])	USDA priorities; Project, CRS, and GoB performance
Implementing partners	Baseline (KII) Midterm and Final (KII; dissemination workshop [DW])	Project, CRS, MoE, and USDA performance
Ministry of Education (MoE)	Baseline (KII) Midterm and Final (KII, DW)	Project, implementing partner, CRS, and USDA performance; Institutional Review Board (IRB) approval
Direction Communale de l'Enseignement (DCE)/ Direction provinciale de l'enseignement (DPE)	Baseline (KII) Midterm and Final (KII, DW)	Project, implementing partner, CRS, and USDA performance
Teachers	Baseline (Direct Observation [DO]) Midterm and Final (DO and KII)	Teaching practices; School admin./parent/SMC performance
School directors	Baseline, (DO) Midterm and Final (DO and KII)	Administrative practices; Teacher/parent/SMC performance
Cooks	Midterm and Final (DO and KII)	Hygiene and nutrition practices; Parent/SMC/school admin. performance
Parents	Midterm and Final (survey, focus group discussions [FGD])	Teacher/school admin. Performance; Participant satisfaction
School Canteen Management Committee (SCMC)	Midterm and Final (survey, FGD)	Hygiene and nutrition practices; Parent/SMC/school admin. performance
School Management Committees (SMC)	Midterm and Final (survey, FGD)	Teacher/school admin. performance
Cooperatives Members	Midterm and Final (FGD)	Market system reinforcement
Students	Baseline, Midterm and Final (literacy assessment, survey)	Reading ability; Teacher performance

Stakeholder	When (How engaged)	Data Obtained
Parents	Baseline (survey) Midterm and Final (survey, FGD)	Teacher/school admin. Performance; Participant satisfaction

4.2 Part 2: Midterm Evaluation

The midterm evaluation will be the second major step in the project evaluation plan, whose purpose is to measure progress to date against project indicators and implementation, assess sustainability efforts, document lessons learned and provide recommendations for mid-course corrective actions necessary to effectively and efficiently meet the project objectives and results.

The midterm evaluation will be conducted in Y3 and will focus on tracking the relevancy, efficiency, coherence, effectiveness, impact, and sustainability of the program, and provide information relating to what extent planned activities are being realized, how well different services and capacity strengthening activities are being provided—and in what timeframe, at what cost, and with what result. CRS expects to contract with the same independent international consultant or firm for all three evaluations to ensure consistency in approach and comparability of results; however, contracting at midterm is contingent on performance at baseline.

As the funder of the evaluation, USDA will review and approve the midterm evaluation ToR. USDA will act as a key informant and hold a stakeholder call with the selected evaluator prior to field data collection at midline and endline. USDA will provide guidance as needed, along with feedback, on the initial draft and approve the midterm report.

Purpose and scope: The midterm evaluation's purpose is to evaluate the processes, intermediate results and some effects or outcomes midway through project implementation. It will be both retrospective and prospective. The consultant will focus on relevance, efficiency, sustainability, effectiveness, and some intermediate effects of project activities. The evaluation will also document lessons learned and provide recommendations for mid-course corrective actions necessary to meet the project objectives and results effectively and efficiently.

Table 5. Midterm Evaluation Questions

Criteria	Question
Relevance	Are stakeholders (SMCs, teachers, and local authorities) satisfied with their participation in the project? Why or why not?
	To what extent are the objectives of the project still valid?
	To what extent have students improved their nutrition, health and hygiene-related practices?
	To what extent do the project interventions help address student hunger and attentiveness?
	To what extent have students (boys and girls) increased their reading comprehension compared to baseline?
	To what extent are teachers implementing literacy techniques acquired through the project?
	Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?
	Are the activities and outputs of the project consistent with the intended impacts and effects?
	Is the project ToC relevant?
Effectiveness	To what extent were the objectives achieved/are likely to be achieved?

Criteria	Question
	What were the major factors influencing the achievement or non-achievement of the objectives?
	What is working well, and what needs to be changed for WASH, nutrition and literacy activities?
	Do the new literacy promotion activities help improve the reading and writing skills of students? More specifically, is there evidence to suggest that struggling students are receiving additional support and opportunities to practice their skills?
	Which strategies have been put in place to effectively monitor teachers' attendance? Has project implementation been effectively monitored? How well has the M&E mechanism helped project implementation, and what improvements could be made, if any?
Efficiency	Were the activities cost-efficient?
	Have there been internal and/or external factors that have hindered the efficient implementation of project activities?
	Were the objectives achieved on time?
	Was the project implemented in the most efficient way compared to alternatives?
Impact	What has happened as a result of the project?
	What real difference has the activity made to the beneficiaries?
	How many people have been affected? How is it different for boys and girls?
	On which issues should the project team focus its efforts to achieve greatest impact?
	How likely is the project to achieve strategic objectives and contribute significantly to intended purpose?
	What is the contribution of the new approach, especially the combination of the peer-to-peer approach and tablets use, in strengthening teacher capacity toward the project's objective of literacy improvement?
Sustainability	What are the project benefits that already show clear signs of sustainability, considering the 4 key elements: resources, knowledge, capacities, and linkages? What project approaches do not show sustainability at all?
	What are the major factors influencing the achievement or non-achievement of sustainability of the project?
	Is there evidence of improved community capacity toward sustainability, namely community readiness, to take over school feeding? Is there willingness of community members to participate without financial expectations? Are there any spontaneous actions toward the maintenance of school infrastructures or other critical school improvement activities?
	What policies favor the sustainability of school canteen projects?
	Are the policies and actions implemented at the educational level in line with the objectives at the national level?
	To what extent has Child Optimized Financial Education (COFE) increased caregiver's investment in their children?

Evaluation approach and methodology

Evaluation design must consider how data collection will take place and must ensure that the evaluation has the necessary rigor and scientific validity to measure progress and results. To this end, both quantitative and qualitative methods will be used, and will be designed to provide data comparison with the baseline study and later, with the final evaluation. The survey will include measurement of both outcome and output indicators perceptible at mid-project. The midterm evaluation will assess the value of performance indicators, the relevance of the overall project, the effectiveness of the implementation strategies and activities and the project efficiency. CRS will ensure that key stakeholders are involved in this evaluation process. The midterm evaluation will measure changes in indicator levels from baseline,

and document evidence of program impact for each intermediate result, as well as cross-cutting activities.

As stated in the baseline section, the consultant will use quantitative and qualitative methods. The quantitative portion will have two main components. The first component consisted of survey questionnaires of directors, teachers, students, and parents, as well as an infrastructure observation. The second component will consist of an ASER. The qualitative component will consist of interviews with key stakeholders, such as the head of the school districts (*Chef des Régions Pédagogiques*) in each intervention commune, and parents that were identified by the quantitative component as being particularly engaged. The same methodology will be used to allow comparison between baseline, midterm, and final evaluations.

Audience and key stakeholders for midterm evaluation: See Table 1.

Proposed midterm evaluation timeline: The midterm evaluation will occur in the same department as the baseline and will require the full availability of the external consultant firm or independent consultant. This will include approximately one month on site in Burundi. This process will begin in October 2024 and will end in June 2025. Table 5 presents the proposed timeline for midterm evaluation activities. It assumes the same consulting firm used for the baseline will conduct the midterm evaluation.

Table 6: Midterm Evaluation Timeline

Month	Year	Midterm Evaluation Activities
September	2024	Submit TOR to USDA.
November	2024	Incorporate comments from USDA and receive USDA approval.
December	2024	Discussion with external consultant.
December	2024	IRB approval
January	2025	Discuss partners' roles and responsibilities.
January	2025	Consultant interview with USDA (as key informant).
Feb.-March	2025	Conduct evaluation.
April	2025	Organize workshop to share provisional results with stakeholders (national/local government, NGOs, UN agencies, parents, SMC representatives).
May	2025	Webinar with CRS.
June	2025	Submit final midterm evaluation report to USDA.
July	2025	Discuss actions to address findings and recommendations and include relevant stakeholders and USDA.
July	2025	Report on implementation of follow-up actions.

CRS will ensure key stakeholders, including Ministry of Education, CRS, sub-recipients and partners, NGO agencies, schools, communities, and USDA, are involved in the evaluation process, and that they

participate in discussions on corrective actions to address findings and recommendations. Upon receipt of the midterm evaluation report, CRS will organize a workshop inviting key stakeholders to discuss actions to address evaluation findings and recommendations. CRS, committed to “beneficiary feedback” approaches, will share project results and findings with beneficiaries. Leaflets summarizing key results of the midterm evaluation will be created and shared with parents, directors, and local authorities. CRS will also train field officers on communication strategies to share results. Exchanges with communities about their proposed solutions to address the findings of the evaluation will be monitored at each quarterly project coordination meeting. CRS will also include status of the follow-up plan in progress reports to USDA. Project stakeholders, led by CRS, will use the midterm evaluation report’s recommendations to discuss any needed modifications to project design or project activities.

Use of evaluation findings and recommendations: Evaluation results will be used to adjust implementation strategies as required for the last half of the program. CRS will work with IPs and other stakeholders to develop a response to evaluation findings and recommendations. Project management will elaborate activities for each recommendation, identify the responsible party and timeline for each action, and the responsible party to verify completion. The response plan and results will be reviewed at quarterly coordination meetings and progress made against that plan will be included into performance report.

4.3 Part 3. Final Evaluation

The final evaluation will be carried out in Y5 and in the same departments as the previous exercises. Depending on availability and performance during the baseline and midterm evaluation, the same independent consulting firm or the same international firm will be contracted to conduct the final evaluation. It will seek to: 1) assess if the project achieved planned results; and 2) identify implementation strengths, challenges, opportunities, good practices, lessons learned and replicability for the GoB, USDA, CRS and other project stakeholders.

The final performance evaluation questions will adopt the Development Assistance Committee (DAC) criteria questions outlined in Table 5, especially as related to impact and sustainability, with stakeholder input. The evaluation’s methodology, selection of the evaluation team and key audience for the evaluation is described in section 3. Table 8 presents the proposed timeline.

Purpose and scope: The final evaluation purpose is to measure change and overall success of the project by comparing indicator values at project end against targets and baseline values, as well as determine the appropriateness of project design elements, implementation, management structure and replicability. It will assess constraints, lessons learned and good practices, opportunities, and successes in implementation, and will also determine the relevance and effectiveness of the strategies and approach utilized in the implementation. It focuses on engaging key stakeholders, including CRS, and partners in understanding the overall project, and generating and documenting learning to help to better design projects in future. An effective final evaluation answers key questions about project relevance, effectiveness, efficiency, impact, and sustainability; creates a space for CRS and partners to jointly identify and document lessons learned, including regarding the project ToC; and generates useful information that benefits future projects.

Table 7. Final Evaluation Questions

Criteria	Question
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Relevance	To what extent were the implementation strategies relevant enough to improve (1) children's literacy, especially for struggling students;(2) student enrollment and attendance/retention, particularly girls; and (3) community engagement?
	Are stakeholders (SMCs, SCMCs, teachers, directors, and local authorities) satisfied with their participation in the project? Why or why not?
Effectiveness	To what extent have targeted schools witnessed improved quality of education/learning?
	To what extent have members of SMCs increased their knowledge and understanding of literacy, nutrition, health and hygiene, gender, and child protection concepts?
	Is the school-based planning process driven by SMCs and addressing the school's priorities?
	To what extent have SMCs addressed disaster risks and considered environmental sustainability?
	Have targeted beneficiaries demonstrated improved understanding of the importance of education?
	Have targeted beneficiaries demonstrated improved understanding of health and hygiene practices?
Efficiency	Were activities cost efficient? Were objectives achieved on time?
	Was the project implemented in the most efficient way compared to alternatives?
	Were there internal and/or external factors hindering efficient implementation of project activities?
Impact	To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results? To what extent are impacts different for girls and boys, returnee children and children with disabilities?
	Have key leaders (in particular SMCs and local GoB officials) taken ownership of the project concept and approach?
	Are project impacts likely to be long-lasting?
	What are the key success factors of the project? What are the main limiting factors?
	What are the unintended effects of the project (positive or negative)?
	What are the key lessons that can be learned from the project?
Sustainability	What activities and/or outcomes of the project (both expected and unexpected) are likely to be sustained? What evidence is there to suggest this?
	What are the major factors that can influence achievement or non-achievement of sustainability?

Final evaluation methodology: The methodology will focus on assessing results as appropriate to establish end line indicator values to gauge actual against expected performance. All quantitative data will be collected using digital questionnaires, as in the baseline and midterm studies. Additional qualitative data will be collected through questionnaires, interviews, and observations to complement and lend further context to the quantitative data.

Evaluation key audience and stakeholders: See Table 4.

Evaluation timeline: The external evaluation will be completed before the final school year end in July 2027, to capture project impact. CRS will share planning documents, including the final ToR and evaluation methodology, at least one month prior to the evaluation start.

Table 8. Final evaluation calendar of activities

Month	Year	Final Evaluation Activities
October	2026	Submit ToR to USDA
November	2026	Incorporate comments from USDA and receive USDA approval
December	2026	Discussion with external consultant
December	2026	IRB approval
January	2027	Discuss partners' roles and responsibilities
January	2027	Refine project evaluation and methodology; assign roles and responsibilities
Feb-March	2027	Conduct evaluation
April	2027	Organize workshop to share provisional results with stakeholders (national and local GoB services, NGO, UN agencies, Parents, representatives)
May	2027	Webinar with CRS
June	2027	Submit final evaluation report to USDA
July	2027	Draft the Past Performance Report

Use of evaluation findings and recommendations: Findings and recommendations from the final evaluation will be used to inform the sustainability and transition plan. They are also used for the agency learning purposes.

5. Evaluation Management

The CRS Head of Programming for Burundi, to whom the project's Chief of Party will report, will oversee evaluation activities. S/he will be supported by the MEAL Coordinator for Burundi, who is separate from project line management. This will allow evaluation activities to be managed by an independent unit with strong knowledge of the operating context. To ensure independence, CRS will follow the agency's procurement policies to objectively identify the best and most capable external evaluator to carry out the baseline and all evaluations.

Other CRS staff, including the project's MEAL Manager and Officers will manage the coordination and logistics of evaluation execution, which includes data provision. Upon feedback on the evaluation products submitted to USDA, the MEAL Manager will update the Evaluation Plan. For data collection, the CRS Central Africa Regional and headquarters Technical Advisors for MEAL, Education, Nutrition, and WASH will provide technical oversight during evaluation design, implementation, analysis, and report writing, as appropriate.

External evaluator: Contingent on satisfactory performance during the baseline study (and midterm evaluation), the same external evaluator will be contracted to conduct the final study and performance evaluations. CRS will use a competitive procurement process, following internal policies. The selection of the external evaluator will be based on professional competency, and independence from CRS, partners, and conflicts of interest. The consultant criteria will include: Advanced Degree in social

sciences with good knowledge of demography; Knowledge and experience in survey and sampling design; Experience managing complex and multi-sector evaluations; Knowledge of performance evaluation, especially in the education sector; Knowledge of the education sector, especially basic education in the development context including school feeding programs especially in East Africa, preferably Burundi; Demonstrated experience in conducting evaluation surveys of similar nature preferably for McGovern-Dole projects; Good verbal and written communication skills in English and French.

Table 9: Evaluation Team members

Team Member	CRS Staff or hired independently by the evaluation firm	Main Roles and Responsibilities
External evaluator	Hired independently	Preside over the conduct of the entire evaluation, from methodology and tool development to training in the use of the tool to field testing, data collection, entry and analysis and report writing.
Enumerators/data collectors	Hired independently by the evaluation firm	Receive training and undertake data collection in the field.
Data Collection Supervisors	Hired independently by the evaluation firm	Receive training in data collection and supervise data collectors daily for the duration of the data collection exercise.
Data entry clerks	Hired independently by the evaluation firm	Receive training in data entry and enter data collected from the field.
Data Entry Supervisors	Hired independently by the evaluation firm	Receive training in data entry and supervise data entry clerks throughout the data entry exercise.
CRS Burundi Head Of Programs, Bigebose Chief of Party, Bigebose MEAL Manager, CRS Burundi MEAL Coordinator	CRS Staff	Supports the entire evaluation process ensuring compliance on the part of the evaluation firm
CRS MEAL Advisors in Central Africa and Baltimore, PSO	CRS Staff	Supports the entire evaluation process ensuring compliance on the part of the evaluation firm.

6. Deliverables

The evaluator is expected to follow American Evaluation Association's Guiding Principles for Evaluators (<http://www.eval.org/p/cm/ld/fid=51>). Dependent upon participants in the evaluation, the evaluator should specify steps that will be taken to ensure informed consent, confidentiality, and protection of minors. The evaluator should specify steps taken to safeguard data collected and data management procedures to be used in the evaluation. There will be a data rights clause in the signed contract, and the external evaluator should obtain permission from CRS before sharing the final evaluation report with any external party, including posting it to their organization's website.

All deliverables should be completed in English (data collection tools must also be in Kirundi), be free of typos or grammatical errors, and be a polished document ready for submission to USDA. This means the document contains no factual errors or inaccuracies and citations are properly used.

Deliverables for baseline, midterm, and final include the following for each:

- Work plan (including evaluator responsibilities for identifying, interviewing, contracting, training, and overseeing a balanced team of male and female enumerators and enumerator supervisors).
- Sampling plan, including if the sample sizes will differ from Annex I, approved by CRS.
- Instruments, data collection manual, and training materials for enumerators (i.e., focus group guides, key informant interview guide, observation checklist), approved by CRS.
- Quality Assurance Plan (including training of enumerators and weekly check-ins during data collection, approved by CRS).
- Conduct interview with USDA – at midline & endline only (it is expected USDA will facilitate this exercise by providing the contact person and the means of interview)
- Data sets with accompanying codebook/data dictionary (original paper and/or electronic as well as final, clean electronic data sets with syntax).
 - If the evaluator provides .dta, .do, .sps, or .sav files, they must also provide open-source file versions (.txt, .csv, .doc, etc.)
 - If part of a longitudinal design, an identifier file that links respondent PII with ID numbers in the data file(s)
 - Deidentified detailed notes of selected interviews and focus groups and/or data files of coded sections of text from interviews and focus groups
- Draft Report with one round of edits from CRS and another subsequent round from USDA
- Final Report with the following sections:
 - Executive summary 2 to 3 pages (including brief introduction of program evaluated, key evaluation questions, findings, and conclusions);
 - Background;
 - Evaluation questions;
 - Evaluation design including assumptions and limitations;
 - Methodology;
 - Findings;
 - Conclusions, lessons learned and effective practices (if any), and
 - Recommendations (should be clear, concise, relevant, specific, and practical, following directly from findings and conclusions established in report);
 - Annex with original scope of work (marked for redaction from final web version);
 - Annex with final data collection instruments;
 - Annex with description of team members' qualifications and their positionality;
 - Annex with additional methodological discussion/ robustness checks as needed;
 - Annex with updated IPTT.
- Final reports must not contain any propriety or personally identifiable information (PII). PII is any information that directly or indirectly identifies an individual. This information can be used on its own or with other information to identify, contact or locate a single person, or to identify an individual in a specific situation. This may include, for example, a name, national ID number, address, birthplace, etc. PII includes both direct and indirect identifiers that, when taken together, could allow for identification of an individual (such as a village name, gender, age, name, and/ or facial image).”
 - In addition, final reports should not allow for the identification of individual schools or communities. Any list of schools or communities provided should be included as in the report annex, so that it can be easily removed before submitting to USDA for external sharing.
- Final reports must be compliant with Section 508 of the United States Access Board which requires that information and services are accessible to persons with disability. (See <https://section508.gov/create>).

- A two to four-page outward-facing summary document, with easily accessible graphics, highlighting the project's key successes, for sharing with a larger audience
- Presentation of final evaluation to stakeholders. This can occur before or after report submission to USDA, as long as any key feedback is incorporated into the final version of the report (that USDA posts to the Development Experience Clearinghouse). This can be done via an additional annex, if the report is in its final stages before this presentation is conducted.
- A webinar of key findings and lessons learned for CRS globally and USDA (if requested).

In addition, at baseline only, a 10-page preliminary report, suitable for presentation to USDA, 6 weeks after the end of data collection. The report will only contain:

- An IPTT for the indicators with non-zero baseline values, including relevant disaggregates;
- Enough information about the methodology to engender confidence in the data quality. This should include a list of the data collection tools, number and gender of people interviewed, any information about stratification, and any data limitations. Whenever possible, the preliminary report should simply refer to the approved ToR and/ or Evaluation Plan, rather than incorporate the information;
- Annex with description of team members' qualifications and their positionality.

7. Ethical Considerations

CRS maintains the highest ethical standards for MEAL policies, especially for evaluations in which some informants are children. CRS will commit to respect and enforce research and evaluation ethical requirements for service providers in accordance with current MEAL Policies and Procedures. Respect for confidentiality and the protection of informants' personal data are essential conditions for all data collection and analysis functions. Therefore, the evaluation team will collect consent from respondents to ensure data privacy protection and responsible ethical considerations in all evaluation and research activities. The evaluation team conducting the assessments will maintain the integrity of the data collection and analysis while also adhering to CRS and USDA policies and procedures on evaluations. In addition, before field deployment, evaluation team jointly with CRS would request and obtain the visa of the National Statistical Committee.

8. Items provided to the external evaluator by CRS

- Use of CRS CommCare software license, if desired. Evaluator is free to use their preferred data collection platform.
- Tablets for data collection.
- Final ASER instrument
- Translation of tools into Kirundi
- Venue for data collector training in Burundi
- A Field Coordinator to ensure *visa éthique* approval from the Govt. of Burundi is obtained on-time
- Scales and stadiometers for anthropometric data collection
 - All Annexes to this ToR.

9. Evaluator Qualifications

Team must have the following qualifications

- a) Advanced Degree in social sciences with strong knowledge of statistics/ demography;
- b) Knowledge and experience in survey and sampling design;
- c) Experience managing complex and multi-sectoral evaluations;
- d) Knowledge of performance evaluations, especially in the education sector;
- e) Knowledge of the education sector; basic education in the development context; school feeding programs especially in East Africa, preferably Burundi;
- f) Demonstrated experience in conducting evaluation surveys of similar nature, preferably for USDA-funded projects;
- g) Good verbal and written communication skills in English and French;
- h) Willingness to work in remote areas without electricity and running water.

10. Structure of Proposal and Submission Guidelines

CRS will publish a request for bids (financial and technical proposals) for the conduct of the baseline, midterm, and final evaluation of the Bigebose project to both domestically and internationally. Applicants should meet the qualifications stipulated in these ToR. The Burundi CRS Procurement Officer and the Central Africa Regional Technical Advisor (RTA) for MEAL will manage the evaluation bid process and will follow the standard rules and procedures for the competitive and transparent procurement of consultancy services. The successful evaluator would be contracted to execute the baseline, midterm, and final evaluation. However, retention of the evaluator to proceed with the midterm and/or final evaluation will depend on satisfactory performance of the baseline evaluation. CRS will re-launch the selection process for the midterm final evaluation where the baseline consultant(s) does not meet expectations.

Key criteria that will be considered during the bid evaluation process will include the following:

1. Bidders must submit a technical proposal including a detailed description of the study design and methodology for the baseline.
2. Bidders must submit a detailed financial proposal for the baseline, midline, and final evaluation, and special studies, not exceeding **\$418,236** for the three data collection points.
3. Bidders should submit a detailed work plan showing clearly how they wish to accomplish the study.
4. Profile of the bidders including relevant knowledge and experience to undertake the assignment
5. Bidders should have stated their relevant qualification and demonstrate relevant experience in the project area and experience in evaluating education programs.
6. Delivery timeline

The proposal should contain no more than a total of 25 pages of which; technical proposal 20 pages and financial proposal 5 pages. See table 9 below.

