

**Commissioned Data Collection and
Analysis for the Research**

**“System Assessment and Benchmarking
for Learning Achievement and Equity:
A Focus on School Management Systems
(Research with the SABER Program)”**

Final Report

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Abbreviations and Acronyms

AES	Annual Education Statistics
AME	<i>Association des Mères d'Élèves</i> (Mothers' Association)
APE	<i>Association des parents d'élèves</i> (Parents' Association)
CEB	<i>Circonscription d'éducation de Base</i> (Basic Education Circles)
CEP	<i>Certificat d'études primaires</i> (Primary school certificate)
CFEE	<i>Certificat de fin d'Études Élémentaires</i> (Primary school graduation certificate)
CGE	<i>Comités de Gestion de l'école</i> (School management committees)
CL	<i>Collectivité locale</i> (Acronym for Local Communities or Rural Commune in the data set)
COGES	<i>Comité de Gestion de l'Ecole</i> (School management committees)
CR	(Acronym for Commune or Rural Commune in the data set)
DPEBA	<i>Direction Provinciale de l'Éducation de Base et de l'Alphabétisation</i> (Provincial Directorate for Basic Education and Literacy)
Dpt	Department
DREBA	<i>Direction Régionale de l'Éducation de Base et de l'Alphabétisation</i> (Regional Directorate for Basic Education and Literacy)
EAS	Enquête sur les acquis scolaires
GER	Gross Enrollment Ratio
HDD	Hard disk drive
IA	<i>Inspection d'Académie</i> (School inspections office)
IDEN	<i>Inspection départementale de l'Éducation nationale</i> (Provincial education inspectorate)
JICA	Japan International Cooperation Agency
JICA-RI	JICA Research Institute
MATCL	<i>Ministère de l'Aménagement du Territoire et des Collectivités Locales</i> (The Ministry of Planning and Local Government)
MATDS	<i>Ministère de l'Administration territoriale, de la Décentralisation et de la Sécurité</i> (Ministry of Territorial Administration and Decentralization)
ME	<i>Ministère de l'Éducation</i> (Ministry of education)

MENA	<i>Ministère de l'Éducation Nationale et de l'Alphabétisation</i> (Ministry of National Education and Literacy)
MOF	Ministry of Finance
NA	Not Applicable
NP	<i>Ne sais Pas</i> (Don't know)
PACOGES	<i>Le Projet d'Appui aux Comités de Gestion d'Ecole</i> (School Management Committee Support Project)
PAES	<i>Projet d'Amélioration de l'Environnement Scolaire</i> (Project for the improvement of educational environment)
PASEC	<i>Programme d'Analyse des Systèmes Educatifs de la CONFEMEN</i> (CONFEMEN's Analysis of Educational Systems Programme)
PETS	Public Expenditure Tracking Survey
PISA	Programme for International Student Assessment
QSD	Quality Service Delivery
SABER	System Approach for Better Education Results
SABER SAA	System Approach for Better Education Results on School Autonomy and Accountability
SAQMEC	Southern Africa Consortium for the Measurement of Educational Quality
SBM	School-based management
SC	School Council
SD	School Director
SNERS	<i>Système national d'évaluation des rendements scolaires</i> (National Assessment System of Pupil Results)
TIMSS	Trends in International Mathematics and Science Study
TOR	Terms of Reference
UC	(Acronym for of Union of APE/Union of COGES/Union of CGE in the data set)
USC	(Acronym for of Union of APE/Union of COGES/Union of CGE in the data set)
WB	The World Bank

1. Overview of Research Project and Commissioned Tasks

1.1 Research Project

This research project was initiated by a joint-team of experts from the Japan International Cooperation Agency (JICA) and Japanese universities in partnership with the World Bank (WB) program called “System Approach for Better Education Results (SABER).” SABER is one of the main pillars of the World Bank’s Education Strategy 2020, and an initiative to produce comparative data and knowledge on education policies and institutions. It aims to help countries systematically strengthen their education systems and identify key policy drivers towards learning for all. SABER currently focuses on the quality of policies and institutions (policy intentions). Thus, it is developing diagnostic tools and collecting data that benchmark education policies in four scales against evidence-based global standards and best practice for each of the specific policy domains. (See <http://saber.worldbank.org/> for details.)