Table 10: Proposal layout and number of pages

Proposal content layout	Maximum pages
-------------------------	---------------

Technical Proposal	20
Expression of interest	1
Table of content	1
Introduction and background	1 ½
Qualification and profile of team members	2 ½
Evaluation methodology	5
Evaluation questions	2 ½
Work plan and deliverables	2 ½
Technical reference of the firm	4
Financial Proposal	5
Summary	1
Detailed budget	3
Budget explanatory notes	1
Total	25

Sealed bids must be delivered in electronic and/or hard copy to:

The CRS-Burundi Office, 09 Av. Musinga, Mukaza - Bujumbura, Burundi, BP : 665

Email: Bujumburaprourement@crs.org

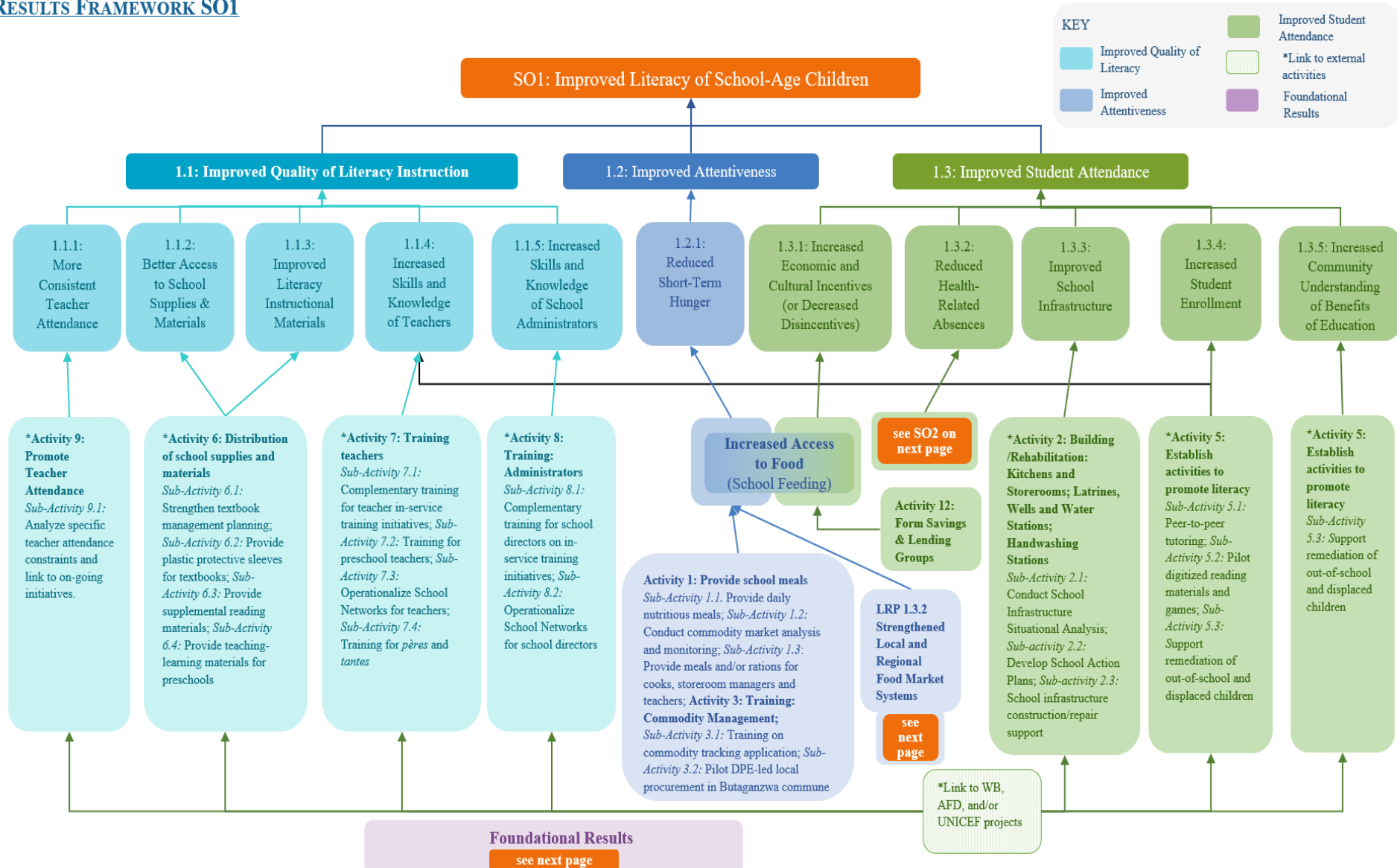
The proposals must be submitted **no later than 19 January 2023 at midnight GMT or 7:00pm Eastern Standard Time (EST)**.

II. List of Annexes

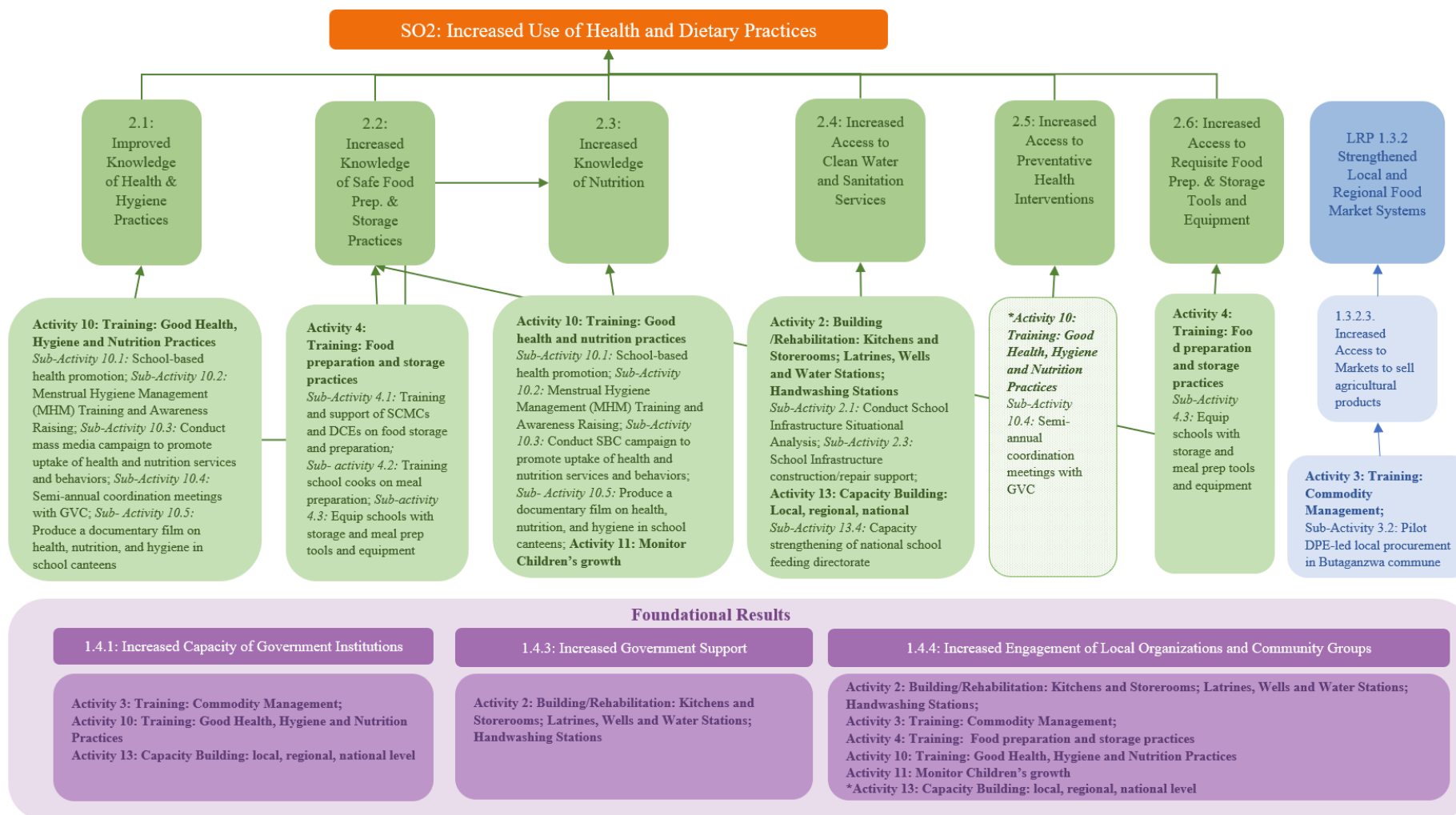
Annex Number	File Name
1	CRSBurundi_Burundi FFE_Result Framework
2	CRSBurundi_Burundi FFE_Evaluation Plan (Budget Information Redacted)
3	CRSBurundi_Burundi FFE_Performance Indicators
4	CRS Report Review Template for USDA Evaluations
5	CRS Classroom Observation tool
6	CRSBurundi_Burundi FFE_Performance Monitoring Plan (PMP)

Annex I: Burundi FFE Results Framework

RESULTS FRAMEWORK SO1



RESULTS FRAMEWORK SO2



Annex C: Data Collection Instruments

Kirundi ASER

Criteres D'évaluation

NIVEAU	CRITERES
Niveau 1	Lire correctement 6/10 lettres
Niveau 2	Lire correctement 6/10 syllabes
Niveau 3	Lire correctement 6/10 mots
Niveau 4	Lire correctement 3/5 phrases
Niveau 5	Lire correctement 10/14 mots en respectant la ponctuation
Niveau 6	Lire correctement 6/10 doubles consonnes
Niveau 7	Lire correctement 6/10 triples et quadripôles consonnes
Niveau 8	Lire correctement 6/10 mots à double mots
Niveau 9	Lire correctement 6/10 mots à triple ou quadruple mots
Niveau 10	Lire correctement 3/5 phrases en respectant la ponctuation.
Niveau 11	Lire correctement 23/31 mots en respectant le sens des mots.
Niveau 12	Répondre correctement 3/5 questions

Objectif :

L'évaluation ASER détermine le niveau de lecture de base en kirundi et en français des élèves à la fin du 1^{er} cycle. Au total, l'ASER fournit des informations sur la capacité des enfants à lire des textes simples dans leur langue maternelle, et leur capacité à lire et à comprendre le français de base.

Par conséquent, 2 épreuves seront administrées dans cet ordre : lecture de base et teste de compréhension en kirundi, puis lecture de base et teste de compréhension en français.

Rappel :

Notre objectif en administrant l'évaluation ASER est de déterminer un niveau que l'enfant peut atteindre confortablement.

Par conséquent, il est important que vous suiviez les directives ci-dessous lorsque vous testez les enfants :

- Un environnement décontracté pour les enfants. Etablir un environnement relaxant en introduisant une conversation amicale avec l'enfant avant de l'évaluer. Vous pouvez lui dire qu'il ne s'agit pas d'un examen mais qu'il s'agit d'un simple exercice pour savoir ce que l'enfant est capable de faire.
- Aucune pression sur l'enfant de la part des autres personnes : Souvent, les enseignants et les collègues de classe se réunissent pour observer les performances de l'enfant. Cela peut rendre l'enfant nerveux. Les évaluateurs/enquêteurs doivent s'assurer que cela ne se produise pas.
- Encouragement et patience avec l'enfant : Encouragez l'enfant en appréciant l'effort qu'il fait. Soyez patient avec lui pendant qu'elle/il lit. Donnez à l'enfant suffisamment de temps pour lire, réfléchir et résoudre. Ne le pressez pas.

- N'indiquez pas à l'élève si sa réponse à un item est correcte (que ce soit en le lui disant ou en lui donnant des signes non verbaux tels qu'un hochement de tête). Inscrivez la réponse sur la tablette et si l'élève vous demande confirmation, dites-lui qu'il peut passer à la question ou à l'activité suivante.

Matériel dont vous aurez besoin pour administrer l'évaluation ASER Kirundi :

- 1) Tablette avec Tangerine
- 2) Feuilles de stimuli en kirundi

Processus :

- Pour établir le niveau le plus élevé auquel l'enfant peut lire et comprendre, vous devrez l'emmener à travers une série de tâches jusqu'à ce que l'élève ne peut pas accomplir la tâche.
- L'évaluation commence par le premier niveau, qui représente la tâche la plus facile, et l'élève passe à des tâches plus difficiles au fur et à mesure qu'il démontre sa compétence. Si l'élève ne peut pas démontrer sa compétence dans une tâche particulière, l'évaluation se termine et vous passez à l'activité suivante avec l'élève.
- L'évaluation en kirundi sera administrée en premier. Ensuite, l'évaluation en français, puis une pause avant de commencer le questionnaire de l'étudiant.
- Le minutage sera variable car les élèves peuvent être capables d'effectuer plus ou moins de tâches en fonction de leurs compétences en lecture.

Assentiment

Bonjour ! Je m'appelle ____ et j'habite _____. J'aimerais te parler un peu de moi. Nombre et l'âge des enfants ; sport préféré, émission radio ou télévision préférée, etc.]

1. Qu'est-ce que tu aimes faire lorsque tu n'es pas à l'école ?

[Attendez la réponse de l'enfant. Si l'enfant semble à l'aise, passez directement au consentement verbal. S'il hésite ou a l'air peu à l'aise, posez la deuxième question avant de passer au consentement verbal].

2. A quels jeux aimes-tu jouer ?

Nagomba ndagusigurire igituma ndi ngaha. Ndiko nkora igikorwa c'umugambi Bigebese, uriko urashirwa mungiro nurunami rw'amashirahamwe CRS, BAFASHEBIGE na SOPRAD kandi tugerageza kumva amahirwe n'ingorane abanyeshuri bahura nazo mu ntara ya Ruyigi mubijanye n'uburezi. Watowe kubwamahirwe.

Turifuza cane kumva ivyiyumviro vyawe, mugabo ufise ububasha bwo guhagarika kino kiganiro mugihe wumva udashaka kubandanya.

Ndaza kugusaba dukine agakino ko gusoma, ndaguha utujambo, amungane uza kunsomera.

Ndaza gukoreshe iyi tablette mukwandika inyishu zawe.

Ariko ntubifate nk' ikibazo, kandi ivyo ukorera hano nti bizohindura amanota yawe yo mw'ishuri.

Ndakubaza kandi ibibazo bimwe vyerekeye umuryango wawe, nk'ururimi uvuga iyo uri muhira.

Sinza kwandika izina ryawe nahamwe, ntamuntu rero azomenya ivyo twayaze. Kandi wibuke ko atagahato karimwo, aho ushakira tuca duhagarika.

Tugashikira ikibazo udashaka kwishura, turaza kubandanya ukwo wifuza.

Uremeye ko tunganira ?

Laisse-moi t'expliquer pourquoi je suis là aujourd'hui. Je travaille pour le compte du projet Bigebose mise en oeuvre par le consortium CRS-BAFASHEBIGE-SOPRAD et nous essayons de comprendre les opportunités et les difficultés rencontrées par les élèves de la province de Ruyigi dans le domaine de l'éducation. Tu as été sélectionné(e) par hasard.

Nous voudrions ta participation dans cette étude, mais tu n'es pas obligé de participer si tel n'est pas ton désir.

Nous allons faire des jeux en lecture. Je vais te demander de lire des lettres, des mots et une petite histoire.

Je vais utiliser cette tablette pour enregistrer tes réponses.

Mais ce n'est pas un examen, et ce que tu fais avec moi ne changera pas tes notes à l'école.

Je vais aussi te poser quelques questions sur ta famille, comme la langue que tu parles à la maison et certaines choses que ta famille possède.

Je n'écris pas ton nom sur cette tablette, alors personne ne saura que ces réponses sont les tiennes.

Encore une fois, tu n'es pas obligé de participer si tu ne le veux pas. Lorsqu'on commence, si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer.

As-tu des questions ? Peut-on commencer ?

Il est important d'établir une relation détendue et enjouée avec les enfants qui vont être évalués, grâce à de simples conversations initiales. L'enfant doit presque percevoir l'évaluation qui suit comme étant un jeu. Lisez à haute voix clairement et lentement les sections encadrées UNIQUEMENT.

Si le consentement verbal n'est pas obtenu, remercier l'enfant et sélectionnez « non » sur l'écran. Sélectionnez ensuite « enregistrer » et « démarrer un nouveau test ».

Niveau I Kirundi : lecture des lettres

Dites à l'élève: **Nipfuzako ugerageza gusoma izi ndome.zurerekana urudome usomye.**
Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les lettres. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau la première lettre pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première lettre incorrecte et passez à la lettre suivante, puis dites : **Nsomera uru rudome.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les lettres suivantes.

L'ordre dans lequel l'élève lit les lettres sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau I :

L'élève doit lire correctement 6 des 10 lettres pour réussir cette tâche.

Que signifie lire correctement au Niveau I ?

- La prononciation correcte des sons des lettres.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tugomba tubandanye kugikorwa gikurikira.**

Si l'élève ne termine pas cette tâche avec succès, il passera à l'évaluation français.

Soma uko bibereye izi ndome

a	M	e	A	f
g	j	v	u	k

Niveau 2 Kirundi : lecture des syllabes

Dites à l'élève : **Nipfuzako ugerageza gusoma izi ndadi.zurerekana indadi uriko urasoma.**
Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les syllabes. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première syllabe incorrecte et passez à la suivante, puis dites : **Soma iyi ndadi.** .Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les syllabes suivantes.

L'ordre dans lequel l'élève lit les syllabes sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 2 :

L'élève doit lire correctement 6 des 10 syllabes pour réussir cette tâche.

Que signifie lire correctement au Niveau 2 ?

- La prononciation correcte des sons des syllabes.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tugomba tubandanye kugikorwa gikurikira.**

Si l'élève ne termine pas cette tâche avec succès, il passera à Niveau 1.

Soma uko bibereye izi ndadi

bo	ze	ri	pa	yu
ko	ha	fi	wo	ma

Niveau 3 Kirundi : lecture des mots

Dites à l'élève : **Nipfuzako ugerageza gusoma aya majambo. zurerekana ijambo uriko urasoma.** Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les mots. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au suivant, puis dites : **Soma iri jambo.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants.

L'ordre dans lequel l'élève lit les mots sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 3 :

L'élève doit lire correctement 6 des 10 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 3 ?

- La prononciation correcte des sons des mots.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.
- Intonation correcte

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tubandanye ku gikorwa gikurikira.**

Si l'élève ne termine pas cette tâche avec succès, il passera à Niveau 2.

Soma uko bibereye aya majambo

Ipapayi	agafuni
ubutekereji	umudahara
ikidodo	Cubahiro
ivuriro	ikawa
umusegetera	kujuragiza

Niveau 4 Kirundi : lecture des phrases

Dites à l'élève : *nipfuzako ugerageza gusoma aya mungane. Urashobora gufata umwanya ukayasoma wenyene utavuga.ndaza kukubwira hageze ko uyasoma nijwi ryo hejuru. J'aimerais que tu essaies de lire ces phrases. Tu peux prendre un moment pour lire les phrases toi-même. Je te dirai quand il sera temps de lire à haute voix. Laissez à l'élève 10 secondes pour lire à lui-même s'il le souhaite. Puis dites : harageze ko usoma ayo mungane n'ijwi ryo hejuru.zurerekana iryungane uriko urasoma. Démontrez comment montrer la phrase du doigt.*

L'élève doit commencer à lire les phrases. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première phrase incorrecte et passez à la suivante, puis dites : **Soma iri ryungane.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les phrases suivantes.

Niveau 4 :

L'élève doit lire correctement 3 des 5 phrases pour réussir cette tâche.

Que signifie lire correctement au niveau 4 ?

- Prononciation correcte de TOUS les mots de la phrase
 - o ATTENTION : si l'élève ne prononce pas correctement chaque mot de la phrase, cette phrase doit être considérée comme incorrecte.
 - o Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.
- Intonation correcte
- L'élève lit couramment le texte et avec facilité, même s'il/elle lit lentement

Quand faut-il marquer une phrase comme étant lue incorrectement ?

- L'élève lit le texte comme une chaîne de mots, plutôt qu'une phrase.
- L'élève lit le texte en hésitant et s'arrête très souvent.
- L'élève lit le texte couramment, mais il/elle fait 3 erreurs ou plus.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tubandanye ku gikorwa gikurikira.**

Si l'élève ne termine pas cette tâche avec succès, il passera à Niveau 3.

Soma uko bibereye aya mungane

Kezimana yicaye ku giti.

Sahabo yikoreye ibitabu.

Bayubahe afise ivuriro.

Abana bateye umupira.

Zirikunama arafise ijipo rirerire.

Niveau 5 Kirundi : lecture de texte

Dites à l'élève : **Nipfuzako ugerageza gusoma iki gisomwa. Urashobora gufata umwanya ukagisoma wenyene utavuga.ndaza kukubwira hageze ko ugisoma n'ijwi ryo hejuru.**

Laissez à l'élève 10 secondes pour lire à lui-même s'il le souhaite. Puis dites : **OK, haragezeko usoma aya mungane n'ijwi ryo hejuru .zurerekana iryungane uriko urasoma.** Démontrez comment montrer la phrase du doigt.

L'élève doit commencer à lire les phrases. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au prochain mot dans la phrase, puis dites : **Soma ijambo rikurikira.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants de la phrase. L'élève doit essayer tous les éléments de la tâche.

Niveau 5 :

L'élève doit lire correctement 10 des 14 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 5 ?

- Prononciation correcte du mot (la notation de cette tâche se fait mot par mot ; les élèves ne sont pas notés par la phrase comme fait le Niveau 4)
- Intonation correcte
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tubandanye ku gikorwa gikurikira.**

Si l'élève ne termine pas cette tâche avec succès, il passera à Niveau 4.

Soma uko bibereye kandi utadidinganya iki gisomwa

Muhire aherekeje Fobogo kuvoma.

Basubiye i muhira batoye inoti y'ijana.

Baca bayigura igisuguti n'ijojo.

Niveau 6 Kirundi : lecture des doubles consonnes

Dites à l'élève : **Nipfuzako ugerageza gusoma izi mperekeranya.zurerekana imperekeranya uriko urasoma.** Démontrez comment montrer l'élément du doigt.

L'élève doit commencer à lire les combinaisons des lettres. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première combinaison incorrecte et passez à la suivante, puis dites : **Nsomera iyi mperekeranya.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les syllabes suivantes.

L'ordre dans lequel l'élève lit les éléments sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 6:

L'élève doit lire correctement 6 des 10 combinaisons de lettres pour réussir cette tâche.

Que signifie lire correctement au Niveau 6 ?

- La prononciation correcte des sons des combinaisons.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tubandanye ku gikorwa gikurikira.**

L'élève devrait passer au Niveau 7 s'il lit au moins 6 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera à Niveau 5.

Soma uko bibereye izi mperekeranya

mw

nj

nt

rw

gw

nd

sh

ny

bw

ts

Niveau 7 Kirundi : lecture des triples consonnes

Dites à l'élève : **Nipfuzako ugerageza gusoma izi mperekeranya.zurerekana imperekeranya uriko urasoma.** Démontrez comment montrer l'élément du doigt.

L'élève doit commencer à lire les combinaisons des lettres. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première combinaison incorrecte et passez à la suivante, puis dites : **Nsomera iyi mperekeranya.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les syllabes suivantes.

L'ordre dans lequel l'élève lit les éléments sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 7 :

L'élève doit lire correctement 6 des 10 combinaisons de lettres pour réussir cette tâche.

Que signifie lire correctement au Niveau 7 ?

- La prononciation correcte des sons des combinaisons.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tubandanye ku gikorwa gikurikira**

L'élève devrait passer au Niveau 8 s'il lit au moins 6 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera à l'évaluation français.

Soma uko bibereye izi mperekeranya

mfw

mfy

nkw

mpw

nsy

nty

nzw

ndw

mfw

nshw

Niveau 8 Kirundi : lecture des mots

Dites à l'élève : **Nipfuzako ugerageza gusoma aya majambo.zurerekana ijambo uriko urasoma.** Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les mots. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au suivant, puis dites : **Soma iri jambo.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants.

L'ordre dans lequel l'élève lit les mots sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 8 :

L'élève doit lire correctement 6 des 10 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 8 ?

- La prononciation correcte des sons des mots.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.
- Intonation correcte
- Is segmenting considered correct in Grade 2?

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tugoma tuje kugikorwa gikurukira.**

L'élève devrait passer au Niveau 9 s'il lit au moins 6 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera à l'évaluation français.

Soma uko bibereye aya majambo

Inganji

impamyabushobozi

inkende

intambamyi

ikirogorye

umuvyeyi

ubusyano

umuzezwanzu

Inkukura

impwemu

Niveau 9 Kirundi : lecture des mots

Dites à l'élève : **Nipfuzako ugerageza gusoma aya majambo.zurerekana ijambo uriko urasoma.** Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les mots. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au suivant, puis dites : **Soma iri jambo.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants.

L'ordre dans lequel l'élève lit les mots sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 9 :

L'élève doit lire correctement 6 des 10 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 9 ?

- La prononciation correcte des sons des mots.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.
- Intonation correcte

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tugoma tuje kugikorwa gikurukira**

L'élève devrait passer au Niveau 10 s'il lit au moins 6 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera à l'évaluation français.

Soma uko bibereye aya majambo

Imbwija

impwemu

imbwebwe

imvyaro

pfampfe

inshato

indwi

inkware

ntwarante

indyankwi

Niveau 10 Kirundi : lecture des phrases

Dites à l'élève : **Nipfuzako ugerageza gusoma aya mungane urashobora gufata umwanya ukayasoma wenyene .ndaza kukubwira hagezezo usoma n'ijwi ryo hejuru.** Laissez à l'élève 10 secondes pour lire à lui-même s'il le souhaite. Puis dites : **OK, haragezezo usoma aya mungane n'ijwi ryo hejuru.zurerekana iryungane uriko urasoma.** Démontrez comment montrer la phrase du doigt.

L'élève doit commencer à lire les phrases. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau la première phrase pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première phrase incorrecte et passez à la prochaine phrase, puis dites : **Soma iryungane rikurikira.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les phrases suivantes. L'élève doit essayer tous les éléments de la tâche.

Niveau 10 :

L'élève doit lire correctement 3 des 5 phrases pour réussir cette tâche.

Que signifie lire correctement au Niveau 10 ?

- Prononciation correcte de TOUS les mots de la phrase
 - o ATTENTION : si l'élève ne prononce pas correctement chaque mot de la phrase, cette phrase doit être considérée comme incorrecte.
 - o Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.
- Intonation correcte
- L'élève lit couramment le texte et avec facilité, même s'il/elle lit lentement

Quand faut-il marquer une phrase comme étant lue incorrectement ?

- L'élève lit le texte comme une chaîne de mots, plutôt qu'une phrase.
- L'élève lit le texte en hésitant et s'arrête très souvent.
- L'élève lit le texte couramment, mais il/elle fait 3 erreurs ou plus.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tugoma tuje kugikorwa gikurukira.**

L'élève devrait passer au Niveau 11 s'il lit au moins 3 phrases correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera à l'évaluation français

.Soma uko bibereye kandi utadidinganya aya mungane

Ndorere acunze inyana n'intama.

Shiramanga avyibushe ubuvyimbe.

Nyandwi ni imfura iteye igomwe,

Muhirwa ampereje imfyufyu n'indya.

Kanyomvyi arakunda inkwavu azigaburira ubwatsi buremvyeye.

Niveau 11 Kirundi : lecture de l'histoire

Dites à l'élève : **Nipfuzako ugerageza gusoma iki gisomwa.urashobora gufata akanya ukagisoma wenyene utavuga.ndaza kukubwira hageze kugisoma n'ijwi ryo hejuru.** Laissez à l'élève 10 secondes pour lire à lui-même s'il le souhaite. Puis dites : **OK, haragezako usoma iki gisomwa n'ijwi ryo hejuru. Zurerekana amajambo uriko urasoma.** Démontrez comment montrer la phrase du doigt.

IMPORTANT : le titre de l'histoire doit être lu.

L'élève doit commencer à lire l'histoire. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau au premier mot de l'histoire pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au prochain mot dans l'histoire, puis dites : **Soma ijambo rikurikira.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants de la phrase. L'élève doit essayer tous les éléments de la tâche.

Niveau 11 :

L'élève doit lire correctement 23 des 31 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 11 ?

- Prononciation correcte du mot (la notation de cette tâche se fait mot par mot)
- Intonation correcte
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Urakoze ubu naho tugoma tuje kugikorwa gikurukira.**

L'élève devrait passer au Niveau 12 s'il lit au moins 23 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera à l'évaluation français.

Soma uko bibereye kandi utadidinganya iki gisomwa

Impanuro

Ngendambizi yahitanye umwana kw'ishure.

Agenda aramuha impanuro kivyeyi amubwira ati :

« Mfura yanje, ntuze ukwege amaguru mu bikorwa».

Ubwenge n'ubwitonzi ni vyo bizogushikana ku ntsinzi.

Intwari irangwa n'umwete n'umwitwarariko w'ivyo ishinzwe.

Niveau 12 Kirundi : compréhension de l'histoire

Dites à l'élève : **Urakoze gusoma kino gisomwa.ubunaho ngomba ndababaze ibibazo kur'iki gisomwa.**

Lisez la première question à haute voix à l'élève telle qu'elle apparaît sur la tablette. Il n'y a pas de feuille de stimuli pour cette tâche.

Questions du Niveau 11 :

- a) Vuga umutwe w'igisomwa.

Reponse: Impanuro

- b) Havugwamwo ba nde?

Reponse: Ngendambizi,umwana wiwe

- c) Ngendambizi yahanuye iki imfura yiwe?

Reponse: Kudakwega amaguru mu bikorwa,kugira ubwenge n' ubwitonzi,kugira umwete n'umwitwarariko w'ibikorwa

- d) Mwumvise muri ico gisomwa intwari irangwa n'iki?

Reponse: irangwa n'umwete n'umwitwarariko w'ibikorwa

- e) Ni iyihe mpanuro ukuye muri ico gisomwa?

Reponse: Kudakwega amaguru mu bikorwa,kugira ubwenge n' ubwitonzi,kugira umwete n'umwitwarariko w'ibikorwa

Si l'élève ne répond pas, attendez cinq secondes et posez à nouveau la question à l'élève. Marquez la réponse comme incorrecte si l'élève ne répond pas. Répétez le processus pour les questions suivantes. Posez les cinq questions à l'élève. Les élèves doivent tenter de répondre à toutes les questions du niveau.

Lorsque l'élève a terminé sa tâche, dites-lui : **urakoze ubu naho tugomba tuje kugikorwa**

Niveau 12 :

L'élève doit répondre correctement à 3 questions sur 5 pour réussir cette tâche.

gikurikira.

Après le niveau 12 en kirundi, vous passerez à l'évaluation français. Si nécessaire, accordez à l'élève une pause de cinq minutes avant de commencer l'évaluation.

Wishimikije ico gisomwa A,ishura ibi bibazo

1. Vuga umutwe w'igisomwa. (Impanuro)
2. Havugwamwo ba nde? (Ngendambizi,umwana wiwe)
3. Ngendambizi yahanuye iki imfura yiwe? (Kudakwega amaguru mu bikorwa,kugira ubwenge n' ubwitonzi,kugira umwete n'umwitwarariko w'ibikorwa)
4. Mwumvise muri ico gisomwa intwari irangwa n'iki? (irangwa n'umwete n'umwitwarariko w'ibikorwa)

5. Ni iyihe mpanuro ukuye muri ico gisomwa? (Kudakwega amaguru mu bikorwa, kugira ubwenge n' ubwitonzi, kugira umwete n' umwitwarariko w' ibikorwa)

Kirundi ASER Stimuli

Niveau 1

Soma uko bibereye izi ndome

a	M	e	A	f
g	j	v	u	k

Niveau 2

Soma uko bibereye izi ndadi

bo	ze	ri	pa	yu
ko	ha	fi	wo	ma

Niveau 3

Soma uko bibereye aya majambo

Ipapayi

agafuni

ubutekereji

umudahara

ikidodo

Cubahiro

ivuriro

ikawa

umusegetera

kujuragiza

Niveau 4

Soma uko bibereye aya mungane

Kezimana yicaye ku giti.

Sahabo yikoreye ibitabu.

Bayubahe afise ivuriro

Abana bateye umupira.

Zirikunama arafise ijipo rirerire.

Niveau 5

Soma uko bibereye kandi utadidinganya iki gisomwa

Muhire aherekeje Fobogo kuvoma.

Basubiye i muhira batoye inoti y'ijana.

Baca bayigura igisuguti n'ijojo.

Niveau 6

Soma uko bibereye izi mperekeranya

mw	nj	nt	rw	gw
nd	sh	ny	bw	ts

Niveau 7

Soma uko bibereye izi mperekeranya

mfw mfy nkw mpw nsy

nty nzw ndw mfw nshw

Niveau 8

Soma uko bibereye aya majambo

Inganji impamyabushobozi

inkende intambamyi

ikirogorye imfungurwa

ubusyano umuzezwanzu

umuvyeyi inkukura

Niveau 9

Soma uko bibereye aya majambo

Imbwija

inshato

impwemu

indwi

imbwebwe

inkware

imvyaro

ntwarante

indyankwi

pfampfe

Niveau 10

Soma uko bibereye aya majambo

Ndorere acunze inyana n'intama.

Shiramanga avyibushe ubuvyimbe.

Nyandwi ni imfura iteye igomwe.

Muhirwa ampereje imfyufyu n'indya.

**Kanyomvyi arakunda inkwavu azigaburira
ubwatsi burembye.**

Soma uko bibereye kandi utadidinganya iki gisomwa :

Impanuro

Ngendambizi yahitanye umwana kw'ishure.

Agenda aramuha impanuro kivyeyi amubwira ati :

**« Mfura yanje, ntuze ukwege amaguru mu
bikorwa».**

**Ubwenge n'ubwitonzi ni vyo bizogushikana ku
ntsinzi.**

**Intwari irangwa n'umwete n'umwitwarariko w'ivyo
ishinzwe.**

French ASER

Criteres D'évaluation

NIVEAU	CRITERES
Niveau 1	Lire correctement 6/10 lettres
Niveau 2	Lire correctement 6/10 mots
Niveau 3	Lire correctement 6/10 mots
Niveau 4	L'élève parvient à lire 3/5 phrases
Niveau 5	L'élève réussit s'il parvient à lire 21/34 mots en respectant la ponctuation
Niveau 6	L'élève réussit s'il parvient à répondre à 1/3 questions

Objectif :

L'évaluation ASER détermine le niveau de lecture de base en kirundi et en français des élèves à la fin du 1^{er} cycle. Au total, l'ASER fournit des informations sur la capacité des enfants à lire des textes simples dans leur langue maternelle, et leur capacité à lire et à comprendre le français de base.

Par conséquent, 2 épreuves seront administrées dans cet ordre : lecture de base et teste de compréhension en kirundi, puis lecture de base et teste de compréhension en français.

Rappel :

Notre objectif en administrant l'évaluation ASER est de déterminer un niveau que l'enfant peut atteindre confortablement.

Par conséquent, il est important que vous suiviez les directives ci-dessous lorsque vous testez les enfants :

- Un environnement décontracté pour les enfants. Etablir un environnement relaxant en introduisant une conversation amicale avec l'enfant avant de l'évaluer. Vous pouvez lui dire qu'il ne s'agit pas d'un examen mais qu'il s'agit d'un simple exercice pour savoir ce que l'enfant est capable de faire.
- Aucune pression sur l'enfant de la part des autres personnes : Souvent, les enseignants et les collègues de classe se réunissent pour observer les performances de l'enfant. Cela peut rendre l'enfant nerveux. Les évaluateurs/enquêteurs doivent s'assurer que cela ne se produise pas.
- Encouragement et patience avec l'enfant : Encouragez l'enfant en appréciant l'effort qu'il fait. Soyez patient avec lui pendant qu'elle/il lit. Donnez à l'enfant suffisamment de temps pour lire, réfléchir et résoudre. Ne le pressez pas.
- N'indiquez pas à l'élève si sa réponse à un item est correcte (que ce soit en le lui disant ou en lui donnant des signes non verbaux tels qu'un hochement de tête). Inscrivez la réponse sur la tablette et si l'élève vous demande confirmation, dites-lui qu'il peut passer à la question ou à l'activité suivante.

Matériel dont vous aurez besoin pour administrer l'évaluation ASER Français :

1) Tablette avec Tangerine

2) Feuilles de stimuli en français

Processus :

- Pour établir le niveau le plus élevé auquel l'enfant peut lire et comprendre, vous devrez l'emmener à travers une série de tâches jusqu'à ce que l'élève ne peut pas accomplir la tâche.
- L'évaluation commence par le premier niveau, qui représente la tâche la plus facile, et l'élève passe à des tâches plus difficiles au fur et à mesure qu'il démontre sa compétence. Si l'élève ne peut pas démontrer sa compétence dans une tâche particulière, l'évaluation se termine et vous passez à l'activité suivante avec l'élève.
- L'évaluation en kirundi sera administrée en premier. Ensuite, l'évaluation en français, puis une pause avant de commencer le questionnaire de l'étudiant.
- Le minutage sera variable car les élèves peuvent être capables d'effectuer plus ou moins de tâches en fonction de leurs compétences en lecture.

Instructions à l'administrateur de l'évaluation ASER

Evaluation Français

Objectif :

L'évaluation ASER détermine le niveau de lecture de base en kirundi et en français des élèves à la fin du 1^{er} cycle. Au total, l'ASER fournit des informations sur la capacité des enfants à lire des textes simples dans leur langue maternelle, et leur capacité à lire et à comprendre le français de base.

Par conséquent, 2 épreuves seront administrées dans cet ordre : lecture de base et teste de compréhension en kirundi, puis lecture de base et teste de compréhension en français.

Rappel :

Notre objectif en administrant l'évaluation ASER est de déterminer un niveau que l'enfant peut atteindre confortablement.

Par conséquent, il est important que vous suiviez les directives ci-dessous lorsque vous testez les enfants :

- Un environnement décontracté pour les enfants. Etablir un environnement relaxant en introduisant une conversation amicale avec l'enfant avant de l'évaluer. Vous pouvez lui dire qu'il ne s'agit pas d'un examen mais qu'il s'agit d'un simple exercice pour savoir ce que l'enfant est capable de faire.
- Aucune pression sur l'enfant de la part des autres personnes : Souvent, les enseignants et les collègues de classe se réunissent pour observer les performances de l'enfant. Cela peut rendre l'enfant nerveux. Les évaluateurs/enquêteurs doivent s'assurer que cela ne se produise pas.
- Encouragement et patience avec l'enfant : Encouragez l'enfant en appréciant l'effort qu'il fait. Soyez patient avec lui pendant qu'elle/il lit. Donnez à l'enfant suffisamment de temps pour lire, réfléchir et résoudre. Ne le pressez pas.
- N'indiquez pas à l'élève si sa réponse à un item est correcte (que ce soit en le lui disant ou en lui donnant des signes non verbaux tels qu'un hochement de tête). Inscrivez la réponse sur la tablette et si l'élève vous demande confirmation, dites-lui qu'il peut passer à la question ou à l'activité suivante.

Matériel dont vous aurez besoin pour administrer l'évaluation ASER Français :

- 1) Tablette avec Tangerine
- 2) Feuilles de stimuli en français

Processus :

- Pour établir le niveau le plus élevé auquel l'enfant peut lire et comprendre, vous devrez l'emmener à travers une série de tâches jusqu'à ce que l'élève ne peut pas accomplir la tâche.
- L'évaluation commence par le premier niveau, qui représente la tâche la plus facile, et l'élève passe à des tâches plus difficiles au fur et à mesure qu'il démontre sa compétence. Si l'élève ne peut pas démontrer sa compétence dans une tâche particulière, l'évaluation se termine et vous passez à l'activité suivante avec l'élève.
- L'évaluation en kirundi sera administrée en premier. Ensuite, l'évaluation en français, puis une pause avant de commencer le questionnaire de l'étudiant.
- Le minutage sera variable car les élèves peuvent être capables d'effectuer plus ou moins de tâches en fonction de leurs compétences en lecture.

Niveau 1 français : lecture des lettres

Dites à l'élève : **J'aimerais que tu essaies de lire ces lettres. Dis le son des lettres, pas leur nom. Montre la lettre au fur et à mesure que tu la prononces.** Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les lettres. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau la première lettre pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première lettre incorrecte et passez à la lettre suivante, puis dites : **Dis-moi le son de cette lettre.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les lettres suivantes.

Niveau 1 :

L'élève doit lire correctement 6 des 10 lettres pour réussir cette tâche.

Que signifie lire correctement au Niveau 1 ?

- La prononciation correcte des sons des lettres.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

L'ordre dans lequel l'élève lit les lettres sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Lorsque l'élève a terminé sa tâche, dites-lui : **Bon travail ! Nous allons maintenant passer à l'activité suivante.**

L'élève devrait passer au Niveau 2 s'il lit au moins 6 lettres correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera au questionnaire élève.

Reconnaissance des lettres

Lis les lettres suivantes

i	r	z	v	a
u	f	s	c	m

Niveau 2 français : lecture des mots

Dites à l'élève : **J'aimerais que tu essaies de lire ces mots. Montre le mot au fur et à mesure que tu le prononces.** Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les mots. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au suivant, puis dites : **Lis ce mot s'il te plaît.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants.

L'ordre dans lequel l'élève lit les mots sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 2 :

L'élève doit lire correctement 6 des 10 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 2 ?

- La prononciation correcte des sons des mots.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Bon travail ! Nous allons maintenant passer à l'activité suivante.**

L'élève devrait passer au Niveau 3 s'il lit au moins 6 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera au questionnaire élève.

Lecture des mots de base couramment utilisés

Lis les mots suivants

mur
Vitesse
jamais
Bébé
école

balade
tintin
vélo
jeter
jupe

Niveau 3 français : lecture des mots

Dites à l'élève : **J'aimerais que tu essaies de lire ces mots. Montre le mot au fur et à mesure que tu le prononces.** Démontrez comment montrer la lettre du doigt.

L'élève doit commencer à lire les mots. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au suivant, puis dites : **Lis ce mot s'il te plaît.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants.

L'ordre dans lequel l'élève lit les mots sur la feuille de stimuli n'a pas d'importance, mais l'élève doit essayer tous les éléments du niveau. Les élèves ne peuvent pas être crédités pour avoir lu un élément plus d'une fois.

Niveau 3 :

L'élève doit lire correctement 6 des 10 mots pour réussir cette tâche.

Que signifie lire correctement au Niveau 3 ?

- La prononciation correcte des sons des mots.
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Bon travail ! Nous allons maintenant passer à l'activité suivante.**

L'élève devrait passer au Niveau 4 s'il lit au moins 6 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera au questionnaire élève.

Distinguer les phonèmes de base du français (ien, em, on, ion, ian, au, aim)

Mission
viande
Marcien
question
faim

rien
cochon
Brian
Paul
jour

Niveau 4 français : lecture des phrases

Dites à l'élève : **J'aimerais que tu essaies de lire ces phrases. Tu peux prendre un moment pour lire les phrases toi-même. Je te dirai quand il sera temps de lire à haute voix.**

Laissez à l'élève 10 secondes pour lire à lui-même s'il le souhaite. Puis dites : **OK, il est temps de lire les phrases. Montre la phrase au fur et à mesure que tu la prononces. Démontrez comment montrer la phrase du doigt.**

L'élève doit commencer à lire les phrases. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau le premier élément pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez la première phrase incorrecte et passez à la suivante, puis dites : **Lis le prochain mot de cette phrase, s'il te plaît.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les phrases suivantes.

Niveau 4 :

L'élève doit lire correctement 3 des 5 phrases pour réussir cette tâche.

Que signifie lire correctement au niveau 4 ?

- Prononciation correcte de TOUS les mots de la phrase
 - o ATTENTION : si l'élève ne prononce pas correctement chaque mot de la phrase, cette phrase doit être considérée comme incorrecte.
 - o Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.
- Intonation correcte
- L'élève lit couramment le texte et avec facilité, même s'il/elle lit lentement

Quand faut-il marquer une phrase comme étant lue incorrectement ?

- L'élève lit le texte comme une chaîne de mots, plutôt qu'une phrase.
- L'élève lit le texte en hésitant et s'arrête très souvent.
- L'élève lit le texte couramment, mais il/elle fait 3 erreurs ou plus.

Lorsque l'élève a terminé sa tâche, dites-lui : **Bon travail ! Nous allons maintenant passer à l'activité suivante.**

L'élève devrait passer au Niveau 5 s'il lit au moins 3 phrases correctement dans la tâche. Si l'élève ne termine pas cette tâche avec succès, il passera au questionnaire élève.

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Ma mère lave les marmites.

Kagabo passe la balle à une camarade.

Le père de Ciza roule à vélo.

Je colore une table de ma classe.

Niveau 5 Kirundi : lecture de l'histoire

Dites à l'élève : **J'aimerais que tu essaies de lire cette histoire. Tu peux prendre un moment pour lire les phrases toi-même. Je te dirai quand il sera temps de lire à haute voix.** Laissez à l'élève 10 secondes pour lire à lui-même s'il le souhaite. Puis dites : **OK, il est temps de lire l'histoire. Montre les mots au fur et à mesure que tu les prononces. Démontrez comment montrer la phrase du doigt.**

IMPORTANT : le titre de l'histoire doit être lu.

L'élève doit commencer à lire l'histoire. Pointer pendant la lecture peut aider certains élèves à suivre leur lecture : si l'élève n'a pas besoin de pointer à l'élément pendant qu'il lit, cela est acceptable.

Si l'élève ne commence pas à lire, attendez cinq secondes, répétez les instructions et pointez à nouveau au premier mot de l'histoire pour l'inciter à commencer.

Si l'élève reste toujours silencieux, marquez le premier mot incorrect et passez au prochain mot dans l'histoire, puis dites : **Lis le prochain mot, s'il te plaît.** Marquez incorrecte si l'élève ne répond pas. Répétez le processus pour les mots suivants de la phrase. L'élève doit essayer tous les éléments de la tâche.

Niveau 5 :

L'élève doit lire correctement 21 des 34 mots pour réussir cette tâche en respectant la ponctuation.

Que signifie lire correctement au Niveau 5 ?

- Prononciation correcte du mot (la notation de cette tâche se fait mot par mot)
- Si un élève donne une mauvaise réponse mais se corrige ensuite, l'élément peut être considéré comme correct.

Lorsque l'élève a terminé sa tâche, dites-lui : **Bon travail ! Nous allons maintenant passer à l'activité suivante.**

L'élève devrait passer au Niveau 6 s'il lit au moins 21 mots correctement dans la tâche.

Si l'élève ne termine pas cette tâche avec succès, il passera au questionnaire élève.

Lire un petit texte

La promenade

Le trente septembre, Ancile va à une promenade. Elle rencontre sa tante Lamberte. Celle-ci l'embrasse. Elle se promène avec Ancile, jusqu'à ce qu'elle rentre. Ancile reste avec sa tante.

Quelle promenade intéressante !

Niveau 6 français : compréhension de l'histoire

Dites à l'élève : **Merci d'avoir lu l'histoire. Maintenant, je vais vous poser des questions sur l'histoire.**

Lisez la première question à haute voix à l'élève telle qu'elle apparaît sur la tablette. Il n'y a pas de feuille de stimuli pour cette tâche.

Questions du Niveau 11 :

- a) Qui va à la promenade ?

Reponse: Ancile et sa tante

- b) Comment s'appelle la tante d'Ancile ?

Reponse: Lamberte

- c) Comment est la promenade ?

Reponse: intéressante

Si l'élève ne répond pas, attendez cinq secondes et posez à nouveau la question à l'élève. Marquez la réponse comme incorrecte si l'élève ne répond pas. Répétez le processus pour les questions suivantes. Posez les trois questions à l'élève. Les élèves doivent tenter de répondre à toutes les questions du niveau.

Niveau 6 :

L'élève réussit s'il parvient à répondre à 1/3 questions

Lorsque l'élève a terminé sa tâche, dites-lui : **Bon travail ! Nous allons maintenant passer à l'activité suivante.**

Après le Niveau 6 de l'évaluation français, vous passerez au questionnaire élève.

Accordez à l'élève une pause de cinq minutes avant de commencer le questionnaire.

Répondre aux questions suivantes

1. Qui va à la promenade ? (Ancile et sa tante)
2. Comment s'appelle la tante d'Ancile ? (Lamberte)
3. Comment est la promenade ? (intéressante)

French ASER Stimuli

Niveau 1

Lis les lettres suivantes

i	r	z	v	a
u	f	s	c	m

Niveau 2

Lecture des mots de base couramment utilisés
Lis les mots suivants

mur	balade
Vitesse	tintin
jamais	vélo
Bébé	jeter
école	jupe

Niveau 3

Distinguer les phonèmes de base du français (ien, em, on, ion, ian, au, aim)

Mission

rien

viande

cochon

Marcien

Brian

question

Paul

faim

jour

Niveau 4

Lire des phrases

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Lire un petit texte

La promenade.

Le trente septembre, Ancile va à une promenade. Elle rencontre sa tante Lamberte. Celle-ci l'embrasse. Elle se promène avec Ancile, jusqu'à ce qu'elle rentre. Ancile reste avec sa tante. Quelle promenade intéressante !