Among the SABER’s several policy domains, this research project focuses on the “School Autonomy and Accountability” (SAA) policy domain as it is the most relevant to JICA’s operations on participatory school-based management (SBM). During the preparation phase, World Bank and JICA conducted pilot data collection in cooperation with government officials and donors in Burkina Faso and Senegal, using the 2011 version of the World Bank’s SABER-SAA diagnostic tool for policy intention.

Through the pilot data collection and workshops held in the two countries in late 2011, the countries’ stakeholders and international experts have suggested further areas of data collection and analyses. For example, they included: gaps between policy intention and implementation, means and contexts that can enable policies to work in specific countries and localities, comprehensive roles of school councils, and possible relationship between the roles of school councils and education results.

Based on various feedbacks during the preparation phase, this research was designed with the aim to develop and pilot a set of tools that complement the SABER-SAA tool for an in-depth study. The complementary tools focus on the roles of a participatory SBM, decentralization, and accountability. They are tentatively named “SABER-SAA Plus tools” by the research team. After data collection using the tools, the research team plans to write research papers and disseminate the research results with the revised tools.

1.2 Commissioned Tasks

The purpose of the commissioned tasks is to collect data and develop databases for the research project in close communication with the research team through the following steps:

- 1) Developing the SABER-SAA Plus tools
- 2) Preparation and implementation of surveys in Burkina Faso and Senegal, including:
 - developing and modifying questionnaires for the contexts of the two countries
 - sampling survey targets
 - conducting pre-surveys and workshops to adjust the survey plans
 - modification of the questionnaire for the main survey
 - conducting the main survey
 - data entry and validation
 - data analyses
 - receiving feedbacks (conducting workshops)

The commissioned tasks started from Mar 2012 and ended Mar 2014 (Original plan: from Mar 2012 to May 2013) (See Table 1-1). The commissioned survey team consisted of PADECO Co., Ltd. and two local consultant firms: Centre d'Études, de Documentation et de Recherches Économiques et Sociales (CEDRES) in Burkina Faso, and Consortium pour la recherche économique et sociale (CRES) in Senegal. The survey team closely worked with stakeholders and collaborators from the governments, World Bank, Japanese universities, and JICA (See Table 1-2).

The remaining chapters of this report summarize each of the main tasks and lessons learned. This final report is supported by supplementary materials; some are included as the printed report's appendices while other materials and data are only submitted in the Hard Desk Drive (HDD). The full list of appendices is provided in the HDD.

Table 1-1: Schedule of the Survey

Task	2012			2013			2014
	Apr	Jul	Oct	Feb	Apr	Jul	Oct
Developing the SABER-SAA Plus Tools	■						
Conducting Pre-survey			■				
Modification of the Questionnaire			■				
Conducting Main Survey					■		
Data Entry and Validation					■		
Data Analysis							■
1st Workshop			▲				
2nd Workshop: Feedback Seminar*							▲

Note: The feedback seminar was only held for Burkina Faso. Other activities were conducted both in Burkina Faso and Senegal.

Table 1-2: Main Stakeholders of the Research

Senegal governments	<ul style="list-style-type: none"> Ministry of Education Ministère de l'Aménagement du Territoire et des Collectivités Locales Ministry of Finance
Burkina Faso governments	<ul style="list-style-type: none"> Ministère de l'Éducation Nationale et de l'Alphabétisation Ministère de l'Administration territoriale, de la Décentralisation et de la Sécurité Ministry of Finance
International	<ul style="list-style-type: none"> The World Bank
Japan	<ul style="list-style-type: none"> Researchers in universities JICA