Classroom Observation

Variable	Question	Responses
Class	Which class are you observing today? Quelle classe observez-vous aujourd'hui? Muriko mwihweza ishule iyihe?	Kindergarten Maternelle ukwimenyereza
		Grade 1 1ere annee umwaka wa mbere
		Grade 2 2eme annee umwaka wa kabiri
		Grade 3 3eme annee umwaka wa gatatu
		Grade 4 4eme annee umwaka wa kane
		Grade 5 5eme annee umwaka wa gatanu
		Grade 6 6eme annee umwaka wa gatandatu
Class_enroll	How many students are enrolled in the class you are observing today? Combien d'élèves sont inscrits dans la classe que vous observez aujourd'hui ? Muriryo shule muriko murihweza, handitswemwo abanyeshule bangahe?	
CO_Inscr_Garcons	Total number of boys enrolled in the class Nombre total de garçons inscrits dans la classe qui sera observée abahungu banditswe mw'ishule mwihweje	
CO_Inscr_Filles	Total number of girls enrolled in the class Nombre total de filles inscrites dans la classe qui sera observée abakobwa banditswe mw'ishule mwihweje	
CO_Presents_Garcons	Number of boys present Nombre de garçons présents abahungu batanze	
CO_Presentes_Filles	Number of girls present Nombre de filles présentes abakobwa batanze	
CO_Presents_Adultsquittravaillent	Number of teachers, teaching assistants, or other adults present in the room and working with the students	

Variable	Question	Responses
	Nombre d'enseignants / assistants d'enseignement / autres adultes présents dans la classe et travaillant avec des enfants? igitigiri c'abigisha/ababafasha/cank abandi bantu bakuze bbari mwishule?	
CO_ECTM_Math	Learning opportunities to support the development of math skills (number sense, time, shape, color, sequence, size) Possibilités d'apprentissage pour soutenir le développement des compétences en mathématiques (sens des nombres, temps, formes, couleurs, séquence, taille) Ubuvinga bwo kwigisha kugira umwana aterimbere mu biharuro	
RESPONSES		
	0	No math activity was observed. Aucune activité mathématique n'est observée. nta mwimenyerezo w'ibiharuro wihwejwe
	1	The teacher teaches math concepts ONLY in: Repetitive activities. Examples include group response to closed-ended questions (such as counting to ten); individual children using a pointer to name numbers; write or copy numbers L'enseignant enseigne les concepts mathématiques UNIQUEMENT en: • Activités répétitives. Les exemples incluent la réponse de groupe à des questions fermées (comme compter jusqu'à dix); enfants individuels utilisant un pointeur pour nommer des nombres; écrire ou copier des nombres Umwigisha arigisha ivyerekeye ibiharuro gusa mu myimenyerezo yo gusubiramwo. uburorero burimwo inyishu bishura mu migwi (nko guharura gushika kuri cumi), umwumwe akoresha inkoni mu kwerekana ibiharuro, kwandika cank kucapa ibiharuro
	2	The teacher teaches math concepts using ONE of the following strategies: • Children explore and play with concrete objects to learn the concept • Children have a choice of how to carry out an activity • The teacher engages the children in the discussion and sometimes uses open-ended questions • Teacher relates lesson to real life or everyday experiences L'enseignant enseigne les concepts mathématiques en utilisant UNE des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept • Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours umwigisha arigisha akoresheje ubuvinga bukwirikira : 1. abana barihweza kandi bagakina bakoresheje ibikoresho babona. 2. Abana barihutiramwo ingene bakora igikorwa. 3. Umwigisha arinjiza abana mu kiganiro kandi arababaza ibibazo bishura bisanzuye. 4. Umwigisha arahuza icirwa n;ubuzima bwa minsi yose
	3	The teacher teaches math concepts using TWO OR MORE of the following strategies: • Children explore and play with concrete objects to learn the concept • Children have a choice of how to carry out an activity • The teacher engages the children in discussion and sometimes uses open-ended questions • Teacher relates lesson to real-life or everyday experiences

Variable	Question	Responses
	L'enseignant enseigne les concepts mathématiques en utilisant DEUX OU PLUSIEURS des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept • Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours 1. umwigisha arigisha akoresheje ubuhinga bukwirikira : abana barihweza kandi bagakina bakoresheje ibikoresho babona. 2. Abana barihitiramwo ingene bakora igikorwa. 3. Umwigisha arinjiza abana mu kiganiro kandi arababaza ibibazo bishura bisanzuye. 4. Umwigisha arahuzza icirwa n;ubuzima bwa minsi yose.	
CO_ECTM_PlanMath	Verify if the teacher referred to a lesson plan for structuring their math teaching. Vérifiez si l'enseignant se réfère à un plan de cours pour structurer son enseignement des mathématiques	Yes Oui Ego
	Raba k umwigisha akoresha urutonde rw'icigwa kugira ategure icigwa c'ibiharuro	No Non Oya
CO_ECTM_Alphabetisation	Learning opportunities to support the development of literacy skills (letter identification, phonetics). Possibilités d'apprentissage pour soutenir le développement des compétences en alphabétisation (identification des lettres, phonétique). Uubuhinga bwo kwigisha kugira umwana aterimbere mu ndome (Gutandukanya indome, ingene bazivuga)	
	RESPONSES	
	0	No literacy lesson observed. Aucune activité d'alphabétisation n'est observée. Nta gikorwa cerekeye indome cihwejwa
	1	The teacher teaches literacy concepts ONLY in: • Repetitive activities. Examples include group response to closed-ended questions (such as singing the alphabet, repeating letter sounds); individual children using a pointer to name letters; write or copy letters L'enseignant enseigne les concepts d'alphabétisation UNIQUEMENT en: • Activités répétitives. Les exemples incluent la réponse du groupe à des questions fermées (telles que chanter l'alphabet, répéter les sons des lettres); enfants individuels utilisant un pointeur pour nommer des lettres; écrire ou copier des lettres Umwigisha arigisha ivyerekeye indome gusa: mu myimenyerezo yo gusubiramwo. uburorero burimwo inyishu bishura mu migwi (nko kuririmba indome, gusubiramwo indome), umwumwe akoresha inkoni mu kwerekana indome, kwandika canka kucapa indome
	2	The teacher teaches literacy concepts using ONE of the following strategies: • Children explore and play with concrete objects to learn the concept • Children have a choice of how to carry out an activity • The teacher engages the children in discussion and sometimes uses open-ended questions • Teacher relates lesson to real-life or everyday experiences L'enseignant enseigne les concepts d'alphabétisation en utilisant UNE des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept • Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes •

Variable	Question	Responses
		L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours I. umwigisha arigisha akoresheje ubuhinga bukwirikirira : abana barihweza kandi bagakina bakoresheje ibikoresho babona. 2. Abana barihitiramwo ingene bakora igikorwa. 3. Umwigisha arinjiza abana mu kiganiro kandi arababaza ibibazo bishura bisanzuye. 4. Umwigisha arahuza icirwa n'ubuzima bwa minsi yose.
	3	The teacher teaches literacy concepts using TWO OR MORE of the following strategies: • Children explore and play with concrete objects to learn the concept • Children have a choice of how to conduct an activity • The teacher initiates children in the discussion and sometimes uses open-ended questions • The teacher relates the lesson to real-life or everyday experiences L'enseignant enseigne les concepts d'alphabétisation en utilisant DEUX OU PLUSIEURS des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept • Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours I. umwigisha arigisha akoresheje ubuhinga bukwirikirira : abana barihweza kandi bagakina bakoresheje ibikoresho babona. 2. Abana barihitiramwo ingene bakora igikorwa. 3. Umwigisha arinjiza abana mu kiganiro kandi arababaza ibibazo bishura bisanzuye. 4. Umwigisha arahuza icirwa n'ubuzima bwa minsi yose.
CO_ECTM_PlanAlphabetisation	Verify if the teacher referred to a lesson plan for structuring their literacy teaching. Vérifiez si l'enseignant se réfère à un plan de cours pour structurer son enseignement de l'alphabétisation Raba k umwigisha akoresha urutonde rw'icigwa kugira ategure icigwa c'indome	Yes Oui Ego No Non Oya
CO_ECTM_LangageExp	Learning opportunities to develop expressive language skills. These are conversations that take place between teachers and children throughout the observations. Conversations can take place during lessons, or between lessons (when switching from one activity to another; during free play, etc.). Possibilités d'apprentissage pour développer des compétences linguistiques expressives. Ce sont des conversations qui ont lieu entre les enseignants et les enfants tout au long des observations. Les conversations peuvent avoir lieu pendant les leçons, ou entre les leçons (lors du passage d'une activité à une autre; pendant le jeu libre, etc.) Uburyo bwo gutezimbere ubumenyi mu mvugo. n'ibiyago hagati y'umwigisha n'abanyeshule mu mwanya w'umwihwezo. ibiganiro bishobora kuba mu mwanya w'icigwa cank hagati y'icigwa n'ikindi (iyo icigwa gikwirikiye ikindi, cank mu nkino)	RESPONSES 0 Aucune activité de linguistiques expressives n'est observée 1 Children are never or rarely asked to tell a story, describe events or objects, or answer questions throughout the observation. Les enfants ne sont jamais ou rarement invités à raconter une histoire, à décrire des événements ou des objets, ou à répondre à des questions tout au long de l'observation.

Variable	Question	Responses
		abana ntibigera basabwa gutera inkuru, bavuga ivyo babonye cank bumvise, bishura ku bibazo babajijwe umwanya wose w'umwihwezo
	2	The teacher encourages expressive language skills ONLY by: • Repetitive activities. Examples include group response to closed-ended questions (such as asking children to repeat a story or sentences word by word); each child uses a pointer to repeat words or phrases; individual responses to rote or closed questions. L'enseignant encourage les compétences linguistiques expressives UNIQUEMENT en: • Activités répétitives. Les exemples incluent la réponse de groupe à des questions fermées (comme demander aux enfants de répéter une histoire ou des phrases mot par mot); chaque enfant utilise un pointeur pour répéter des mots ou des phrases; réponses individuelles à des questions par cœur ou fermées. Umwigisha ahimiriza guterimbere mu kuvuga gusa nko: imyimenyerezo yo gusubiramwo. uburorero burimwo inyishu bishura mu migwi (nko gusaba abana gusubiramwo inkuru cank amajambo cank amungane, umwumwe akoresha inkoni mu kwerekana amajambo cank amungane, inyishu z'umwumwe ku bibazo bafata ku mutwe
	3	The teacher encourages expressive language skills using ONE verbal exchange activity, such as: • Asking children to describe objects (eg color, shape, size, function) or pictures; • Encourage children to tell stories or describe events; • Tell a story and ask the children two or more open-ended questions about the story • Repeat and expand on what the child is saying, and include more advanced vocabulary • Use stories or discussions to encourage vocabulary that makes connections with the lives and experiences of children. L'enseignant encourage les compétences linguistiques expressives en utilisant UNE activité d'échange verbal, telle que: • Demander aux enfants de décrire des objets (par exemple, couleur, forme, taille, fonction) ou des images; • Encourager les enfants à raconter des histoires ou à décrire des événements; • Raconter une histoire et poser aux enfants deux ou plusieurs questions ouvertes sur l'histoire • Répéter et étendre ce que dit l'enfant, et inclure un vocabulaire plus avancé • Utiliser des histoires ou des discussions pour encourager un vocabulaire qui établit des liens avec la vie et les expériences des enfants. umwigisha arahimiriza abana guterimbere mu kuvuga akoresheje ukuganiriza umwana: 1. kubabaza ngo bavuge ivyo babona (nk'akarorero amabara, uko kimeze, iuko kingana, ico gikora), cank ifoto, 2. gutera inkuru no kubaza bibiri cank birenga abana kuriyo nkuru, 3. Gusubiramwo gusubiramwo no kunganira ico umwana avuze akaboneraho kwigisha ijambo rishasha. 4. gukoresha inkuru cank ikiganiro kugira yereke abana isano riri hagati y'ijambo rishasha yigishije n'imibereho y'abana mu minsi yose
	4	The teacher encourages expressive language skills by using TWO OR MORE verbal exchange activities, such as: • Asking children to describe objects (eg color, shape, size, function) or pictures; • Encourage children to tell stories or describe events; • Tell a story and ask the children two or more open-ended questions about the story • Repeat and expand on what the child is saying, and include more advanced vocabulary • Use stories or discussions to encourage vocabulary that makes connections with children's lives and experiences

Variable	Question	Responses
	L'enseignant encourage les compétences linguistiques expressives en utilisant DEUX OU PLUSIEURS activités d'échange verbal, telles que: • Demander aux enfants de décrire des objets (par exemple, couleur, forme, taille, fonction) ou des images; • Encourager les enfants à raconter des histoires ou à décrire des événements; • Raconter une histoire et poser aux enfants deux ou plusieurs questions ouvertes sur l'histoire • Répéter et étendre ce que dit l'enfant, et inclure un vocabulaire plus avancé • Utiliser des histoires ou des discussions pour encourager un vocabulaire qui établit des liens avec la vie et les expériences des enfants 1. umwigisha arigisha indimi akoresheje ubuhinga bubiri cank burenga bwo kuganira nko: 1. kubaza abana ngo bihweza ivyo (nk'akarorero amabara y'ikintu, uko gikozwe, uko kireha, ico gikora) cank ishusho. 2. Guhimiriza abana ngo batere inkuru cank basubiremwo ivyo babonye. 3. Gutera inkuru agaca abaza abana ibibazo nka bibiri cank birenga bishura bisanzuye vyerekeye inkuru ahejeje kubatera. 4. Gukoresha iyo nkuru cank ikiganiro bagiraniye kugira yereke abana isanoo riri hagati y'ikintu gishasha bize n'ubuzima bwa minsi yose bw'abana.	
CO_ECTM_LangueParlee	Verify if the teacher speaks in French. Vérifiez si l'enseignant parle en français. Raba k umwigisha avuga mu gifaransa	Yes Oui Ego
		No Non Oya
CO_ECTM_Livre	Reading books to help children listen and speak Lecture de livres pour aider les enfants à écouter et à parler Gusoma ibitabo kugira abana bashobore gukwirikirira n'ukuvuga	
	RESPONSES	
	0	Aucune activité de lecture de livres n'est observée
	1	For toddler development - CPI and Kindergarten - the teacher: • Does not read books to children OR • Reads books that are not age appropriate (ie texts or textbooks for older children or adults; religious texts for adults; or books without pictures). // For older classes - CP2 or higher - students: • Do not read the text OR • Read texts that are not suitable for their age (ie texts or textbooks for children young children; picture books). Pour le developpment des tous-petits – 1 ere annee et maternelle – l'enseignant: • Ne lit pas les livres aux enfants OU • Lit des livres qui ne sont pas adaptés à l'âge (c.-à-d. Des textes ou des manuels scolaires pour les enfants plus âgés ou les adultes; des textes religieux pour les adultes; ou des livres sans images). // Pour les classes des plus âgés – 2eme annee ou plus – les élèves: • Ne lisent pas le texte OU • Lisent des textes qui ne conviennent pas à leur âge (c.-à-d. De textes ou des manuels scolaires pour les jeunes enfants; des livres d'images). Kugira abana bato bato bo mu mwaka wa mbere wo kwimenyereza batere imbere umwigisha : 1. Ntasomera ibitabo abana, 2. asomera abana ibitabo bidahuye n'imyaka yabo (nukuvuga ibitabo bigenewe abana bakuze kubasumba, ibisomwa vy'ijambo ry'Imana bigenewe abantu bakuze cank ibitabo bitagira ibicapo). 3. ku vyerekeye amashure y'abana bakuze nukuvuga umwaka wa kabiri no kuduga, abanyeshure : 4. ntibasoma ibisomwa, 5. basoma ibisomwa birengeye imyaka yabo (

Variable	Question	Responses
		nukuvuga ibisomwa canke ibitabo bigenewe abana bakuze, ibitabo vy'amasanamu)
	2	For toddler development - CPI and Kindergarten, the teacher: • Reads to class without discussion OR • Reads to class without any questions about reading. // For older classes - CP2 or higher - the teacher: • Does not discuss reading OR • Does not ask questions about reading. Pour le developpment des tous-petits – 1ere annee et maternelle, l'enseignant: • Lit à la classe sans discussion OU • Lit à la classe sans aucune question sur la lecture. // Pour les classes des plus âgés – 2eme annee ou plus – l'enseignant: • Ne discute pas de la lecture OU • Ne pose pas de questions sur la lecture. Kugira abana bato baterimbere bo mu mwaka wa mbere wo kwimenyereza, umwigisha : 1. asoma mw'ishule wenyene, 2. asoma ata kibazo na kimwe abajije cerekeye ico gisomwa. Ku vyerekeye amashure y'abakuze, 2eme annee cank kuduga, umwigisha : 3. ntaaganira n'abanyeshule kuvyerekeye igisomwa abasomeye, 4. ntabaza ibibazo abana vyerekeye igisomwa
	3	The teacher discusses reading with the class using ONE of the following strategies: • Asks children basic or closed-ended questions about what happened • Encourages children to discuss reading through open-ended questions • Talks about vocabulary learned in the book • Relates reading to children's experiences or context • Children play with objects or do some activity related to reading L'enseignant discute de la lecture avec la classe en utilisant UNE des stratégies suivantes: • Pose des questions élémentaires aux enfants ou des questions fermées sur ce qui s'est passé • Encourage les enfants à discuter de la lecture à travers des questions ouvertes • Parle du vocabulaire appris dans le livre • Relie la lecture aux expériences ou au contexte des enfants • Les enfants jouent avec des objets ou font une activité liée à la lecture umwigisha araganira n'abana ku vyerekeye ingene basoma igisomwa akoresheje ubuhinga bumwe muri ubu bukurikira : 1. abaza ibibazo bisanzwe abanaca nko agatanga ibibazo bifise inyishu zizwi kuyyo bumvise, 2. arahimiriza abana kugira ikiyago ku gisomwa mu kubazanya ibibazo umwe yishura uko avyumva, 3. arereka abana amajambo mashasha biwe, 4. arerekana isano riri hagati y'igisomwa n'ingene abana babayeho, 5. abana barakina bakoresheje ibikoresho bivugwa mu gisomwa cank bagakora imyimenyerezo yerekeye ico gisomwa
	4	The teacher discusses reading with the class using TWO OR MORE of the following strategies: • Asks children basic or closed-ended questions about what happened • Encourages children to discuss reading through questions open-ended • Talks vocabulary learned in book • Relates reading to children's experiences or context • Children play with objects or do some activity related to reading L'enseignant discute de la lecture avec la classe en utilisant DEUX OU PLUSIEURS des stratégies suivantes: • Pose des questions élémentaires aux enfants ou des questions fermées sur ce qui s'est passé • Encourage les enfants à discuter de la lecture à travers des questions ouvertes • Parle du vocabulaire appris dans le livre • Relie la

Variable	Question	Responses
		lecture aux expériences ou au contexte des enfants • Les enfants jouent avec des objets ou font une activité liée à la lecture 1. umwigisha araganira n'abana asoma akoresheje ubuhinga bubiri cank burenga bwo kuganira nko: 1. kubaza abana utubazo dusanzwe kuvyo bumvise, 2. Guhimiriza abana ngo batere inkuru babazanya ibibazo bishura uko umwe avyumva. 3. arabereka amajambo mashasha bize. 4. Arereka abana isanoo riri hagati y'ikintu gishasha bize n'ubuzima bwa minsi yose bw'abana. 5. abana barakinisha ibikoresho biboneka cank bagakora imyimenyerezo ihuye n'ivyo bize
CO_ECTM_MotricFine	Learning opportunities to promote fine motor skills: Writing, Drawing / coloring, Collecting small objects, Putting small objects in order, Weaving, Threading beads. Opportunités d'apprentissage pour promouvoir la motricité fine: Ecriture, Dessin/coloriage, Collecte de petits objets, Mettre en ordre des petits objets, Tissage, Enfiler des perles. amahirwe yo kwiga kugira ukwiyumvira nugutunganya utuntu n'utundi bitere imbere : ukwandika, ugucapa/ ugusiga irangi, kwegeranya utuntu duti duto, gupanga utundu dutoduto, kujisha, gutekera ibintu hamwe	RESPONSES 1 No fine motor activity is observed Aucune activité motricité fine n'est observée nta gikorwa na kimwe gikoresheya intoke twabonye 2 The teacher teaches fine motor skills ONLY through the use of: • Activities that are NOT appropriate for the child's development (that is, they are too difficult or too easy to understand or do for most children e.g. use pencils to draw lines before starting with pencils or markers) L'enseignant enseigne la motricité fine UNIQUEMENT par l'utilisation : • Des activités qui ne sont PAS adaptées au développement de l'enfant (c'est-à-dire qu'elles sont trop difficiles ou trop faciles à comprendre ou à faire pour la plupart des enfants, par exemple utiliser des crayons pour tracer des lignes avant de commencer avec des crayons ou des marqueurs) Umwigisha yigisha ingene abana biyumvira gutunganya utuntu n'utundi gusa akoresheje : Uturorero tudahuye n'urugero abana bagezako mu kwiyumvira (nukuvuga uturorero tugoye gutahura no gukora ku bana besnhi, nk'akarorero nko guca imirongo ukoresheje ikaramu y'igiti) 3 The teacher teaches fine motor skills using developmentally appropriate activities BUT: • Activities focus on accomplishing the task defined by the teacher rather than developing fine motor skills. • Activities focus on the product, not the process. • Activities are not led by children; children do not have a choice of what to do or how to use the materials. L'enseignant enseigne la motricité fine en utilisant des activités adaptées au développement MAIS : • Les activités sont axées sur l'accomplissement de la tâche définie par l'enseignant plutôt que sur le développement de sa motricité fine. • Les activités se concentrent sur le produit, et non sur le processus. • Les activités ne sont pas dirigées par les enfants ; les enfants n'ont pas le choix de ce qu'ils doivent faire ou de la manière dont ils doivent utiliser les matériaux. umwigisha arigisha ingene abana batahura gukora udukorwa dutotuto akoresheje uturorero duhuye n5'urugero abana bagezako mu gutahura ariko : 1. udukorwa twerekeye ugukora ico umwigisha yababwiye aho

Variable	Question	Responses
		bonyene bokwiyumviriye uko babikora, 2. udukorwa twerekeye ico bagomba gushikako atari ingene bagishikako, 3. udukorwa ntudukorwa n'abana nyene, ntibitorera bonyene ico bakora cank ingene bakoresha ibikoresho bafise.
	4	The teacher teaches fine motor skills using developmentally appropriate activities AND: • Child-oriented and process-oriented rather than goal-oriented activities • Activities that allow children to explore the materials and how they can be handled in a fun way L'enseignant enseigne la motricité fine en utilisant des activités adaptées au développement ET: • Des activités orientées vers les enfants et axées sur le processus plutôt que sur un objectif • Des activités qui permettent aux enfants d'explorer les matériaux et la façon dont ils peuvent être manipulés de manière ludique. I. imyimenyerezo aravye ingene bayikorakuruta ico abagomba gushikako, 2. imyimenyerezo ituma umwana akorakora ibikoresho uko ashatshe
	5	Not applicable N'est pas applicable ntaco nobivugako
CO_ECTM_ MotriGlobale	Learning opportunities that allow children to engage in gross motor skills activities: running, stretching, dancing, ball games, chasing games. Des possibilités d'apprentissage qui permettent aux enfants de s'adonner à des activités de motricité globale: La course, L'étirement, La danse, Les Jeux de balle, Jeux de chasse. amahirwe yo kwiga atuma abana biha ivyo bakora bonyene : gusiganwa, gutamba, guhana ubute, kwinyegezanya RESPONSES	
	1	No gross motor activity is observed. Aucune activité motricité globale n'est observée. nta na kimwe twabonye
	2	Less than 10 minutes of gross motor activity are observed or only a few children participate. Less than 20 minutes of gross motor activity are observed OR less than half of the children participate. Moins de 10 minutes d'activité motricité globale sont observées ou seuls quelques enfants y participent. Moins de 20 minutes d'activité motricité globale sont observées OU moins de la moitié des enfants y participent." , I. abana benshi ntibashikanye iminota 10, 2. abana bari muni y'igice nibo bashikanye iminota 20, 3. abana batari bake bashikanye iminota 20
	3	Less than 20 minutes of gross motor activity are observed OR less than half of the children participate. Most children get at least 20 minutes of gross motor activity Moins de 20 minutes d'activité motricité globale sont observées OU moins de la moitié des enfants y participent. La plupart des enfants pratiquent au moins 20 minutes d'activité motricité globale I. abana bari muni y'igice cabo bashikanye iminota 20, 2. abana batari bake barengeje iminota 20
	4	Most children get at least 20 minutes of gross motor activity La plupart des enfants pratiquent au moins 20 minutes d'activité motricité globale abana batari bake barashikana iminota 20

Variable	Question	Responses
CO_ECTM_ JeuLibre	Learning activities that promote free choice or open play: Explore activity centers in the classroom, Self-directed games in small groups, Play can be inside or outside the classroom Activités d'apprentissage qui favorisent le choix libre ou le jeu ouvert: Explorez les centres d'activités en classe, Jeux autogérés en petits groupes, Le jeu peut être à l'intérieur ou à l'extérieur de la salle de classe imyimenyerezo ituma umwana yitorera urukino akina. tembera aho abana bakinira, mwihweze inkino bakinira mu mirwi, inkino bakinira mw'ishule cank hanze	
	RESPONSES	
	1	No free choice / open play activity is observed. Aucune activité de choix libre / jeu ouvert n'est observée. nta gakino nakamwe twabonye
	2	The teacher chooses where or how the children will play with the materials OR the teacher offers a limited choice of activities AND the children must play with the materials in a prescribed manner. L'enseignant choisit le lieu ou comment les enfants joueront avec le matériel OU l'enseignant propose un choix limité d'activités ET les enfants doivent jouer avec le matériel d'une manière prescrite. Umwigisha aritorera ikibanza abana bakiniramwo n'ingene bakina cank umwigisha arereka abana aho batarenga kandi abana bakina uko yababwiye
	3	Children have ONE opportunity to choose their own activity, where and how they play with the materials BUT the teacher does not interact to add to children's play or extend learning Les enfants ont UNE occasion de choisir leur propre activité, où et comment ils jouent avec les matériaux MAIS l'enseignant n'interagit pas pour ajouter au jeu des enfants ou prolonger l'apprentissage abana baritorera ico bakora, aho bakinira n'ingene bakina ariko umwigisha ntabacangira cank ngo abongere umwanya
	4	Children have ONE or more opportunities to choose their own activity and where and how they play with materials AND the teacher interacts to add to children's play or extend learning. Les enfants ont UNE ou plusieurs occasions de choisir leur propre activité et où et comment ils jouent avec du matériel ET l'enseignant interagit pour ajouter au jeu des enfants ou prolonger l'apprentissage. abana baritorera ivyo bakina, ingene bakina bakoresheje ibikoresho umwigisha yabahaye kandi akazaronderamwo utundi cank akongereza umwanya
CO_ECTM_ Mouvement	Learning opportunities that allow children to participate in music / movement activities: Singing songs, Dancing, Playing and being an actor, Group songs / dances, together or in turns, Nursery rhymes, Educational music clips. Possibilités d'apprentissage qui permettent aux enfants de participer à des activités de musique / mouvement: Chanter des chansons, Danse, Jouer et être acteur, Chansons / danses de groupe, ensemble ou à tour de rôle, Comptines, Clips musicaux éducatifs. /	No music / movement activity is observed. Aucune activité de musique / mouvement n'est observée. nta ndirimbo cank gutamba twabonye
		At least one music or movement activity occurred during the observation. Au moins une activité de musique ou de

Variable	Question	Responses
	uburyo bwo kwiga bufasha abana kuririmba/gutamba : kuririmba indirimbo, gutamba, gukina ari wenyene cank mu migwi baza barahana umwanya	mouvement s'est produite pendant l'observation. n'imiburiburi twumvise ururirimbo cank twaboonye abatamba mw'ishule
CO_CCP_ Attentive	Children are engaged throughout the observation. Examples of engagement include paying attention, watching the teacher, concentrating on the lesson or work, participating in activities. Les enfants sont engagés tout au long de l'observation. Les exemples d'engagement incluent faire attention, regarder l'enseignant, se concentrer sur la leçon ou le travail, participer aux activités. abana barakwirikira mu kiringo cose c'umwihwezo. uburorero barakwirikira, bararaba umwigisha, barakwirikira icigwa cank igikorwa	Few children (25% or less) are engaged for most of the observation Peu d'enfants (25% ou moins) sont engagés pour la plupart de l'observation munsi y'ica kane c'abana barakwirikira
		Some children (26% to 50%) are engaged for most of the observation Certains enfants (26% à 50%) sont engagés pour la plupart de l'observation hagati y'ibice 26 na 50 kw'ijana barakwirikira
		Most children (51% to 75%) are engaged for most of the observation La plupart des enfants (51% à 75%) sont engagés pour la plupart de l'observation hagati y'ibice 51 na 75 kw'ijana barakwirikira
		Almost all of the children (76% to 100%) are engaged for most of the observation Presque tous les enfants (76% à 100%) sont engagés pour la plupart de l'observation hagati y'ibice 76 na 100 kw'ijana barakwirikira
CO_CCP_Groupe	Groups. Grouping types include: Whole group (whole class), Small groups (three or more), Pairs (two students) working together, Students working alone. Groupes. Les types de regroupement incluent: Groupe entier (classe entière), Petits groupes (trois ou plus), Paires (deux élèves) travaillant ensemble, Elèves travaillant seuls. Imigwi. Mu migwi harimwo: ishule ryose, imigwi mito mito (3 cank barenga), babiri babiri bakorera hamwe, umunyeshule umwumwe.	One type of grouping is used throughout the observation. Un type de regroupement est utilisé tout au long de l'observation. mu mwihwezo wose boba bari mu migwi
		Two types of grouping are used throughout the observation

Variable	Question	Responses
		Deux types de regroupement sont utilisés tout au long de l'observation ubwoko bubiri bw'imigwi nibwo bukoresha umwanya wose w'umwihwezo
		Three types of grouping are used throughout the observation Trois types de regroupement sont utilisés tout au long de l'observation ubwoko butatu bw'imigwi nibwo bukoresha umwanya wose w'umwihwezo
		Four types of grouping are used throughout the observation Quatre types de regroupement sont utilisés tout au long de l'observation ubwoko bune bw'imigwi nibwo bukoresha umwanya wose w'umwihwezo
CO_ST_Individuel	The teacher gives individualized instructions to the children L'enseignant donne des instructions individualisées aux enfants umwigisha aratanga intumbero ku munyeshule wese	
	RESPONSES	
	1	Teacher: • Shows NO awareness that some children have different needs and abilities (teacher uses a 'one size fits all' approach where all children do the same job and receive the same instruction and support, ignore struggling child, makes no accommodations for children with special needs) Enseignant : • Ne montre AUCUNE prise de conscience que certains enfants ont des besoins et des capacités différents (l'enseignant utilise une approche «taille unique» où tous les enfants font le même travail et reçoivent la même instruction et le même soutien, ignore l'enfant qui se débat, ne fait aucune adaptation pour les enfants avec besoins spéciaux) Umwigisha: ntiyigera yitangira abana bamwe bamwe bivanye n'ivyo bipfuzwa (abana bakora igikorwa kimwe kandi umwigisha abaha intumbero imwe akabafashiriza hamwe, ataravye ataravye abafise ingorane bisangije bakemeye gufashwa gusumvya abandi
	2	Teacher: • Occasionally shows awareness of children's individual needs by checking understanding of concepts and providing minimal support.

Variable	Question	Responses
		Enseignant : •Montre occasionnellement une prise de conscience des besoins individuels des enfants en vérifiant la compréhension des concepts et en fournissant un soutien minimal. umwigisha: araboneka ko yitwararika abana bamwe bamwe iyo bikenewe akamenya k abanaa batahuye neza
	3	Teacher: • Finds children who are having difficulty and provides them with help (with or without a specific request for help) OR • Finds children who are not challenged and offers them developmentally appropriate activities or questions. to keep them engaged. Enseignant: • Recherche les enfants qui éprouvent des difficultés et leur apporte de l'aide (avec ou sans demande d'aide spécifique) OU • Recherche les enfants qui ne sont pas mis au défi et leur propose des activités ou des questions appropriées au développement pour les maintenir engagés. Umwigisha : araraba k hari abana bafise ingorane zitandukanye bisangije akanabaha imyimenyerezo bakora bivanye n'ingorane bafise
	4	Teacher: • Finds children who are having difficulty and provides them with help (with or without specific help request) AND • Finds children who are not challenged and suggests them activities or developmental questions. to keep them engaged Enseignant: • Recherche les enfants qui éprouvent des difficultés et leur apporte de l'aide (avec ou sans demande d'aide spécifique) ET • Recherche les enfants qui ne sont pas mis au défi et leur propose des activités ou des questions appropriées au développement pour les maintenir engagés Umwigisha: araraba k ata bana bafise ingorane bisangije akabafasha kandi abadafise ingorane bisangije arabaha imyimenyerezo kugira ntibasamare ariko afasha abandi
CO_TLM_Ecrire	Writing instrument (pencils, pens, pencils, chalk) Instrument d'écriture (crayons, stylos , craie) ibikoresho vyo kwandika (ikaramu y'igiti, ikaramu, ingwa)	No material present Aucun matériel présent nta gikoresho na kimwe kihari
		Materials present BUT children do not use them Matériaux présents MAIS les enfants ne les utilisent pas ibikoresho birahari muga nta mwana numwe abikoresha
		The material is present AND the children use them Le matériel est présent ET les enfants les utilisent ibikoresho birahari kandi abana barabikoresha
CO_TLM_Jouets	Educational toys or mathematical material (bottle caps, dice, water, beads, rocks, abacus, materials used for counting or sorting, puzzles, games)	No material present Aucun matériel présent nta bikoresho bihari

Variable	Question	Responses
	Jouets éducatifs ou matériel mathématique (capsules de bouteille, dés, eau, perles, roches, boulier, matériaux utilisés pour compter ou trier, puzzles, jeux) ibikoresho vyo gukinisha cank vy'ibiharuro (ibikoresho vyo guharura, amacupa, ...)	Materials present BUT children do not use them Matériaux présents MAIS les enfants ne les utilisent pas ibikoresho birahari muga nta mwana numwe abikoresha The material is present AND the children use them Le matériel est présent ET les enfants les utilisent ibikoresho birahari kandi abana barabikoresha
CO_TLM_Texte	Texts (books with pictures (young people), text, etc., including those written by the teacher) Textes (livres avec images (jeunes), texte, etc., y compris ceux rédigés par l'enseignant) ibisomwa (ibitabo bifise ibicapo, hamwe n'ivyanditswe n'umwigisha)	No material present Aucun matériel présent nta bikoresho bihari Materials present BUT children do not use them Matériaux présents MAIS les enfants ne les utilisent pas ibikoresho birahari muga nta mwana numwe abikoresha The material is present AND the children use them Le matériel est présent ET les enfants les utilisent ibikoresho birahari kandi abana barabikoresha
CO_TLM_LivreInstruction_francais	Number of French textbooks Nombre de manuels scolaires (manuels d'élève) de français igitigiri c'ibitabo vy'igifaransa	25% or less of current students (Ratio 1: 4) 25% ou moins des élèves actuels (Rapport 1: 4) ica kane cank muni 26 to 50% of current students (Ratio 1: 2) 26 à 50% des élèves actuels (Rapport 1: 2) hagati y'ibice 26 n'ibice 50 kw'ijana 51 to 75% of current students (Ratio 3: 4) 51 à 75% des élèves actuels (Rapport 3: 4) hagati y'ibice 51 n'ibice 75 kw'ijana 76-100% of current students (1: 1 ratio)

Variable	Question	Responses
		76 à 100% des élèves actuels (Rapport 1: 1) hagati y'ibice 76 n'ibice 100 kw'ijana
CO_TLM_ LivreInstruction _kirundi	Number of Kirundi textbooks Nombre de manuels scolaires (manuels d'élève) de Kirundi igitigiri c'ibitabo vy'igi Kirundi	25% or less of current students (Ratio 1: 4) 25% ou moins des élèves actuels (Rapport 1: 4) ica kane cank munsu
		26 to 50% of current students (Ratio 1: 2) 26 à 50% des élèves actuels (Rapport 1: 2) hagati y'ibice 26 n'ibice 50 kw'ijana
		51 to 75% of current students (Ratio 3: 4) 51 à 75% des élèves actuels (Rapport 3: 4) hagati y'ibice 51 n'ibice 75 kw'ijana
		76-100% of current students (1: 1 ratio) 76 à 100% des élèves actuels (Rapport 1: 1) hagati y'ibice 76 n'ibice 100 kw'ijana
CO_TLM_ LivreInstruction _francais	Number of French textbooks Nombre de manuels scolaires (manuels d'élève) de français igitigiri c'ibitabo vy'igifaransa	25% or less of current students (Ratio 1: 4) 25% ou moins des élèves actuels (Rapport 1: 4) ica kane cank munsu
CO_TLM_ LivreInstruction _math	Number of math textbooks Nombre de manuels scolaires (manuels de l'élève) de mathématiques igitigiri c'ibitabu vy'ibiharuro	26 to 50% of current students (Ratio 1: 2) 26 à 50% des élèves actuels (Rapport 1: 2) hagati y'ibice 26 n'ibice 50 kw'ijana
		51 to 75% of current students (Ratio 3: 4) 51 à 75% des élèves actuels (Rapport 3: 4) hagati y'ibice 51 n'ibice 75 kw'ijana
		76-100% of current students (1: 1 ratio) 76 à 100% des élèves actuels (Rapport 1: 1) hagati y'ibice 76 n'ibice 100 kw'ijana
		76-100% of current students (1: 1 ratio)

Variable	Question	Responses
		76 à 100% des élèves actuels (Rapport I: I) hagati y'ibice 76 n'ibice 100 kw'ijana
COMMENTS	Commentaires sur l'administration du questionnaire (au besoin) andika ico wibaza kuri uru rutonde rwivuyihwejwe :	

Parent Survey

Variable	Question	Responses
CONSENT_NOT E	"Bonjour. Je m'appelle VOTRE NOM et j'aide à mener l'évaluation initiale du projet BIGEBOSE mis en œuvre par le consortium CRS-SOPRAD-BAFASHEBIGE . Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur vos enfants. Cette information nous aidera à évaluer les activités mises en œuvre par CRS-SOPRAD-BAFASHEBIGE pour améliorer les services d'éducation, fournir plus de nourriture, améliorer la santé et l'hygiène. Le sondage prend normalement 20 minutes. Les informations que vous nous donnerez seront strictement confidentielles et ne sera pas montrées à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante. Maintenant, avez-vous des questions à poser sur le sondage ? " Mwaramutse, Nitwa t uriko turakora itohoza ry'ibiharuro vy'ibanze mu mugambi Bigebose uriko urashirwa mungiro nurunami CRS-SOPRAD-BAFASHEBIGE. Turiko turakora itohoza kandi twipfuzako mwitabira.ndashaka kubabaza ibibazo vyerekeye abana banyu .rino tohoza rizofasha mugusuzuma ibikorwa biriko birakorwa n'urwo runani CRS-SOPRAD-BAFASHEBIGE kugira duteze imbere ibijanye n'ubumenyi, gufungurira abana n'ugutezimbere ibijanye n'amagara y'abantu n'isuku . Mwatowe kuko tuzi ko mufise abana biga mu mashuri matomato kandi kuko mushobora kuduha amakuru dukeneye.itohoza rimara iminota mirongo ibiri,ivyo tunganira nibanga hagati yacu ntawundi muntu tuzovyereka .inyishu zanyu ntuzozihuza n'ibibaranga.kugirana iki kiganiro biva k'ugushaka kwanyu . Nimba hari ikibazo mudashaka kwishura mufise uburenganzira bwo kutishura, murashobora no kutishura kubibazo vyose. Gukorana na CRS muyindi migambi yo muri kazoza ntibitumwa n'inyishu muzoba muduhaye muriri tohoza . turipfuzako mugira ico muterereye muri rino tohoza kuko ivyiyumviro vyanyu ni ngirakamaro.hari ibibazo mwobw mufise kubijanye na rino tohoza?	
CONSENT	Would you like to participate in this survey? Voulez-vous participer à cet entretien ? Muremeye kodukorana iki kiganiro ?	Yes Oui Ego No Non Oya
SEX	Is the respondent male or female? Le répondant est-il de sexe masculin ou féminin ? Uwishura n'umugore canke umugabo	Male Masculin Umugabo Female Féminin Umugore
AGE	How old are you? Quel âge avez-vous ? Mufise imyaka ingahe ?	
LANGUAGE	Do you speak French? Parlez-vous couramment le français? Muravuga neza igifaransa?	Yes Oui Ego

Variable	Question	Responses
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Household Info Infos sur le ménage ivyerekeye urugo		
Q_1	How many people live with you, including yourself? Combien de personnes vivent avec vous, y compris vous-même? Par exemple, Les gens avec qui vous partagez le repas. Mubana muri bangahe munzu na wewe urimwo . Akarorero mufungura muri bangahe? <i>mettre 777 si la personne ne veut pas répondre</i>	
Q_2	How many daughters do you have? Combien de filles avez-vous ? Mufise abana babakobwa bangahe?	
Q_3	How many of your daughters are enrolled in this school? Combien de vos filles sont inscrites dans cette école ? mufise abakobwa bangahe biga kuri rino shure?	
Q_4	What classes are they in? En quelles classes sont-elles ? Biga muwa kangahe?	Kindergarten Maternelle Arimenyereza Grade 1 CPI/ 1ere annee primaire Mu wa mbere Grade 2 CP2/ 2eme annee primaire Mu wa kabibiri Grade 3 CE1 / 3eme annee primaire Mu wa gatatu Grade 4 CE2 / 4eme annee primaire Mu wa kane Grade 5 CMI / 5eme annee primaire Mu wa gatanu Grade 6

Variable	Question	Responses
		CM2 / 6 eme annee primaire Mu wa gatandatu
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ntanyishu mfise
Q_5	How many sons do you have? Combien de garçons avez-vous ? Mufise abahungu bangahe?	
Q_6	How many of your sons are enrolled in this school? Combien de vos garçons sont inscrits dans cette école ? Nibangahe babahungu bari kwishure mufise abahungu bangahe biga kuri rino shure??	
Q_7	What classes are they in? En quelles classes sont-ils ? Biga muwa kangahe?	Kindergarten Maternelle Arimenyereza
		Grade 1 CPI/ 1ere annee primaire Mu wa mbere
		Grade 2 CP2/ 2eme annee primaire Mu wa kabibiri
		Grade 3 CE1 / 3eme annee primaire Mu wa gatatu
		Grade 4 CE2 / 4eme annee primaire Mu wa kane
		Grade 5 CM1 / 5eme annee primaire Mu wa gatanu
		Grade 6 CM2 / 6 eme annee primaire Mu wa gatandatu
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ntanyishu mfise
Q_8	Have any of your children missed school in the past month? Or past week?	Yes Oui

Variable	Question	Responses
	L'un de vos enfants a-t-il manqué l'école au cours du dernier mois? Ou la semaine dernière? Umwe mwabo bana bose yoba yarasivye kw'ishure mukezi guheze canke mundwi iheze ?	Ego No Non Oya Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_9	If yes, why did they miss school? Si oui, pourquoi ont-ils manqué l'école? Ari ego , ni kuberiki yasivye kw'ishure? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que le parent réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	Illness Maladie Indwara Working at home Travail à la maison Ibikorwa vya muhira Going to collect water Est allé(e) chercher de l'eau Aba yagiye kurondera amazi Agricultural work Travaux agricoles Ikorwa ryo mundimo Livestock watching Surveillance du bétail Aba ari kuragira ibitungwa No money for the school fees Pas d'argent pour les frais de scolarité Kubera atamahera y'ishure The child doesn't want to go L'enfant ne voulait pas y aller Umwana ntagomba kwiga Other Autre (à spécifier) ikindi (kivuge) No response Ne sait pas / Pas de réponse ntavyonzi/ntanyishu mfise

Variable	Question	Responses
Q_9_other	If other, please specify. Si autre, preciser. hari iyindi,yivuge	
Q_10	Which languages do you primarily speak in the home? Quelles langues parlez-vous principalement à la maison ? muhira iwanyu muvuga cane ururimi urwahe ? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que le parent réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	French Français I gifaransa
		Kurundi Kirundi I Kirundi
		Swahili Swahili I Kiswahili
		English Anglais I congereza
		Other Autre (à spécifier)
		ikindi (kivuge)
		No response Pas de réponse ntanyishu mfise
Q_10_other	If other, please specify. Si autre, preciser. hari iyindi,yivuge	
Q_11	What is your completed level of education? Quel est le niveau de scolarité le plus élevé que vous avez atteint ? Mwize gushika mu mwaka wakangahe?	None Aucun/ sans niveau Sinize
		Primary Primaire Nagarukiye mu wa gatandatu
		Secondary Secondaire Narahejeje amashure y'isumbuye
		University Université Narahejeje kaminuza
		Other Autre (à spécifier)
		ikindi (kivuge)
		No response Pas de réponse ntanyishu mfise
Q_11_other	If other, please specify. Si autre, preciser. hari iyindi ,yivuge	
Q_12	What is your primary occupation? Quelle est votre profession principale ? Mukora iki mubuzima bwa misi yose ?	Unemployed Sans emploi Ntakazi mfise

Variable	Question	Responses
		Household work Ménagère Nkora ibikora vyomunzu
		Agricultural work Travail agricole ou elevage Ndumurimywi
		Property owner Propriétaire foncier Ncuga amatongo
		Day laborer Journalier(ière) Nca amahera kumusi kumusi
		Merchant Marchand(e) Ndadandaza
		Office worker Travailleur(euse) de bureau/ fonctionnaire Ndumukozi wa leta
		Artisan Artisan Ndacura
		Retired Retraité(e) Ndumukukuruke
		Other Autre (à spécifier) ikindi (kivuge)
		No response Pas de réponse ntanyishu mfise
Q_12_other	If other, please specify. Si autre, preciser. Hari iyindi,yivuge	
Now I'm going to read you some statements. For each statement, tell me if you believe it to be true or false. If you don't know or don't want to answer, we can continue to the next statement. Maintenant je vais vous lire quelques énoncés. Pour chaque énoncé, dites-moi selon vous si c'est vrai ou faux. Si vous ne savez pas ou ne voulez pas répondre, nous pouvons passer à l'énoncé suivant. Muruno mwanya ngomba ngusomere bino bintu, wewe urambwira ko arivyo canke atarivyo. Ataco uzi canke utagomba kw'ishura duca tuja kubikwirikira		
Q_13	Washing your hands before eating can help prevent diarrhea.	True Vrai Ego

Variable	Question	Responses
	Se laver les mains avant de manger peut permettre d'éviter la diarrhée. Gukaraba imbere yo gufungura vyoba bifasha gukinga indwara zo gucibwamwo?	False Faux Oya Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_14	Walking barefoot can cause illness. Marcher pieds nus peut causer des maladies. Kugenda umuntu atambaye ibirato biratera indwara ?	True Vrai Ego False Faux Oya Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_15	There is no way to prevent the death of a child from diarrhea. Il n'y a aucun moyen de prévenir la mort d'un enfant à cause de la diarrhée. Nta buryo nabumwe bubaho bwo gukingira umwana ntiyicwe n'ugucibwamwo?	True Vrai Ego False Faux Oya Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_16	We wash our hands with soap to remove germs and prevent them from getting on food. On se lave les mains avec du savon pour enlever les germes et éviter qu'ils se retrouvent sur la nourriture. Gukaraba n'isabuni bituma imicafu ituvako kandi bikabuzako iyo micafu ija kubifungurwa ?	True Vrai Ego False Faux Oya Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_17	A diet consisting only of rice and egg is balanced. Une alimentation constituée uniquement de riz et d'œuf est équilibrée. Ingaburo igizwe n'amagi numuceri gusa iba ari ingaburo ibereye?	True Vrai Ego False Faux Oya Don't know/No response

Variable	Question	Responses
		Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_18	It is sufficient to rinse the container that contains the drinking water with water to keep it clean. Il est suffisant de rincer le bidon de stockage d'eau à boire avec de l'eau pour qu'il soit propre. Birakwiye ko umuntu yoza idikumu kibika amazi yo kunywa a akoresheje amazi kugira kigire isuku?	True Vrai Ego
		False Faux Oya
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_19	The best way to avoid illnesses est to wash hands with water and soap before eating and after going to the toilet. Le meilleur moyen d'éviter les maladies est de se laver les mains avec de l'eau et du savon avant de manger et après être allé aux toilettes. uburyo bubereye bwo kwikingira indwara n'ugukaraba n'amazi n'isabune imbere yo gufungura,niyo umuntu avuye kukazu ka sungwamwe.	True Vrai Ego
		False Faux Oya
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_20	To improve the quality of the drinking water, you can add a little bleach. Pour améliorer la qualité de l'eau de boisson, on peut ajouter un peu d'eau de javel. Mugutegura neza amazi yo kunywa hokongerwamwo isabuni nkeya y'amazi .	True Vrai Ego
		False Faux Oya
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_21	We brush our teeth only to make our mouth feel good. On se brosse les dents uniquement pour que notre bouche sente bon. Umuntu yijigitura amenyo kugira umunywa wiwe umote neza gusa .	True Vrai Ego
		False Faux Oya
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_22		True

Variable	Question	Responses
	A balanced diet is important for ensuring the good health of children. L'alimentation équilibrée est importante pour assurer la bonne santé des enfants. ingaburo ibereye irafise akamaro m'ugutegura amagara meza y'ibibondo.	Vrai Ego False Faux Oya Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Maintenant je vais vous demander quelques questions sur l'alimentation équilibrée et l'hygiène. Si vous ne savez pas ou ne voulez pas répondre, nous pouvons continuer à la question suivante. Muruno mwanya ngomba ndababaze ibibazo vyerekeye ugufugura neza n'ivy'isuku. Ataco uzi canke utagomba kw'ishura duca tuja ku kibazo gikwirikira		
Q_23	In your opinion, what constitutes a balanced diet? Selon vous, qu'est ce qui constitue une alimentation équilibrée ? ku bwanyu , ingaburo ibereye igizwe n'ibiki? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que la personne réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	Includes grains Inclure des céréales Kuba harimwo ibinyantete. Includes tubers Inclure des tubercules Kuba harimwo ibiterwa bishorera mukuzimu Includes proteins Inclure des proteines (viande, poisson, oeuf) Kuba karimwo indema mubiri(inyama, ifi, amagi) Include legumes (Beans, Cowpeas, soybeans, etc.) Inclure des legumineuses (Haricot, Niébé, soja,...) Kuba karimwo insanganya ngaburo (ibiharage, isoja, n'ibindi) Includes food that contain vitamins Inclure des aliments contenant des vitamines kuba harimwo ivyunyonyu

Variable	Question	Responses
		Includes fruits Inclure des fruits Kuba harimwo ivyamwa Other Autre (à spécifier) ikindi (kivuge) Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_23_other	If other, please specify. Si autre, préciser. hari iyindi ,yivuge	
Q_24	Are you putting these rules into practice? Mettez-vous ces règles en pratique ? izo nyifato murazishira mungiro. ?	Yes, always Oui, toujours Ego, imisi yose Yes, most of the time Oui, La plupart du temps Ego, kenshi gashoboka No, rarely Non, Rarement Oya, rimwe na rimwe No, never Non, jamais Oya, ntanarimwe Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ ntanyishu mfise
Q_25	If not, for what reasons do you not regularly put these rules into practice? Si non, pour quelles raisons ne mettez-vous pas systématiquement les règles d'une bonne alimentation en pratique ? Ari oya, nizihe mvo zituma mutabishira mungiro imisi yose izo nyifato zibereye kuvyereke ingaburo ibereye?	I don't know the rules Je ne connais pas les règles ntazonzi izo nyifato zibereye They do not interest me Cela ne m'intéresse pas Ivyo jewe ntibindaba My family doesn't have the means to buy certain foods

Variable	Question	Responses
		Ma famille n'a pas les moyens d'acheter certains aliments
		Umuryango wanjye ntabwo ufise bwo gusuma ivyo vyose
		We do not have access to fruits and vegetables when they are not in season
		Nous n'avons pas accès aux fruits et légumes si ce n'est pas la saison Ntidushobora kuronka ivyamwa canke imboga iyo atari muhihe cyera ryavyo
		The priority is to have a full stomach La priorité c'est d'avoir le ventre plein
		Twebwe ihangiro n'uko turonka ivyo twuzuzura inda
		It takes too much time Cela prend trop de temps Bitwara umwanya munini
		I forget/I don't think about it J'oublie /Je n'y pense pas Ndavyibagira /sinigera ndanavyiyumvira
		Don't know/No response Ne sait pas / Pas de réponse Ntavyonzi/ntanyishu mfise
		Other - Specify Autre, préciser Izindi, zivuge
Q_25_other	If other, please specify. Si autre, préciser. Hari iyindi ,yivuge	

Variable	Question	Responses
Q_26	When do wash your hands? A quelle occasion vous lavez-vous les mains? Ni ryari mukaraba ? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que le parent réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	After using the toilet Après avoir utilisé les toilettes Iyo tuvuye kukazu ka sugwumwe
		Before eating Avant de manger Imbere yo gufungura
		After washing the children / diapers Après avoir lavé les enfants/et les couches culottes Iyo duhejeje gufasha umwana
		After cleaning the latrine Après le nettoyage des latrines Iyo duhejeje kugirira isuku akazu ka sugwumwe
		After pot cleaning Après le nettoyage de pot Iyo duheje dusesa aho umwana y'itumywe
		Before preparing the meal Avant la préparation du repas Imbere y'uko dutegura imfungurwa
		After lunch Après le repas
		After working in the fields Après avoir travaillé dans les champs Iyo twahejeje gukora mu mirima
		Never Jamais Ntanariwe
		Don't know / No response Ne sait pas / Pas de réponse

Variable	Question	Responses
		Ntavyonzi/ntanyishu mfise
		Other Autre, préciser Izindi, zivuge
Q_26_other	If other, please specify. Si autre, preciser. Hari iyindi ,yivuge	
Q_27	What do you use to wash your hands? Qu'est-ce que vous utilisez pour vous laver les mains ? Mukoresha iki mugukaraba? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que le parent réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	Soap Savon Isabune Ash Cendre Umunyota Lemon tree leaves Feuilles de citronnier Amababi y'indimu Do not wash my hands Ne se lave pas les mains Ntidukaraba Don't know / No response Ne sait pas / Pas de réponse Ntavyonzi/ntanyishu mfise Other Autre, préciser Izindi, zivuge
Q_27_other	If other, please specify. Si autre, preciser. Hari iyindi ,yivuge	
Parent School Support Appui des parents à l'école Ico abavyeyi mufasha kw'ishure		
Q_28	Do you (or the other parent) tell stories to your children? Vous-même (ou l'autre parent) racontez-vous des histoires à vos enfants ? Mwebwe nyene tuyaga, muhora mucira imigani abana banyu?	Yes Oui Ego No Non Oya Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_29	If yes, how often? Si oui, avec quelle fréquence ? Ari ego, mubikora kangahe?	Everyday Tous les jours Imisi yose