2. Development of SABER SAA Plus Tools

The World Bank’s SABER SAA tool (2011) was in the form of rubrics and composed of 5 key policy indicators and 21 sub-indicators, the quality of which is scored on the scale of 1 to 4. (See Table 2-1 and Table 2-2). In 2011, the World Bank also drafted a long version of the SABER SAA tool that contains 5 key indicators and 57 sub-indicators. Thus, both versions were piloted by the World Bank and JICA for data collection in Burkina Faso and Senegal in 2011. The long version was not finalized by the World Bank and so, the short version was used for the SABER’s country reports (published online). Although both versions provide interesting results for the two countries, additional information is considered useful. Thus, based on the feedbacks from various stakeholders through pilot data collection, the SABER SAA Plus tools are developed to complement the WB’s SABER SAA tool.

There are two steps for the processes of development of the SABER SAA Plus tools as illustrated in Figure 2-1. The first step is to develop the plus tool in the form of rubrics to complement the WB’s SABER SAA tool (rubrics) for assessment of policy intention. The second step is to develop the plus tool as a set of the questionnaires to assess the policy implementation at the central, sub-national, school, and community levels.

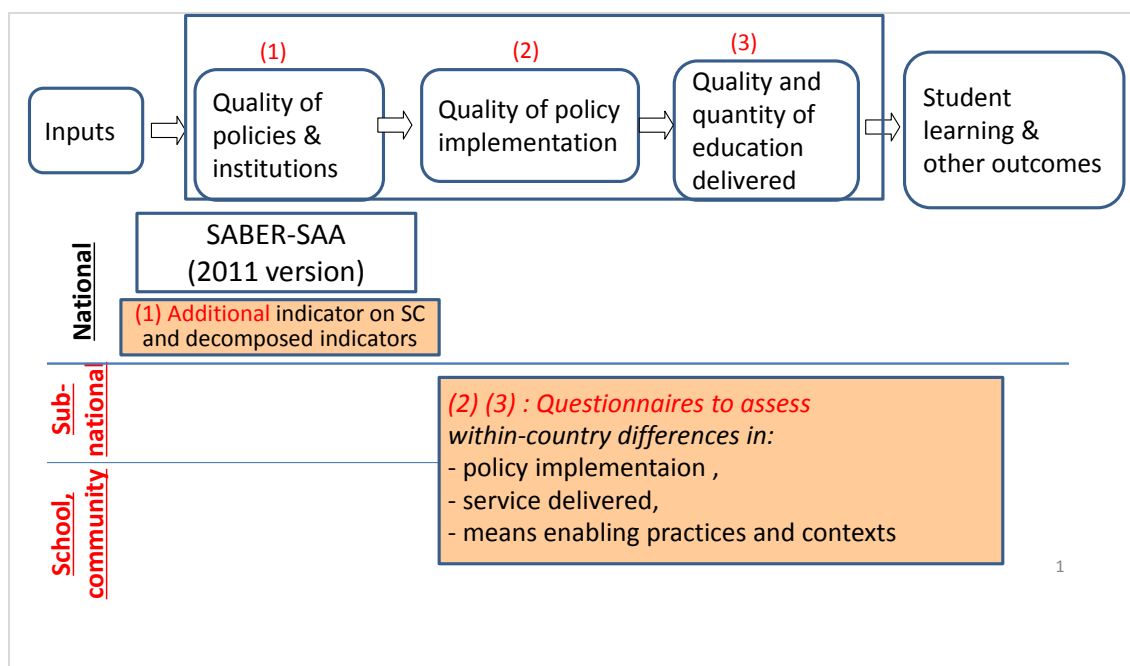


Figure 2-1: SABER, the Results Chain for Learning, and SABER-SAA Plus Elements

The below sections explain each step.