Variable	Question	Responses
		2-3 times per week 2 à 3 fois par semaine Kabiri canke gatatu kundwi Once a week 1 fois par semaine Rimwe kundwi A few times per month Quelque fois par mois Rimwe na rimwe mukwezi Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_30	Do your children read aloud to you at home? Est-ce que vos enfants vous lisent à haute voix à la maison ? None abana banyu barabasomera n'ijwi rinini iyo bari muhira?	Yes Oui Ego No Non Oya Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_31	If yes, with what frequency? Si oui, avec quelle fréquence ? Ari ego, babikora kangahe?	Everyday Tous les jours Imisi yose 2-3 times per week 2 à 3 fois par semaine Kabiri canke gatatu kundwi Once a week 1 fois par semaine Rimwe kundwi A few times per month Quelque fois par mois Rimwe na rimwe mukwezi Don't know/No response

Variable	Question	Responses
		Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_32	When your children come home from school, do you ask them what they learned? Quand vos enfants rentrent de l'école, leur demandez-vous ce qu'ils ont appris ? Iyo abana batashe bavuye kw'ishure , muhora mubabaza ivyo bize?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_33	Did you help your children with their homework in the last week? Avez-vous aidé vos enfants à faire leurs devoirs au cours de la semaine passée Mundwi iheze, mwoba mwarafashije abana banyu mugukora ibikorwa babahaye bakorera muhira?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_34	If yes, for which types of activities? Si oui, pour quels types d'activités ? Ari ego, mwabafashije ibihe bikorwa? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que le parent réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	Reading letters Lire des lettres Gusoma indome
		Reading words Lire des mots Gusoma amajambo
		Reading a text Lire un texte Gusoma ibisomwa
		Math Mathématiques Ibiharuro
		Recite lessons Faire réciter les leçons Gusubiramwo ivyo bize
		Other Autre, préciser Izindi, zivuge
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_34_other	If other, please specify. Si autre, préciser. Hari iyindi,yivuge,	
Q_35		Yes

Variable	Question	Responses
	If not, does someone else in your family help them with homework? Si non, quelqu'un d'autre dans votre famille les aide-t-il à faire leurs devoirs? Ari oya, hariho uwundi wo mumuryango wawe ahora abafasha gukora ibikorwa baba bahaye bakorerera muhira ?	Oui Ego No Non Oya Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_36	Who? Qui? N'inde? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique. Attendez que le parent réponde, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	Father Père papa wiwe Mother Mère mama wiwe Brother/sister Frère/Soeur Basaza babo canke bashiki babo Grandparent Grand-parent Sekuru na inakuru Don't know / No response Ne sait pas / Pas de réponse Ntavyonzi/ntanyishu mfise Other Autre, préciser Izindi, zivuge
Q_36_other	If other, please specify. Si autre, préciser. Hari iyindi,yivuge	
Mothers' Addendum Questions pour les mères Ibibazo bibazwa abagore		
Q_37	Are you the principal person who takes care of a child between the ages of 6 months and 2 years? Êtes-vous la principale personne qui s'occupe d'un enfant âgé de 6 mois à 23 mois ? Ni wewe muntu wa mbere uraba umwana afise kuva ku mezi atandatu gushika ku mezi 23?	Yes, Oui Ego My spouse/partner is the primary caregiver My spouse/partner and I share responsibility Someone else in our household is the primary caregiver No child in the age range lives in our household

Variable	Question	Responses
		Non Oya
Q_38	Now I would like to hear about your experiences with infant and young child feeding practices. What are the things you usually do to support good infant and young child feeding practices? Maintenant, j'aimerais connaître vos expériences avec les pratiques d'alimentation des nourrissons et des jeunes enfants. Quelles sont les choses que vous faites habituellement pour soutenir les bonnes pratiques d'alimentation du nourrisson et du jeune enfant ? Ubu naho nifuzako mwotuyagira ukuntu muhora mugaburira abana binzoya na bakiri bato. Muhora mukora ibiki kugira mushire mungiro ingaburo ibereye kubana binzoya na bakiri bato <i>Ne lisez pas la liste. Dans la liste des bonnes pratiques d'alimentation du nourrisson et du jeune enfant ci-dessous, indiquez si la personne mentionne la pratique.</i> RESPONSES 1 Early initiation of breastfeeding within 1 hour of birth Début précoce de l'allaitement dans l'heure qui suit la naissance Kumwonsa hakiri kare mw'isaha yambere ikwirikira ukuvuka kw'umwana 2 Exclusive breastfeeding for the first 6 months of life Allaitement maternel exclusif pendant les 6 premiers mois de la vie Kwonsa ibere gusa umwana amezi atandatu yambere 3 Introduction of complementary (solid) foods at 6 months together Introduction d'aliments complémentaires (solides) à 6 mois Gutangura guha infungurwa umwana kuva kumezi atandatu 4 Continue frequent, on-demand breastfeeding until 2 years of age or beyond Continuer l'allaitement fréquent et à la demande jusqu'à l'âge de 2 ans ou au-delà Kubandanya konsa umwana keshi gashoboka gushika k'umyaka ibiri 5 Gradually increase food consistency and variety Augmentez progressivement la consistance et la variété des aliments Kugenda urongerereza kugumisha bukebuke ibifungurwa hamwe no guhindura imfungurwa 6 Use fortified complementary foods (solid foods) or vitamin-mineral supplements as needed Utiliser des aliments complémentaires enrichis (aliments solides) ou des suppléments de vitamines et de minéraux aubesoins gukoresha ibifungurwa bigumye n'ama vitamine iyo bikenewe 7 During illness, increase fluid intake including more breastfeeding, and offer soft, favourite foods Pendant la maladie, augmentez l'apport hydrique, y compris plus d'allaitement, et offrez des aliments mous préférés Iyo umwana arwaye, kwongereza ivyo kunywa vyishi harimwo no kumwonsa no kumuha imfungurwa zoroshe 0 None of the above mentioned Aucun des éléments mentionnés ci-dessus Ntanakimwe kirimwo murivyo mwerekanye hejuru	
Q_39	What is the birthdate of this child? Quelle est la date de naissance de cet enfant ? Uyo mwana yavutse itariki zingahe?	
Q_39_verify	Verify that the child is between 6 and 23 months old	Yes Oui Ego

Variable	Question	Responses
	NE LISEZ PAS LA QUESTION, VÉRIFIER LA DATE DE NAISSANCE FOURNIE : L'enfant a-t-il/ elle entre 6 et 23 mois ? Utiriwe urasoma ikibazo, hinyuza neza itariki yamavuka , umwana ari hagati y'amezi atandatu na 23?	No Non Oya
Q_40	What is their name? Quel est son nom? Umwana yitwa gute gute?	
Q_41	This child, is it a boy or girl? Cet enfant, (NOM), est-il de sexe masculin ou féminin ? Uyo mwana (izina) n'umuhungu canke umukobwa?	Boy Masculin Umuhungu
		Girl Feminin Umukobwa
Q_42	Has (NAME) ever been breastfed? Est-ce que (NOM) a été allaité? Uyo mwana (Izina) yaronse ibere?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_43	Was (NAME) breastfed yesterday, during the day, or at night? Est-ce que (NOM) a été allaité hier, dans la journée ou la nuit ? Uyo mwana (Izina) yaronse ibere ejo hahise kumurango canke mw'ijoro?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_44	How many times did (NAME) eat solid, semi-solid or soft foods other than liquids yesterday during the day or at night? Combien de fois est-ce que (NOM) a mangé hier des aliments solides, semi-solides ou mous autres que des liquides, dans la journée ou la nuit ? Ni kangahe uyo mwana yitwa (izina) yariye imfungurwa zigumye canke izigumye bukebuke canke izoroshe atari ibinyobwa , kumurango canke mw'ijoro	
Je vais ensuite vous poser des questions sur certains liquides qui ont pu être donnés à (NOM) hier, dans la journée ou la nuit. A-t-on donné à (NOM) du/de (LIQUIDE DE LA LISTE) ? Ubu nagomba nkubaze ibibazo kuvyerekeye ibinyobwa mwahaye uyo mwana (Izina) ejo hahise kumurango canke mw'ijoro. mwoba mwarahaye(izina)?		
Q_45a	Water eau Amazi	Yes Oui Ego

Variable	Question	Responses
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_45b	Infant formulas, such as France lait Préparations pour nourrissons, telle que France lait Amata y'ingaburo agurwa mu mazu yamadandarizo y'imiti	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_45c	Bottled milk, powdered milk, or fresh animal milk Lait en boîte, en poudre ou lait frais d'origine animale Amata yo mubikopo canke y'ifu y'inka canke ibindi bikoko	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_45d	juice or juice drink Jus ou boisson dérivée de jus Imitobe canke ibindi binyobwa bivuye mumitobe	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_45e	Clear broth Bouillon clair	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_45f	Yogurt	Yes

Variable	Question	Responses
	Yaourt Amata y'ikuvuguto	Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_45g	Diluted oatmeal porridge or any type of porridge Bouillie d'avoine diluée Ubuyi	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Now I want you to take a minute and think about all the food that was prepared yesterday for your youngest child over 6 months of age and under 2 years of age who eats solid foods. Did you give him Maintenant, je veux que vous preniez une minute et pensiez à toute la nourriture qui a été préparée hier pour votre plus jeune enfant âgé de 6 mois à 2 ans qui mange des aliments solides. Lui avez-vous donné: Muri kano kanya nagomba mufate umunota mwiyumvire imfungurwa zose mwagaburiye uyu mwana ari kagati y'amezi atandatu na 23 ejo hahise afungura imfungurwa zigumye. Mwoba mwaramuhaye :		
Q_46a	Oatmeal, bread, rice, pasta or other foods derived from cereals Bouillie d'avoine, pain, riz, pâtes ou autres aliments dérivés de céréales Ubuyi, umukate, umuceri, ubugari canke ikindi kintu cose kivuye mubinyantete.	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46b	Pumpkin, carrots, squash or sweet potatoes with yellow or orange flesh Potiron, carottes, courge ou patates douces à chair jaune ou orange Ikarote, imyungu n'ibjumbu	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46c		Yes

Variable	Question	Responses
	White-fleshed potatoes, white-fleshed yams, cassava or other tubers Pommes de terre à chair blanche, ignames à chair blanche, manioc ou autres tubercules Ibiraya, ibire, imyumbati, canke ibindi vy'amira mu kuzimu	Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46d	All dark green leafy vegetables Tous légumes à feuilles vert foncé Ibonga zose z'amababi asa n'urwatsi rutoto	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46e	Ripe mangoes, ripe papayas, néré, pomander, watermelon, or orange Mangues mûres, papayes mûres, néré, ronier, pastèque, ou orange Imyembe, ipapaye, umucungwe, pasiteke canke imicungwe	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46f	other fruits and vegetables Autres fruits ou légumes ibindi vyamwa canke imboga	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46g	Liver, kidney, heart or other organs Foie, rognon, coeur ou autres abats inyama zo munda nk'igitigu, umutima, ibindi	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse

Variable	Question	Responses
		Ntavyonzi /ntanyishu
Q_46h	Meats such as beef, pork, lamb, goat, chicken or duck Viandes telles que bœuf, porc, agneau, chèvre, poulet ou canard Inyama z'inka, ingurube, intama, impene, inkoko canke imbata	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46i	eggs Œufs Amagi	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46j	Fresh or dried fish, shellfish or seafood Poisson frais ou séché, crustacés ou fruits de mer Ifi,indagala	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46k	Dishes or foods containing beans, peas, lentils, nuts or seeds Plats ou aliments contenant des haricots, pois, lentilles, noix ou graines Ibiharage, ubwishaza, intete	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46l	Cheese, yogurt or other dairy product Fromage, yaourt ou autre produit laitier iformagi, amata , ikivuguto canke ibindi biva mumata	Yes Oui Ego
		No Non Oya
		Don't know/No response

Variable	Question	Responses
		Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46m	Oil, fat or butter or any food containing it Huile, graisse ou beurre ou tout aliment en contenant Amavuta	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46n	All sweet foods such as chocolates, candies, sweets, pastries, cakes or cookies Tous aliments sucrés tels que chocolats, bonbons, friandises, pâtisseries, gâteaux ou biscuits Ibintu vyose bisosa nk'ibisuguti, ama chocolat, ama gato,imbombo,ibijanye n'imikate	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46o	Aromatic condiments such as peppers, spices, herbs or fish powders Condiments aromatiques tels que piments, épices, herbes ou poudres de poisson Ibirungo vy'irya nki piripiri,ivyatsi ,ifu y'amafi	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46p	Larvae, snails or insects Larves, escargots ou insectes Inswa	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_46q	Foods prepared with red palm oil, red palm kernel or red palm kernel pulp Aliments préparés avec de l'huile de palme rouge, de la noix de palme rouge ou de la pulpe de noix de palme rouge Irya zirimwo amavuta y'ibigazi	Yes Oui Ego
		No Non Oya

Variable	Question	Responses
		Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
School Management Committee Comite de Gestion des Ecoles Urwego nshingwashure		
Q_47	Do you have an active SMC in your child's school? Avez-vous un CGE actif dans l'école de votre enfant ? Kw'ishuri aho umwana wawe yiga, murafiseUrwego nshingwashure rukora?	Yes Oui Ego No Non Oya Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_47a	If yes, how many times has the SMC met in the last 3 months? Si oui, combien de fois le CGE s'est-il réuni au cours des 3 derniers mois ? Niba urwo rwego ruhari, ni kangahe abagize ugwo rwego bakoranye mumezi 3 aheze?	1 2 3 4 5 More than 5 Plus de 5 fois Incuro zitanu zirenga Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Q_47b	Has your SMC carried out any parent engagement activities? Votre CGE a-t-il mené des activités d'engagement des parents ? Urwego nshingwashure rwoba rumaze gutunganya ibikorwa bihimiriza abavyeyi kugira ico biyemeje ?	Yes Oui Ego No Non Oya Don't know/No response Ne sait pas / pas de réponse Ntavyonzi /ntanyishu
Comments	Commentaires sur l'administration du questionnaire (au besoin) :	

School Director Survey

Variable	Question	Responses
	"Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation initiale du programme Bigebose piloté par CRS. Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur votre école et le personnel enseignant. Cette information nous aidera à évaluer les activités piloté par CRS pour améliorer les services d'éducation, fournir plus de nourriture et de médicaments, et améliorer la santé et l'hygiène. Le sondage prend normalement 20 minutes. Les informations que vous nous donnerez seront strictement confidentielles et ne sera pas montrées à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante. NB : Proposer au répondant de lui fournir les contacts de CRS s'il le désire Maintenant, avez-vous des questions à poser sur le sondage ? Mwaramtse. Nitwa_____nkaba ndiko mfasha gusuzuma uko ibintu vyifashe imbere yo gushira mu ngiro umugambi Bigebose urangurwa kw'isonga hari CRS. Twaskako wofasha mu cigwa turiko turagira/turakora.Nashaka kukubaza ibibazo vyerekeye iyi shure yanyu n'abigisha.Amakuru umpa azofasha CRS gusuzuma ibikorwa bitorangurwa na CRS mu kuduza akanovero. k'indero,mukwongereza ibifungurwa n'imiti bitangwa no muguteza imbere amagara y'abantu n'isuku.mubisanzwe ikiganiro kimara iminuta 20. Ivyo tunganira biguma hagati ya twebwe babiri nta wundi muntu azobimenya.Kandi ntibikuranga mfatanya n'inyishu ku bibazo umpa.Wishura ku bushake .urashobora kutishura ku kabazo iki cqnke ikindi canke ntiwishure no ku kibazo na kimwe.Gushobora kuba mwirangurwa ry'migambi iri mbere ya CRS nta sano bishobora kugiriranira n'inyishu uzoba watanze ku bibazo ndakubaza.ariko ndizeye ko uterera muri iki cirwa kuko ivyiyumviro ni ngirakamaro. Menye neza:Baza uwo uriko ugirako amatohoza ko akeneye kumenya inomero yocako kugira ashobore kuvugana n'abo muri CRS uce uzimuha .	
CONSENT	Do you want to participate in this survey? Voulez-vous participer à ce sondage ? Uripfuzwa kugira icyo uterereye muri aya matohoza?	Yes Oui Ego No Non Oya
Before we start talking about the school, I'd like to ask you a few questions about yourself. Avant de commencer à discuter de l'école, je voudrais vous poser quelques questions à votre sujet. Imbere yo kukubaza ibijanyeho n'iri shure nashaka kubanza kukubaza ibikwerekereye		
director	Are you the School Director? Êtes-vous le directeur/la directrice de l'école? Woba uri umuyobozi w'iri shure?	Yes Oui Ego No Non Oya

Variable	Question	Responses
director_other	What is the role of the respondent at the school? Quel est le rôle du répondant à l'école ? Uwo yishura ku bibazo ajejwe iki kuri iryo shure?	
SEX	Is the respondent male or female? Le répondant est-il de sexe masculin ou féminin ? Uwishura n'umugore canke umugabo	Male Masculin Umugabo
		Female Féminin Umugore
Years_Teacher	How many years have you been a teacher? Depuis combien d'années êtes-vous dans l'enseignement ? Umaze igihe kingana gute mu mwuga w'ubwigisha? <i>[Si la personne ne connaît pas ou refuse de répondre, mettez 777.]</i>	
Years_School	How many years have you been at this school? Depuis combien d'années êtes-vous affecté(e) dans cette école ? Umaze igihe kingana gute mu mwuga w'ubwigisha? <i>[Si la personne ne connaît pas ou refuse de répondre, mettez 777.]</i>	
Years_Director	How many years have you worked as a director? Depuis combien d'années travaillez-vous en tant que directeur ? Umaze igihe kingana gute mu buyobozi bw'ishure? <i>[Si la personne ne connaît pas ou refuse de répondre, mettez 777.]</i>	
Now I'd like to see your school's registration book. Maintenant j'aimerais voir le registre de l'inscription de votre école. Nashaka kuraba igitabo c'iyandikwa ry'iri shure ryanyu		
Q_1	Which classes do you have in your school? Quelles classes avez-vous au sein de votre école ?Combien de classes? Iri shure rifise ibirasi(amasomero) bingahe? <i>[Sélectionnez tout ce qui s'applique.]</i>	Kindergarten Pre-Scolaire Umwaka wo kwimenyerereamwo
		First Grade Première année Umwaka wa mbere
		Second Grade Deuxième année Umwaka wa kabiri
		Third Grade Troisième année

Variable	Question	Responses
		Umwaka wa gatatu Fourth Grade Quatrième année Umwaka wa kane Fifth Grade Cinquième année Umwaka wa gatanu Sixth Grade Sixième année Umwaka wa gatandatu Other Autre Iyindi myaka
Q_1_other	If other, specify. Si autre, précisez. Hari ikindi vuga ico ari co	
Q_2	Does the school have combined classes? L'école a-t-elle le systeme de double vacation? Kuri iri shure abana biga mu migwi?	Yes Oui Ego No Non Oya
Q_3	How many students are enrolled in this school for the 2022/2023 school year? Combien d'élèves sont inscrits dans cette école pour l'année scolaire 2022/2023? Abanyeshure banditswe kuri iri shure mu mwaka w'ishure wa 2022-2023 ni bangahe? <i>[Si l'école a des classes combinées, demandez lesquelles. Pour ces classes contez les élèves dans le total pour la classe inférieure et mettez "0" pour la/les classe(s) supérieures.]</i>	
enroll_1_m	Number of boys enrolled in Grade 1 Nombre de garçons inscrits en 1ere année Igitigiri c'abahungu banditswe mu mwaka wa mbere	
enroll_1_f	Number of girls enrolled in Grade 1 Nombre de filles inscrites en 1ere année Igitigiri c'abakobwa banditswe mu mwaka wa mbere	
enroll_1_total	Total Grade 1 enrollment Inscription totale en 1ere année Igitigiri c'abana bose banditswe mu mwaka wa mbere ni bangahe	
enroll_2_m	Number of boys enrolled in Grade 2 Nombre de garçons inscrits en 2eme année Igitigiri c'abahungu handitswe mu mwaka wa kabiri	
enroll_2_f	Number of girls enrolled in Grade 2	

Variable	Question	Responses
	Nombre de filles inscrites en 2eme année Igitigiri c'abakobwa banditswe mu mwaka wa kabiri	
enroll_2_total	Total Grade 2 enrollment Inscription totale en 2eme année Igitigiri c'abanyeshure banditswe mu mwaka wa kabiri	
enroll_3_m	Number of boys enrolled in Grade 3 Nombre de garçons inscrits en 3eme année Igitigiri c'abahungu handitswe mu mwaka wa gatatu	
enroll_3_f	Number of girls enrolled in Grade 3 Nombre de filles inscrites en 3eme année Igitigiri c'abakobwa banditswe mu mwaka wa gatatu	
enroll_3_total	Total Grade 3 enrollment Inscription totale en 3eme année Igitigiri c'abanyeshure banditswe mu mwaka wa gatatu	
enroll_4_m	Number of boys enrolled in Grade 4 Nombre de garçons inscrits en 4eme année Igitigiri c'abahungu handitswe mu mwaka wa kane	
enroll_4_f	Number of girls enrolled in Grade 4 Nombre de filles inscrites en 4eme année Igitigiri c'abakobwa banditswe mu mwaka wa kane	
enroll_4_total	Total Grade 4 enrollment Inscription totale en 4eme année Igitigiri c'abanyeshure banditswe mu mwaka wa kane	
enroll_5_m	Number of boys enrolled in Grade 5 Nombre de garçons inscrits en 5eme année Igitigiri c'abahungu handitswe mu mwaka wa gatanu	
enroll_5_f	Number of girls enrolled in Grade 5 Nombre de filles inscrites en 5eme année Igitigiri c'abakobwa banditswe mu mwaka wa gatanu	
enroll_5_total	Total Grade 5 enrollment Inscription totale en 5eme année Igitigiri en 5nyeshure banditswe mu mwaka wa gatanu	
enroll_6_m	Number of boys enrolled in Grade 6 Nombre de garçons inscrits en 6eme année	

Variable	Question	Responses
	Igitigiri c'abahungu handitswe mu mwaka wa gatandatu	
enroll_6_f	Number of girls enrolled in Grade 6 Nombre de filles inscrites en 6eme année Igitigiri c'abakobwa banditswe mu mwaka wa gatandatu	
enroll_6_total	Total Grade 6 enrollment Inscription totale en 6eme année Igitigiri c'abanyeshure banditswe mu mwaka wa gatandatu	
Teacher Information		
teachers_total	How many teachers do you have at this school? Combien d'enseignants avez-vous dans cette école ? Mufise abigisha bangahe kuri rino shure?	
teachers_m	Number of male teachers Nombre d'enseignants de sexe masculins Igitigiri c'abigisha b'igitsina gabo	
teachers_f	Number of female teachers Nombre d'enseignants de sexe féminin Igitigiri c'abigisha b'igitsina gore	
teach_attend_total	How many teachers are in attendance today? Combien d'enseignants sont présents aujourd'hui ? Igitigiri c'abigisha baje kwigisha uno musi	
teach_attend_m	Number of male teachers present Nombre d'enseignants de sexe masculin présents aujourd'hui Igitigiri c'abigisha b'igitsina gabo baje kwigisha uno musi	
teach_attend_f	Number of female teachers present Nombre d'enseignants de sexe féminin présents aujourd'hui Igitigiri c'abigisha b'igitsina gore baje kwigisha uno musi	
teach_log	Does the school have a time book for recording daily teacher attendance such as a daily time book? L'école dispose-t-elle d'un système d'enregistrement de la fréquentation quotidienne des enseignants, tel qu'un registre de presence des enseignants? Ishure rirafise aho abigisha biyandika ku musi ku musi mu gihe baje kwigisha?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
teach_time	On average, how many hours per school day are teachers scheduled to be teaching?	

Variable	Question	Responses
	En moyenne, combien d'heures par jour d'école les enseignants doivent-ils enseigner? Turavye igitigiri c'abigisha n'amasha n'ic'amasaha bigisha umwigisha umwe yotegerezwa kwigisha?	
teach_house	Is teacher housing offered? Un logement est offert-il à vos enseignants ? Ishure riraronsa uburaro abigisha?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
Monitoring and support of teachers by school principals Suivi-accompagnement des enseignants par les directeurs d'école Ingene abayobozi b'amashure bakurikirana ibikorwa vy'abigisha		
monitor_1	Do you monitor and support teachers? Faites-vous le suivi et accompagnement des enseignants? (Cochez) Murakurikirana ingene abigisha bakora ico bajejwe?	100% / every day A 100%/ tous les jours 100% kwi 100%
		Between 50% and 100%/ 3-5 days of week Entre 50% et 100% / 3-5 jours par semaine Hagati ya 50% na 100%
		Between 25% and 50%/ 1-2 days of week Entre 25% et 50% / 1-2 jours par semaine Hagati ya 25% na 50%
		Less than 25% / less than 1 day Moins de 25% / Moins d'une journée par semaine Musi ya 25%
monitor_2	If so, check for the presence of documents that show records of director support. Examples: classroom observation, coaching, Si oui, vérifier la présence d'un rapport de l'observation ou du suivi Ari ego,raba ko hariho rapport ivyemeza	Report Seen Rapport vu Nabonye Raporo
		Report Not Seen rapport non vu Nta raporo nabonye
monitor_3	Are monthly evaluations or observations of teachers organized? Les évaluations mensuelles ou les observations des enseignants sont-elles organisées ? Buri kwezi murategekanya isuzuma ry'ibikorwa vyakozwe n'abigisha?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu

Variable	Question	Responses
monitor_4	Number of educational activities for teachers organized in the last three months Nombre d'activités pédagogiques pour les enseignants organisées au cours des trois derniers mois igitigiri c'ibikorwa b'ijanye n'inyigisho vyategekaniye mu mezi atatu ashize	
monitor_5a	Has your school set up mentoring cells for other schools?	
monitor_5b	If no, have mentoring cells within your school been organized by other school within your network?	
monitor_6	If so, has the draft planning of the themes to be discussed at the level of the mentoring cells been drawn up? Si oui, la planification des matières de renforcement au niveau des cellules de pair-a-pair a-t-elle été élaborée ? (Cochez) Nimba bikorwa harategekanya ivyo imigwi yo kwigishanya hagati y'abanyeshure ifatirako?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
monitor_7	If yes, verify the presence of the document Si oui, vérifier la présence du document. (Cochez) Nimba bikorwa, raba ko hariho ahantu integuro zavyo zandikwa	Planning Seen Rapport vu Nabonye Raporo
		Planning Not Seen rapport non vu Nta raporo nabonye
monitor_8	Is the SMC functional? Le CGE est-il fonctionnel ? Komite nshingwashure irakora ivyo ijejwe?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
monitor_9	If yes, check the presence of meeting minutes Si oui, vérifier la présence des procès-verbaux de réunion Nimba ikora, raba ko hariho ivyegeranyo bivyemeza	Report Seen Rapport vu Nabonye Raporo
		Report Not Seen rapport non vu Nta raporo nabonye
SD_SMC_I	Has your SMC carried out any parent engagement activities? Votre CGE a-t-il mené des activités d'engagement des parents ? Urwego nshingwashure rwawe rwoba rumaze gutunganya ibikorwa bihimiriza abavyeyi kwitaho ivy'ishure?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu

Variable	Question	Responses
bureau_obs_note	Observe the head teacher's office during the visit to verify demonstration of techniques/tools. Observez le bureau du directeur pendant la visite pour vérifier la présence des outils/ressources. Indiquez quels outils sont affichés dans le bureau. Ihweze neza ibiro vy'umuyobozi urabe ko ibikoresho n'inyandiko bimanitse mu biro	
bureau_obs_1	Teachers' timetable Horaires des enseignants Ingene bikorwa vy'abigisha bitunganijwz ku musi	Seen Vu Narubonye
		Not seen Non vu Ntarwo nabonye
bureau_obs_2	teacher task list (list of tasks for teachers for school management tasks, including monitoring meals/breaks, organizing assemblies,) La liste des taches des enseignants (par exemple: la supervision des clubs ou de l'étude matinale, l'organisation des assemblées, etc) Urutonde rw'ibikorwa vy'abigisha	Seen Vu Narubonye
		Not seen Non vu Ntarwo nabonye
bureau_obs_3	visual teaching supports Supports visuels d'enseignement Ibikoresho mfashanyigisho abanyeshure bashobora kubona	Seen Vu Narubonye
		Not seen Non vu Ntarwo nabonye
bureau_obs_4	teaching materials Matériels didactiques Ibikoresho mfashanyigisho	Seen Vu Narubonye
		Not seen Non vu Ntarwo nabonye
bureau_note	Ask the director if you can see the following items if they are not clearly displayed in the office. Demandez au directeur si vous pouvez voir les éléments suivants, s'ils ne sont pas affichés clairement dans le bureau. Gusaba ko umuyobozi akwereka ibindi bikoresho bidasanzwe bimanitse mu biro	
bureau_1	inventory book Inventaire urutonde rw'ibitabu	Seen Vu Narubonye
		Not seen Non vu Ntarwo nabonye
bureau_2	school records Dossiers scolaires Dossiye z'ishure	Seen Vu Narubonye

Variable	Question	Responses
		Not seen Non vu Ntarwo nabonye
bureau_3	visitor logbook / gold book Journal des visiteurs / livre d'or Aho abashitsi biyandika / Igitabu abashitsi b'iteka bateramwo igikumu	Seen Vu Narubonye Not seen Non vu Ntarwo nabonye
bureau_4	Reports of Class Councils / Educational Meetings Comptes rendus de Conseils de classe/réunions pédagogiques Ivyegeranyo vy'inama z'abajejwe ibirasi /ivy'inyigisho	Seen Vu Narubonye Not seen Non vu Ntarwo nabonye
bureau_5	teacher attendance logbook Registre de presence des enseignants Igitabu abigisha biyandikamwo igihe cose baje kwigisha	Seen Vu Narubonye Not seen Non vu Ntarwo nabonye
School Resources		
textbooks	Does the second grade have reading textbooks? La classe de 2eme année a-t-elle des manuels d'élève? Abanyeshure bo mu mwaka wa kabiri barafise ibitabu vyo gusoma?	Yes, only Kirundi Oui Ego Yes, only French Yes, both Kirundi and French No Non Oya Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
textbook_share	In second grade, how many students share a textbook (either French or Kirundi)? Dans les classes de 2 eme année , combien d'élèves se partagent un manuel d'élève ? Mu mwaka wa kabiri igitabu gisangirwa n'abanyeshure bangahe?	1 student per textbook 1 enfant par manuel Umunyeshure yisangiza igitabu 2 students per textbook 2 enfants par manuel Abanyeshure babiri basangira igitabu 3 students per textbook 3 enfants par manuel Abanyeshure batatu basangira igitabu 4 students per textbook 4 enfants par manuel Abanyeshure bane basangira igitabu 5 or more students per textbook 5 et plus enfants par manuel

Variable	Question	Responses
		Igitabu gisngirwa n'abanyeshure batanu n'abarenga
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
textbook_storage	Where are the textbooks kept? Où sont stockés les manuels? Ibitabu vy'ishure bishinguwe hehe? <i>[Ne lisez pas les réponses et sélectionnez celui qui s'applique. Attendez que le directeur finisse de donner ces réponses, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »]</i>	In the Director's office Dans le bureau du directeur Mu biro vy'umuyobozi
		In the classroom in a locked cupboard En classe dans un placard verrouillé Mu kabati kugara
		In the classroom on an open shelf En classe sur une étagère ouverte Mw'ishure mu kabati katugara
		At the students' desk Sur les banc des élèves Ku ntebe z'abanyeshure
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
		Other - Specify Autre - Preciser Babibika ahandi,havuge
textbook_storage_other	If other, please specify. Si autre, veuillez préciser. Hari ikindi kitanditswe candike	
kitchen	Does your school have a functioning kitchen? Votre école a-t-elle une cuisine fonctionnelle ? Ishure yanyu irafise igikoni gikora	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
Parent Engagement		
APE	Does your school have a PTA? Votre école a-t-elle une APE ? Ishuri irafise yanyu irafise ishirahamwe rihurikiwemwo abayeshure n'abavyeyi?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
APE_why	If no, why? Si non, pourquoi ?	The parents do not have the money

Variable	Question	Responses
	Ataririho,vyoba biva kuki? <i>[Ne lisez pas les réponses et sélectionnez celui qui s'applique. Attendez que le directeur finisse de donner ces réponses, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »]</i>	Les parents n'ont pas les moyens (argent) Abavyeyi nta buryo bw'amafaranga bafise The parents do not have the time Les parents n'ont pas le temps Abavyeyi nta mwanzy bafise The parents are not interested Les parents ne sont pas intéressés Abavyeyi nta nyungu babibona mwo The school does not want to have an APE L'école ne souhaite pas avoir d'APE Ishure ntiripfuza ko ishirahamwe rigizwe n'abanyeshure n'abavyeyi ribaho Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu Other - Specify Autre - Preciser Babibika ahandi,havuge
APE_why_other	If other, please specify. Si autre, veuillez préciser. Har ikindi ,vuga ico arico	
APE_active	Is it active, i.e. the APE organizes meetings and keeps minutes? Est-t-elle active c'est à dire l'APE organise des réunions et tient des procès-verbaux ? Nimba ishirahamwe ry'abanyeshure n'abavyeyi rihari rirakora amana hagafatwa n'ivyegeranyo vyayo?	Very active Très active Rirakora cane Moderately active Modérément active Rirakora bibaya baye Not at all active Pas du tout active Ntirikora Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
APE_inactive_why	If not at all active, why? Si pas du tout active, pourquoi ? Nimba ridakora neza vyoa biva kuki? <i>Ne lisez pas les réponses et sélectionnez celui qui s'applique. Attendez que le directeur finisse de donner ces réponses, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »</i>	The parents do not have the money Les parents n'ont pas les moyens (argent) Abavyeyi nta buryo bw'amafaranga bafise The parents do not have the time Les parents n'ont pas le temps Abavyeyi nta mwanzy bafise

Variable	Question	Responses
		The parents are not interested Les parents ne sont pas intéressés Abavyeyi nta nyungu babibona mwo
		The school does not want to have an APE L'école ne souhaite pas avoir d'APE Ishure ntiripfuza ko ishirahamwe rigizwe n'abanyeshure n'abavyeyi ribaho
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
		Other - Specify Autre - Preciser Babibika ahandi,havuge
APE_inactive_why_other	If other, please specify. Si autre, veuillez préciser. Har ikindi ,vuga ico arico	
parentengage_school	How do you encourage parent engagement at school? Comment encouragez-vous l'engagement des parents à l'école ? Abigisha bitanga baterwa intege gute? [Ne lisez pas les réponses et sélectionnez celui qui s'applique. Attendez que le directeur finisse de donner ces réponses, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »]	Information meeting via PTA Réunion d'information via APE Birashikirizwa mu nama biciye mw'ishiraha ry'abanyeshure n'abavyeyi
		Awareness-raising activities Activités de sensibilization Birashikirizwa mu bikorwa vy'ijijura
		Meetings with school director Rencontres avec le directeur de l'école Birashikirizwa mu bikorwa vy'ijijura
		Meetings with teachers Rencontres avec les enseignants Birashikirizwa mu nama z'abigisha
		I don't do anything Je ne fais rien. Ntavyo azi
		Other - Specify Autre - Preciser Hari ikindi,kivugwe
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
parentengage_	If other, please specify.	

Variable	Question	Responses
school_other	Si autre, veuillez préciser. Har ikindi ,vuga ico arico	
parentengage_ home	How do you encourage parent engagement at home? Comment encouragez-vous l'engagement des parents à la maison? Abavyeyi bitanga mugukurikirana abanyeshure bari muhira baterwa intege gute? <i>[Ne lisez pas les réponses et sélectionnez celui qui s'applique. Attendez que le directeur finisse de donner ces réponses, et puis demandez « Il y a t-il quelque chose d'autre que vous aimeriez ajouter ? »]</i>	Information meeting via PTA Réunion d'information via APE Birashikirizwa mu nama biciye mw'ishiraha ry'abanyeshure n'abavyeyi
		Awareness-raising activities Activités de sensibilization Birashikirizwa mu bikorwa vy'ijijura
		Meetings with school director Rencontres avec le directeur de l'école Birashikirizwa mu bikorwa vy'ijijura
		Meetings with teachers Rencontres avec les enseignants Birashikirizwa mu nama z'abigisha
		I don't do anything Je ne fais rien. Ntavyo azi
		Other - Specify Autre - Preciser Hari ikindi,kivugwe
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
parentengage_ home_other	If other, please specify. Si autre, veuillez préciser. Har ikindi ,vuga ico arico	
WASH		
water_access	Does your school have access to water? Votre école dispose-t-elle d'un accès à de l'eau ? Ishure ryanyu rirafise amazi?	Yes, at the school Oui, dans l'école Ego,kw'ishure
		Yes, close to the school Oui, à proximité de l'école Ego,mu micungararo y'ishure
		Yes, but far from the school Oui, mais loin de l'école Ego,ariko kure y'ishure
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
water_type	What type of water access is it? Quel est le type du point d'eau ? Ni ubuhe bwoko bw'amavomo?	Water, if present, is brought in by parents, children, or staff.

Variable	Question	Responses
		L'eau, si elle est présente, est apportée par les parents, les enfants, ou le personnel. Amazi ahari azanwa n'abavyeyi,nabanyeshure,canke n'abakozi b'ishure
		Unprotected dug well/spring, untreated rainwater, surface water Puits / source creusé non protégé, eau de pluie non traitée, eau de surface. Ibinogo vyimvye ariko bidakingiye,amazi y'imvura ,amazi atemba
		Cart with small tank/drum, or protected spring. Chariot avec un petit réservoir/tambour, ou une source protégée. itanki y'amazi canke ivomo rikingiye
		Piped water, public tap, treated rainwater, protected dug well or bottled water. Eau courante, robinet public, eau de pluie traitée, puits creusé protégé ou eau en bouteille. Amazi atemba,rusengo rusangi,amazi y'imvura bashizemwo umuti wica indwara,amazi ari mu binogo bikingiye canke amazi ari mu macupa
		Other - Specify Autre - Préciser Hari ikindi,kivugwe
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
water_type_other	If other, please specify. Si autre, veuillez préciser. Har ikindi ,vuga ico arico	
water_drink	Is the water at the school drinkable? L'école dispose t-elle d'eau potable ? Ishure rirafise amazi meza?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu

Variable	Question	Responses
water_function	Is the water source functional today? La source d'eau est-elle fonctionnelle aujourd'hui? Iryo vomo rirakora muri iki gihe?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
water_nofunction	If no, why not? Si non, pourquoi ? Nimba ridakora biva kuki?	Broken down La source est en panne Ahava amazi ubu ntihakora
		No water/Dried La source s'est tarie. Amazi yarakamye
		Other (specify) Autre Ibindi
water_nofunction_other	If other, please specify. Si autre, veuillez préciser. Har ikindi ,vuga ico arico	
lat_access	Do your students have access to latrines at school? Vos élèves ont-ils accès à des latrines à l'école ? Abanyeshure barafise ubuzu bwa sugwumwe?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
lat_type	If yes, which type of latrines does the school have? Quel type de latrines l'école a-t-elle ? Ni ubwoko bw'utuzu twa sugwumwe ubuhe?	Pas de toilettes disponibles (uniquement en brousse ou dans les champs). ntatuzu twasugumwe tuhari(bituma mwishamba canke mumirima)smc
		Ventilated improved pit latrines Latrines à fosse améliorées ventilées Utuzu twa sugwumwe ni utw'ikizungu
		Composting toilets Toilettes à compostage Utuzu twa sugwumwe tugizwe ni ibinogo bigufi bigufi bitonze ku murongo
		Pit latrines with a slab Latrines à fosse avec dalle
		Flush or pour/flush facilities

Variable	Question	Responses
		Toilettes à chasse d'eau (automatique ou manuelle)
		Pit latrine Latrines à fosse Utuzu twa sugwumwe tugizwe n'ibinogo birerebire
		Other - Specify Autre - Preciser Ubundi bwoko bw'utuzu twa sugwumwe,kubuvuga
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
lat_type_other	If other, please specify. Si autre, veuillez préciser. Hari ikindi,kivuge	
lat_function	Are the latrines functional? Les latrines sont-elles fonctionnelles ? Utuzu twa sugwumwe turakora?	Yes, definitely Oui, vraiment Ego ni ukuri
		Yes, more or less Oui, plus ou moins Ego,bukebuke
		No, not really Non, pas vraiment Oya si cane
		No, not at all Non, pas du tout Oya nta na buhorobuhoro
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
lat_suff	Is the number of latrines sufficient? Le nombre de latrines est-il suffisant ? Igitigiri c'utuzu twa sugwumwe kirakwiye?	Yes, definitely Oui, vraiment Ego ni ukuri
		Yes, more or less Oui, plus ou moins Ego,bukebuke
		No, not really Non, pas vraiment Oya si cane
		No, not at all Non, pas du tout Oya nta na buhorobuhoro
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
lat_girls	Do girls have their own latrines? Existent-t-ils des latrines réservées uniquement pour les filles? Abakobwa barafise utuzu twa sugwumwe twabo?	Yes Oui Ego
		No Non

Variable	Question	Responses
		Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
lat_teachers	Are there separate latrines reserved for the teachers? Existent-t-ils des latrines réservées uniquement pour les enseignants? Hariho utuzu twa sugwumwe tugenewe abigisha gusa? (Demander si les latrines sont separee pour les hommes et femmes)	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
wash_access	Is there a hand washing system next to the latrines? Existent-ils des systèmes de lavage de mains à côté des latrines? Iruhande y'utuzu twa sugwumwe hariho ubukarabiro?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
wash_soap	Is there permanent soap at the hand washing device? Existe-il du savon en permanence au niveau du dispositif de lavage des mains? Ku bukarabiro hariho isabune yamaho?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
wash_water	Is there always water in the hand washing device? Existe-il de l'eau en permanence dans le dispositif de lavage des mains? Ku bukarabiro hariho yamaho?	Yes Oui Ego
		No Non Oya
		Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
comments	Commentaires sur l'administration du questionnaire (au besoin) :	

School Observation

Variable	Question	Responses
Q_1	Does the school have a kitchen? L'école dispose-t-elle d'une cantine/ Cuisine ? aha kwishure hariho igikoni,hoba hariho cantine?	Yes Oui Ego
		No Non Oya
Q_2	Is the kitchen well-equipped? La cantine / cuisine est-elle bien équipée ? igikoni canke iyo cantine vyoba birimwo ivyankenerwa bikwiye?	Yes, very well Oui, très bien ego, neza cane
		Yes, mostly Oui, plutot ego, kumbure
		Well enough Assez bien Vyopfuma
		Not really Pas vraiment oya nukuri
		No, not at all Non, pas du tout
		oya, haba namba
Q_3	Is the kitchen clean? La cantine/ cuisine est-elle propre ? Igikoni canke iyo cantine birafise isuku rikwiye?	Yes, very clean Oui, très propre
		ego, birasukuye bisa , neza cane
		Yes, mostly Oui, plutot ego, bisa neza
		Clean enough Assez propre birasukuye bukebuke
		Not really Pas vraiment oya nukuri
		No, not at all Non, pas du tout
		oya, haba namba
Q_4	Does the school have a kitchen storeroom? L'école dispose-t-elle d'un magasin de stockage des vivres ? Ishure rirafise ububiko bwibifungurwa?	Yes Oui Ego
		Yes but locked Oui, mais non-accessible/fermé
		Ego, ariko ntawoshikayo/harugaye
		No Non

Variable	Question	Responses
		Oya
Q_5	Is the storeroom clean? Le magasin de stockage des vivres est-il propre ? ubwo bubiko bwibifungurwa bwoba bufise isuku rikwiye?	Yes, very clean Oui, très propre
		ego, , burasukuye busa neza cane
		Yes, mostly Oui, plutot ego, busa neza
		Clean enough Assez propre burasukuye bukebuke
		Not really Pas vraiment oya nukuri
		No, not at all Non, pas du tout oya, haba namba
Q_6	Is the storeroom well organized? Le magasin de stockage des vivres est-il bien rangé ? Ibiri mububiko bwibifungurwa birampanze neza?	Yes, very well Oui, très bien ego, neza cane
		Yes, mostly Oui, plutot ego, kumbure
		Well enough Assez bien Vyopfuma
		Not really Pas vraiment oya nukuri
		No, not at all Non, pas du tout
		oya, haba namba
CO_WASH_Engage	Drinking Water Eau potable Amazi yo kunywa	No water available at school. Water, if present, is provided by parents, children, or staff. Pas d'eau disponible à l'école. L'eau, si elle est présente, est apportée par les parents, les enfants, ou le personnel. nta mazi ahari kwishure. Abonetse ni abavyeyi, canke abanyeshure ,canke abakozi bishure baba bayazanye

Variable	Question	Responses
		Available water is: Unprotected inground well / spring, untreated rainwater, surface water. L'eau disponible est : Puits/source creusée non protégée, eau de pluie non traitée, eau de surface. amazi ari aha ngaha kwishure ni : amariba adakingiwe, ayimvura atahinguwecanke atarimwo imiti, canke amazi atemba mumugazo
		Available water is a cart with a small tank / drum or a protected spring. L'eau disponible est un chariot avec un petit réservoir/tambour ou une source protégée. Amazi ara ngaha ni: ayava mukigega cubatse, canke kw'isoko riteguye neza ,
		The available source of sanitary water is running water, a public tap, treated rainwater, a protected dug well or bottled water. La source d'eau sanitaire disponible est l'eau courante, le robinet public, l'eau de pluie traitée, le puits creusé protégé ou l'eau en bouteille. amazi yo gukora isuku, ni amazi atemba, ibomba rusangi, amazi yimvura ahinguye, ayomubinogo bimvye bikingiwe, canke amazi yo mumacupa
CO_WASH_ EauFonctionne	Verify if the source is functional today	Yes Oui

Variable	Question	Responses
	Vérifier si la source est fonctionnelle aujourd'hui	ego,
	Gusuzuma ko aho kuvoma amazi ko hakora uyu musi	No Non Oya
CO_WASH_ LavageMain	Handwashing Facilities Installations pour le lavage des mains ishirwaho ry'ibikoresho vyo gukaraba	No handwashing station at the school. Pas de station de lavage des mains à l'école. nta nyubakwa y'amazi yo gukaraba zihari kwishure Shared basin or bucket (hand washing is done in water, water does not flow or is not poured). Bassin ou seau partagé (le lavage des mains se fait dans l'eau, l'eau ne coule pas ou n'est pas versée). indobo bakarabiramwo bose bakayisangira amazi akaguma ariyayandi nyene Hand pouring system with used water separated from water to clean hands but without soap. Système à verser à la main avec de l'eau usée séparée de l'eau pour se nettoyer les mains mais sans savon. ikintu basukamwo amazi mabi yo gukaraba ariko ata sabuni There is running water OR a hand pour system (with the wastewater separated from the clean water for washing hands) AND soap. Il existe de l'eau courante OU un système à verser à la main (avec l'eau usée séparée de l'eau

Variable	Question	Responses
		propre pour se nettoyer les mains) ET du savon. hariho amazi asanzwe, canke ikintu basukamwo amazi mabi hamwe nikindi kijamwo amazi meza hamwe nisabuni
CO_WASH_ AccesLavageMain	Accessibility of Handwashing Facilities Accessibilité aux installations de lavage des mains ukungene inyubakwa zo gukaraba zishikirwa	Not accessible to the most young or children with disabilities NON accessible aux plus jeunes ou aux handicapés ntabwo zishikirwa n'abana bato cane hamwe n'abafise ubumuga
		Accessible to the most young OR children with disabilities Accessible aux plus jeunes OU aux handicapés zirashikirwa n'abana bato cane canke n'abafise ubumuga
		Accessible to the most young AND children with disabilities Accessible aux plus jeunes et aux handicapés zirashikirwa n'abana bato cane hamwe n'abafise ubumuga
CO_WASH_ Toilettes	Toilets Toilettes utuzu twa sugumwe	Pas de toilettes disponibles (uniquement en brousse ou dans les champs). ntatuzu twasugumwe tuhari(bituma mwishamba canke mumirima)
		Ventilated improved pit latrines Latrines à fosse améliorées ventilées Utuzu twa sugumwe ni utw'ikizungu

Variable	Question	Responses
		Composting toilets Toilettes à compostage Utuzu twa sugwumwe tugizwe ni ibinogo bigufi bigufi bitonze ku murongo Pit latrines with a slab Latrines à fosse avec dalle Flush or pour/flush facilities Toilettes à chasse d'eau (automatique ou manuelle) Pit latrine Latrines à fosse Utuzu twa sugwumwe tugizwe n'ibinogo birerebire Other - Specify Autre - Preciser Ubundi bwoko bw'utuzu twa sugwumwe, kubuvuga Don't know/No response Ne sait pas / Pas de réponse Nta vyo azi/Nta nyishu
CO_WASH_ ToiletteOuverte	Verify if the toilets are open/being used by students today Vérifiez si les toilettes sont ouvertes/utilisées par les élèves aujourd'hui Gusuzuma ko utuzu twasugumwe twuguruye /twakoreshejwe nabanyeshure uyu musi	Yes Oui Ego No Non Oya
CO_WASH_ EtatToilette	State of the Toilets Etat des Toilettes ubukomezi bw'utuzu twasugumwe,	
CO_WASH_ EtatToilette_1	The toilets are clean Les toilettes sont propres isuku ry'utuzutwasugumwe,	Yes Oui Ego No Non Oya
CO_WASH_ EtatToilette_2	The toilets are separated by sex Les toilettes sont séparées par sexe utuzu twasugumwe twabahungu n'abigeme dutandukanye,	Yes Oui Ego No Non

Variable	Question	Responses
		Oya
CO_WASH_ EtatToilette_3	There is at least one toilet per 50 boys and one toilet per 25 girls Il y a au minimum une cabine pour 50 garçons et une cabine pour 25 filles hoba hariho nimwiburiburi umuryango wakazu kasugumwe kugahungu 50, nuwundi umwe kubigeme 25,	Yes Oui Ego No Non Oya
CO_WASH_ EtatToilette_4	The toilets are accessible to the most young Les toilettes sont accessibles aux plus jeunes enfants utuzu twasugumwe turashikirwa nabana bato?	Yes Oui Ego No Non Oya
CO_WASH_5 EtatToilette_	The toilets are accessible to students with disabilities Les toilettes sont accessibles aux enfants handicapés utuzu twasugumwe turashikirwa n'abafise ubumuga,	Yes Oui Ego No Non Oya
CO_WASH_ EtatToilette_6	There is one toilet, with water, for menstrual hygiene for the girls and one for the teachers Il y a une cabine, avec l'eau, pour la gestion de l'hygiène menstruelle pour les filles et une pour les enseignantes hoba hariho icumba kirimwo n'amazi kigenewe kwihinduriramwo kubigeme babanyeshure nikindi cumba c'ababagore barezi bihinduriramwo bari mubutinyanka	Yes Oui Ego No Non Oya
CO_WASH_ PratiqueLavageMain	Handwashing Practices Pratiques de lavage des mains Inyifato ijanye no gukaraba	The students don't wash their hands or fewer than 25% do Les enfants ne se lavent pas les mains ou seuls quelques enfants se lavent les mains (25 % ou moins) abanyeshure ntibakaraba iminwe canke kirets bamwe bamwe bakaraba nimwiburiburi ibice 25% Handwashing is sporadic (26-50%) OR more than 50% of children wash their hands but without soap or ash. Le lavage des mains est sporadique (26 à 50 %) OU plus de 50% des

Variable	Question	Responses
		enfants se lavent les mains, mais sans savon ni cendre. gukaraba iminwe bishika gake(hagati ya 26 % na 50%), canke abarenga ibice 50% babanyeshure barakaraba iminwe ariko ntasabuni bakoresha
		51 to 75% of children wash their hands with soap or ash. There is a supportive handwashing system or process (teacher supervises, encourages, is part of routine, etc.)
		51 à 75 % des enfants se lavent les mains avec du savon ou de la cendre. Il existe un système ou un processus de soutien au lavage des mains (l'enseignant supervise, encourage, fait partie de la routine, etc.)
		Abari hagati 51% na 75% barakaraba nisabuni, hariho ibitegekanijwe mugushigikira no gukomeza inyifato ijanye no gukaraba(umwigisha arahagararira ico gikorwa, akabahimiriza,nigikorwa ca misi yose)
		Almost all children (76% to 100%) wash their hands with soap or ash. There is a supportive handwashing system or process (teacher supervises, encourages, is part of routine, etc.)

Variable	Question	Responses
		Presque tous les enfants (76 % à 100%) se lavent les mains avec du savon ou de la cendre. Il existe un système ou un processus de soutien au lavage des mains (l'enseignant supervise, encourage, fait partie de la routine, etc.) Abanyeshure nka bose(kubice biri hagati ya 76% na 100%) barakaraba nisabuni. hariho ibitegekanijwe mugushigikira no gukomeza inyifato ijanye no gukaraba(umwigisha arahagararira ico gikorwa, akabahimiriza,nigikorwa ca misi yose)
CO_Waste_Disposal	Verify the waste disposal practices Vérifier les pratiques d'élimination des déchets Kugenzura migenzo ijanye no guta imicafu	Waste placed in a waste collection site prior to final disposal Déchets placés dans un site de collecte des déchets avant l'élimination finale Imyanda ishinguwe/yasheshwe mu kibanza batororokanirizamwo imyanda imbere yo kuyijana kuyita mukibanza cabigenewe. Waste placed in a garbage pit Déchets placés dans une fosse à ordures Imyanda iri muri nyabarega Waste scattered everywhere Déchets éparpillés partout Imyanda isanzaye hose Other Autre

Variable	Question	Responses
		Ibindi
COMMENTS	Commentaires sur l'administration du questionnaire (au besoin) :	

Student Survey

Variable	Question	Responses
	Now, I would like to ask you questions on your reading activities and the languages you speak at home and at school. You can respond in the language you prefer. Je veux maintenant te poser des questions sur tes activités de lecture et les langues que tu parles à la maison et à l'école. Tu peux répondre dans la langue que tu préfères. Ngomba ndababaze ibibazo bijanye nibikorwa vyogusoma hamwe n'indimi muvuga iyo muri kwishure canke muhira. Mushobora kwishura mururimi mugonye	
SS_SLE_Trajet	Going to and returning from school, you feel: En allant à et en rentrant de l'école, est-ce que tu te sens: Mukuja kw'ishure no mugutaha mwiyumva gute? <i>[Lisez les réponses à haute voix]</i>	Not safe pas en sécurité atamutekano
		A little safe un peu en sécurité umutekano muke
		Safe en sécurité umutekano ukwiye
		Very safe très en sécurité umutekano ukwiye cane
		Refused to respond/No response Refuse de répondre/ Pas de réponse Yanse kwishura /ntanyishu mfise
SS_SLE_Ecole	At school, you feel: À l'école est-ce que tu te sens: Mwiyumva gute muri kw'ishure? <i>[Lisez les réponses à haute voix]</i>	Not safe pas en sécurité atamutekano
		A little safe un peu en sécurité umutekano muke
		Safe en sécurité umutekano ukwiye
		Very safe très en sécurité umutekano ukwiye cane
		Refused to respond/No response Refuse de répondre/ Pas de réponse

Variable	Question	Responses
		Yanse kwishura /ntanyishu mfise
Now, I will ask you some questions and you tell me if it is something that is true for you rarely, sometimes, most of the time, or almost always. Maintenant, je vais poser des questions et tu me dis si c'est quelque chose qui est vrai pour toi rarement, parfois, la plupart du temps, ou presque toujours. Ubu naho, ngomba nkubaze ibibazo ucunyishura nimba ico kinti arico kuri wewe , canke ari gake kabaho, rimwe na rimwe, akenshi, canke nkigihe cose		
SS_SLE_ Bienvenue	Do you feel good at school? Est-ce que tu te sens bien à l'école ? Mbe wiyumva neza iyo muri kwishure? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps Akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse Yanse kwishura / ntanyishu mfise
SS_ECTM_ PositiveGirl	Do your teachers tell positive stories about female characters, such as girls who are leaders? Tes enseignants racontent-ils des histoires positives sur les personnages féminins, tels que les filles qui sont des leaders ? Abigisha banyu bahora babaganiriza bababwira abapfasoni babaye ivyitegererezo vyiza nkabakobwab'intwari ? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps Akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse

Variable	Question	Responses
		sinishura/ ntanyishu mfise
SS_ECTM_PositiveBoy	Do your teachers tell positive stories about male characters, such as boys who are leaders? Tes enseignants racontent-ils des histoires positives sur les personnages de garçons, tels que les garçons qui sont des leaders ? Abigisha banyu bahora babaganiriza bababwira abagabo babaye ivyitegererezo vyiza nkabagabo b'intwari ? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time
		La plupart du temps Akenshi
		Almost always Presque toujours
		nkigihe cose
SS_ECTM_Communaute	Does your homework require you to interact with your community? (interviewing members of your community, writing stories about the house, measuring your family's farmland for math, etc.) Est-ce que tes devoirs te demandent d'interagir avec ta communauté ? (interviewer les membres de ta communauté, écrire des histoires sur la maison, mesurer le terrain agricole de ta famille pour les mathématiques, etc.) Mbe ibikorwa babaha kwishure birabasaba ko mukorana nabo mubana? (mukabaza abo mukibanyi, mukandika inkuru kunzu, mugakipama aho murima mumuryango iwanyu muri mubijanye n'ibiharuro <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time
		La plupart du temps akenshi
		Almost always Presque toujours
		nkigihe cose
SS_ECTM_Vie	Does what you learn at school help you in your daily life? Ce que tu apprends à l'école t'aides-tu dans ta vie quotidienne ?	Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
		It does not help me Ça ne t'aide pas Ntaco bimfasha

Variable	Question	Responses
	?ivyo mwiga kw'ishule vyoba bibafaha mubuzima bwa misiyose?	It helps me a little Ça t'aide un peu Biramfasha bukebuke It helps me some Ça t'aide pas mal Biramfasha bibayebaye It helps me a lot Ça t'aide beaucoup Biramfasha cane Refused to respond/No response Refuse de répondre/ Pas de réponse ntiyishuye/ntanyishu mfise
SS_CCP_ Groupe	Do you work in small groups or in pairs during lessons? Est-ce que tu travailles en petits groupes ou en paires pendant les cours ? Mbega iyo muriko muriga murakorera hamwe muturwi dutoduto canke uwundi muyeshure niwe agufasha? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho Sometimes Parfois rimwe na rimwe Most of the time La plupart du temps akenshi Almost always Presque toujours nkigihe cose Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_CCP_ Questions	Do your teachers encourage you to ask questions at school? Est-ce que tes enseignants t'encouragent à poser des questions à l'école ?	Rarely Rarement gake kabaho Sometimes Parfois

Variable	Question	Responses
	Mbega abigisha banyu bahora babahimiriza ngo mubaze ibibazo iyo muri kw'ishure? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	rimwe na rimwe Most of the time La plupart du temps akenshi Almost always Presque toujours nkigihe cose Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_CCP_ Pratique	Do you have time time practice new concepts in class? (beyond just listening to the teacher / copying notes.) As-tu le temps de pratiquer de nouveaux concepts en classe ? (au-delà de simplement écouter l'enseignant / copier des notes.) Muraronka akanya ko gushira mungiro ivyo mwize mwishure (inyuma yokwumviriza mwigisha canke kwimura ivyivya)? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho Sometimes Parfois rimwe na rimwe Most of the time La plupart du temps akenshi Almost always Presque toujours nkigihe cose Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_SG_ Question	Do your parents or guardians ask you about your homework? Tes parents ou tuteurs t'interrogent-ils sur tes devoirs ? Abavyeyi bawe canke abakurezebarakubaza kuvyerekebye ibikorwa baba babahaye kw'ishure mukorera muhira ? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho Sometimes Parfois rimwe na rimwe Most of the time La plupart du temps akenshi Almost always

Variable	Question	Responses
		Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_SG_ Lecture	Does anyone in your household read for or with you? Est-ce que quelqu'un dans ton ménage lit pour ou avec toi ? Mbe muhira iwanyu hariho uwuhora agusomera canke musomera hamwe? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_SG_ Performance	Do your parents / guardians talk to your teachers about your performance at school? Tes parents / tuteurs parlent-ils à tes enseignants sur ta performance à l'école ? Abavyeyi bawe canke abakureze bahora baganira n'abigisha bawe kuvyerekeye ubumenyi bwawe kw'ishure <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response

Variable	Question	Responses
		Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_SG_Langue	Do your parents / guardians speak French? Est-ce que tes parents / tuteurs parlent français ? Abavyeyi bawe canke abakureze baravuga igifaransa?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_ST_aide	Do your teachers help you do better in school? Est-ce que tes enseignants t'aident à mieux réussir à l'école ? mbega abigisha banyu bahora babafasha kugira mushobora kumenya neza mwishure? <i>[Lisez les réponses à l'élève]</i>	The teachers do not help you. Les Enseignants ne t'aident pas Abigisha ntibadufasha
		The teachers help you sometimes. Les Enseignants t'aident parfois Abigisha badufasha rimwe na rimwe
		The teachers help you most of the time. Les Enseignants t'aident la plupart du temps Abigisha baradufasha akeshi gashoboka
		The teachers help you all the time. Les Enseignants t'aident tout le temps Abigisha baradufasha umwanya wose
		Refused to respond/No response

Variable	Question	Responses
		Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_SG_ aidentautres	When a student in class is having difficulty or falling behind, do your teachers try to help them? Lorsqu'un élève en classe éprouve des difficultés ou prend du retard, est-ce que tes enseignants essaient de l'aider ? Iyo umunyeshure afise ingorane canke kudahura ningonga , umwigisha ahora agerageza kumufasha ? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time
		La plupart du temps Akenshi
		Almost always Presque toujours
		nkigihe cose
latrine_confirm	Does your school have latrines or toilettes? Ton école a-t-elle des latrines ou toilettes? kw'ishure iwanyu hariho ubuzu bwa s'ungwumwe ?	Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
		Yes Oui Ego
		No Non Oya
SS_WASH_ ToilettepourFille	Are the girls' toilets / latrines at your school accessible during the school day? Est-ce que les toilettes / latrines pour filles de ton école sont accessibles pendant la journée scolaire ? none ubuzu bwa s'ungwumwe bwabakobwa buguma bukoreshwaumwanya wose iyo muri kw'ishule ? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time
		La plupart du temps Akenshi
		Almost always Presque toujours
		nkigihe cose
		Refused to respond/No response

Variable	Question	Responses
		Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_WASH_ Toilette pour Garçon	Are the boys' toilets / latrines at your school accessible during the school day? Est-ce que les toilettes / latrines pour garçons de ton école sont accessibles pendant la journée scolaire ? none ubuzu bwa s'ungwumwe bwabahungu buguma bukoreshwa umwanya wose iyo muri kw'ishule ? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_WASH_ Lavage Toilette Fille	Do the girls help clean the toilets/latrines at your school? Les filles aident-elles à nettoyer les toilettes / latrines de ton école ? Abakobwa bahora bafasha mukugirira isuku abuzu bwa s'ungwumwe? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	Rarely Rarement gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_WASH_ Lavage Toilette	Do the boys help clean the toilets/latrines at your school?	Rarely Rarement

Variable	Question	Responses
Garçon	Les garçons aident-ils à nettoyer les toilettes / latrines de ton école ? Abahungu bahora bafasha mukugirira isuku abuzu bwa s'ungwumwe? <i>[Parfois veut dire 50% ou moins, La plupart du temps veut dire 50% ou plus]</i>	gake kabaho
		Sometimes Parfois rimwe na rimwe
		Most of the time La plupart du temps akenshi
		Almost always Presque toujours nkigihe cose
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_WASH_ AccesToilette	Are the toilets/latrines accessible to the most young and children with disabilities? Les toilettes / latrines de ton école sont-elles accessibles aux plus jeunes et aux handicapés ? Ubuzu bwa s'urwumwe bwo kw'isure iwanyu abana bato nabagendana ubumuga barashora kubukoresha atangorane? <i>[Lisez les réponses à l'élève]</i>	Not accessible to the most young or children with disabilities NON accessible aux plus jeunes ou aux handicapés abana bato nabagendana ubumuga ntibashobora kubukoresha
		Accessible to the most young OR children with disabilities Accessible aux plus jeunes OU aux handicapés abana bato canke abagendana ubumuga barashobora kubukoresha
		Accessible to the most young AND children with disabilities Accessible aux plus jeunes ET aux handicapés

Variable	Question	Responses
		abana bato n'abagendana ubumuga bashobora kubukoresha Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_WASH_3moments	Can you list the three critical moments for washing hands? Response options: 1) after going to the toilet 2) after attending to a child who has defecated 3) before preparing food 4) before feeding a child 5) before eating Pouvez-vous énumérer les trois moments critiques pour se laver les mains ? Possibilités de réponse : 1) après être allé aux toilettes 2) après s'être occupé d'un enfant qui a déféqué 3) avant de préparer les aliments 4) avant de nourrir un enfant 5) avant de manger Urashobora kudondagura ibihe bitatu bikomeye vyo gukaraba ? Inyishu zishoboka: 1) tuvuye mu kazu ka sugumwe 2) duhejeje gutegura umwana ahejeje kwitabara 3) imbere yo gutegura imfungurwa 4) imbere yo kugaburira umwana 5) imbere yo gufungura """"	Cites any of the 3 moments listed / cites more than 3 moments from the 5 options Il/elle a cité l'un des 3 moments énumérés / Il/elle a cité pus de 3 moments parmi les 5 Yatanze inyishu imwe muri 3 zishoboka / Yishuye inyishu zirenga kuri 3 muri izo 5 None cited or cites less than 3 Aucun cité ou en cite moins de 3 Ntiyashoboye gutanga inyishu n'imwe canke yatanze izidashika zitatu No response Pas de réponse Nta nyishu yatanze
Q_22	How many people live in your house, including you? Combien de personnes vivent dans votre maison, y compris toi ? munzu iwanyu muhaba muri bangahe nawe urimwo? <i>[Vous pouvez aider l'enfant à compter les personnes qui vivent avec lui. Si l'élève ne connaît pas ou refuse de répondre mettez 777]</i>	
Q_23	At your home, is there a latrine? Chezvous , y a-t-il une latrine ? Muhira iwanyu hoba hariho akazu ka sugumwe?	Yes Oui ego No

Variable	Question	Responses
		Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_24	At your home, are there books? Chez vous , y a-t-il des livres ? I muhira iwanyu murafise ibitabo?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_25	At your home, is there electricity? Chez vous , y a-t-il une source de courant ? Imuhira iwanyu murafise amatara?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_26	Is there a telephone at your home (fixed or mobile)? Y a-t-il le téléphone chez toi (fixe ou mobile) ? Murafise telefone muhira iwanyu ?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_27	At your home, is there a television?	Yes

Variable	Question	Responses
	Chez toi, y a-t-il une télévision ? Murafise imboneshakure muhira iwanyu?	Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_28	At your home, is there a bicycle? Chez toi, y a-t-il un vélo ? Murafise ikinga muhira iwanyu?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_29	At your home, is there a motorcycle? Chez toi, y a-t-il une moto ? Muhira iwanyu murafise ipikipiki/imoto?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_20	At your home, is there a car? Chez toi, y a-t-il une voiture ? muhira iwanyu murafise umuduga?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse

Variable	Question	Responses
		sinishura/ ntanyishu mfise
Q_31	At your home, are there hens/guinea fowl? Chez toi, y a-t-il des poules/pintades ? Murafise inkoko muhira iwanyu canke ikanga	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_32	At your home, are there goats? Chez toi, y a-t-il des chèvres ? muhira iwanyu murafise impene?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_33	At your home, are there cows? Chez toi, y a-t-il des vaches ? Muhira iwanyu murafise inka?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_34	At your home, is there a garden? Chez toi, y a-t-il un jardin ? Muhira iwanyu murafise imirima murimamwo?	Yes Oui ego
		No Non oya
		Refused to respond/No response

Variable	Question	Responses
		Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_35	Are there other children in your family who do not go to school, even if they are old enough? Y-a-t-il d'autres enfants dans votre ménage qui ne vont pas à l'école, mais qui sont assez âgés ? Muhira iwanyu hariho abana batiga kandi bafise imyaka ko kuja kw'ishure?	Yes Oui ego
		No Non oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Q_36	What type of work does your father do? Quel genre de travail fait ton père ? Wotubwira akazi papa wawe akora? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique.</i>	Unemployed Sans emploi ntakazi afise
		Household work Ménagère akora ibikorwa vyo munzu
		Agricultural work Travail Agricole n'umurimy
		Property owner Propriétaire foncier araba ivyerekeye amatongo
		Day laborer Journalier(ière) akora akazi ko kumusi
		Merchant Marchand(e) Numudandaza
		Office worker Travailleur(euse) de bureau akorera mu biro
		Artisan Artisan(e) aracura
		Retired Retraité(e) yarakukurutse
		I don't know/No response

Variable	Question	Responses
		Ne sait pas/ Pas de réponse ntavyonzi/ ntanyishu mfise
		Other Autre akora ibindi
Q_36_other	If other, please specify. Si autre, préciser , niba akora akandi kazi kavuge	
Q_37	What type of work does your mother do? Quel genre de travail fait ta mère ? Wotubwira akazi mama wawe akora? <i>Ne lisez pas les réponses et sélectionnez tout ce qui s'applique.</i>	Unemployed Sans emploi ntakazi afise
		Household work Ménagère akora ibikorwa vyo munzu
		Agricultural work Travail Agricole n'umurimy
		Property owner Propriétaire foncier araba ivyerekeye amatongo
		Day laborer Journalier(ière) akora akazi ko kumusi
		Merchant Marchand(e) aradandaza
		Office worker Travailleur(euse) de bureau akorera mu biro
		Artisan Artisan(e) aracura
		Retired Retraité(e) yarakukurutse
		I don't know/No response Ne sait pas/ Pas de réponse ntavyonzi/ ntanyishu mfise
		Other Autre Akora akandi kazi
Q_37_other	If other, please specify. Si autre, préciser	

Variable	Question	Responses
	akora akandi kazi, kavuge	
Q_38_SS_HUN	In the last week, were you ever hungry at school? Au cours de la semaine passée, avez-vous déjà eu faim à l'école ? Muri iyi ndwi iheze, warigeze usonza uri kw'ishure?	Yes Oui Ego
		No Non Oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
SS_HUN1	If yes, how many times Si oui, combien de fois ? Nimba ari ego, ni iminsi ingahe?	One day Un jour Umunsi umwe
		Two days Deux jours Iminsi ibiri
		Three days Trois jours Iminsi itatu
		More than three days Plus de trois jours Iminsi irenga itatu
SS_HUN2	Did the hunger make it hard to pay attention in class? La faim a-t-elle rendu difficile l'attention en classe ? Inzara yoba yaratumye udakurikira neza ivyirwa?	Yes Oui Ego
		No Non Oya
		Refused to respond/No response Refuse de répondre/ Pas de réponse sinishura/ ntanyishu mfise
Thank you for your participation. Merci beaucoup pour ta participation. murakoze cane kuba mwishuye ibibazo		
Measures_consent	Now, I would like to measure your weight with this instrument. You are not obligated to participate if you do not want. Do you have any questions? Can we measure your weight? Maintenant, je souhaiterai mesurer ton poids avec cet instrument [montrez la balance]. Tu n'est pas obligé de	Yes Oui Ego
		No Non Oya

Variable	Question	Responses
	participer si tu ne le veux pas. As-tu des questions? Peut-on mesurer ton poids? Ubunaho, nagomba ngupime ibiro n'uburebure nkoresheje bino bikoresho, murashobora kutemera. Murafise ikibazo?ndashobora kugupima ibiro?	
Weight	Weight of the student in kilos Poids de l'élève (en kilos) ibiro vy'umunyeshure? <i>[N'oubliez pas d'inclure le décimal]</i>	
Height	Student height Taille de l'élève uburebure bw'umunyeshure	
COMMENTS	Commentaires sur l'administration du questionnaire (au besoin) :	

Annex D: Description of Team Members' Qualifications

Evaluation Technical Lead, Dr. Parnika Bhatia will lead on evaluation design, ensuring technical quality across the evaluation, and lead on quantitative data analysis. Dr. Bhatia is a cognitive scientist and education researcher whose areas of expertise include numeracy development, socio-emotional learning, child development, literacy instruction, inclusive education, and community development. Dr. Bhatia holds a Ph.D. in Developmental Cognitive Science from the University of Lyon, France, and an Ed.M. in Mind, Brain, and Education from the Harvard University, USA. As a Research and Evaluation Associate at STS, Dr. Bhatia serves as a technical lead and advisor who designs and facilitates rigorous monitoring, evaluation, and learning processes for partners and organizations.

Technical Manager, Melyssa Sibal will lead the overall managerial, financial, logistical, and compliance aspects of STS's contract. She will serve as the main point of contact with CRS and with relevant stakeholders in-country and will liaise with IHfRA for data collection and training activities. She will also provide technical support to the Evaluation Technical Lead to ensure consistency of technical decisions across workstreams and staff and ensure high-quality and on-time deliverables and reports. Ms. Sibal holds over seven years of experience in financial and contractual management, design, and electronic data capture, providing critical managerial and technical support to projects ranging in size from \$500,000 to \$7 million. At STS, Ms. Sibal has overseen study design, tool development, enumerator training, electronic data collection and data monitoring for performance and impact evaluations across sub-Saharan Africa, and Southern and Southeast Asia.

Program Coordinator, Emily Crane supports the contract with administrative and logistic support services including preparing and submitting invoices, executing IHfRA's subcontract and associated payments, organizing evaluation documentation, copyediting STS deliverables, and other administrative duties as required. As a Program Coordinator at STS, Ms. Crane has provided technical assistance on national literacy curricula and the development of adapted EGRAs for learners who are Deaf or Hard-of-Hearing. Ms. Crane brings over five years of experience in the education sector to her role, which include supporting youth employment and life-skills programming in Yemen, Jordan, Palestine, Egypt, and Tunisia, conducting research on early childhood education policy and finance, and literacy tutoring. During her time serving as a Peace Corps volunteer in Ghana, Ms. Crane partnered with local agricultural extension services on livelihoods resilience and nutrition programming and conducted youth-focused activities such as malaria awareness campaigns. Ms. Crane is professionally proficient in French and holds an M.A. in International Relations from Syracuse University.

Master Trainer & Literacy Specialist, Alice Michelazzi provides advising services on the measurement of student reading outcomes and served as the Master Trainer during baseline enumerator training. In her role as Master Trainer, Ms. Michelazzi provided in-person facilitation of training sessions and technical support to begin the start of data collection. Ms. Michelazzi holds over ten years of technical expertise in the area of literacy assessment trainings, having led or supported literacy assessments in over 21 countries.

Data Collection partner, Innovative Hub for Research in Africa provides evaluation services to the CRS Burundi project, bringing extensive experience in social and political research. IHfRA's expertise cuts across several areas, including program evaluation, impact evaluation, monitoring and evaluation, survey design, enumerator training, and management of electronic data collection. IHfRA's team of core staff is equipped with unique background, skills, and experience in managing large scale data collection for international development programs. IHfRA's staff includes native Kirundi and French speakers with extensive experience translating of survey tools from French to Kirundi as well as conducting trainings in Kirundi.

For the baseline evaluation of the Bigebase project, IHfRA has planned, organized, and managed logistics for all aspects of survey administration. This includes consultative meetings with clients and stakeholders, assisting clients in obtaining approvals, recruitment of experienced field personnel, development, translation, and training and competitive selection of personnel for field data collection. IHfRA ensures adequate transportation, accommodation, and per diem for field teams and makes payments to personnel through electronic bank platforms. IHfRA has delivered on a range of social research projects and has collaborated with STS on the evaluations of two CRS-implemented MGD projects.