Table 2-1: The Word Bank SABER SAA Rubric 21

Policy Objective (key indicator)	Sub-indicator	Name of Sub-indicator
1. Budgetary autonomy	1A	Management of the operational budget
	1B	Management of non-teaching staff and teacher salaries
	1C	Raising additional funds for the school
2. School autonomy in personnel management	2A	School autonomy in teacher appointment and deployment decisions
	2B	School Council's role in teacher tenure or transfer
	2C	Autonomy in the hiring and firing of principals
3. Role of school council on school governance	3A	Participation of the School Council in budget preparation
	3B	School Council's authority to approve the school budget
	3C	Manual for the participation of the School Councils in school finances
	3C	Role of the School Council in budget implementation
	3E	Use of the budget prepared with the School Council's participation
4. School and student assessment	4A	Existence and frequency of school and student assessments
	4B	Use of school assessments for making school adjustments
	4C	Frequency of standardized student assessments
	4D	Use of student assessments for pedagogical and personnel adjustments
	4E	Publication of school and student assessments
5. Accountability	5A	Guidelines for the use of school and student assessments for accountability
	5B	National or regional systems of educational assessments
	5C	Comparisons of school and student performance reports
	5D	School Council's authority to perform financial audits
	5E	Manual for the participation of the School Councils in school audits

Table 2-2: Rubric of World Bank 1A

Sub-indicator	Latent (Score 1)	Emerging (Score 2)	Established (Score 3)	Advanced (Score 4)
1A. Management of the operational budget	Legal management authority over the operational budget is centralized	Legal management authority over the operational budget is at the regional or municipal levels	School principals have legal authority to manage non-salary expenditures under municipal guidelines	School principals may have the legal authority to manage the school operational budget autonomously

2.1 Development of the SABER SAA Plus Tool (Policy Rubric)

The two elements are added to the WB's rubrics for policy assessment: (1) Plus indicators on the role of school council and (2) decomposed indicators to clarify the meaning of the indicators. (See Appendix for SABER-SAA Plus tool for policy assessment)

Step1-1: Adding indicators on school council

One plus indicator and five sub-indicators were added to the 2011 WB SABER SAA (the version with 21 sub-indicators) to comprehensively capture the role of the school council and participatory SBM. Although the 2011 WB SABER SAA includes an indicator for the role of school council (Indicator 3), it focuses on participation in management of formal budgets and it does not capture the quality of policies and institutions that could facilitate voluntary activities and funding.

Accordingly, the plus indicator aims to address "participation of school council and community in school improvement" with five sub-indicators. (See Table 2-3). These sub-indicators and the

rubrics are designed to reflect good lessons taken from the JICA-assisted SBM projects (e.g. in Niger and Indonesia) and global literature. The survey team compiled and reviewed relevant documents on the JICA projects, such as completion reports and various manuals. (See Appendix in HDD for the list of project documents reviewed in Japanese.)

Table 2-3: Adding Plus Indicators to SABER-SAA Rubrics

Policy Objective (Key Indicator)	Sub-indicator	Variable Name
1. Budgetary autonomy		WB SABER-SAA rubric 21 (see Table 2-1)
2. School autonomy in personnel management		
3. Role of school council on school governance		
4. School and student assessment		
5. Accountability		
Plus. Participation of the School Council and community	Plus1A	Participatory and institutionalized structure of the School Council (e.g., democratic election of board members, general assembly)
	Plus1B	Participatory management and scope of the School Council budget and action plan
	Plus1C	Scope of the School Council's accountability (financial and progress reports)
	Plus1D	Supporting and guidance on the School Council and community participation
	Plus1E	Management system for school action plan (Use of the School Council action plan in the formal budget planning)

Step 1-2: Decomposing indicators

The sub-indicators of the 2011 WB SABER SAA tool and the Plus indicator (discussed above) were decomposed into sub-sub indicators in order to itemize the terms to help differentiate responses related to policy intention and implementation in different country contexts. The examples include:

- *Operational budget*: decomposed to budgets for textbooks, stationeries, or training.
- *Manage budget*: decomposed to plan, approve, execute, etc.
- *Teachers*: decomposed to permanent (civil servant) or contract teachers.
- *Assessment*: decomposed to student, school, or teacher assessment. Student assessments and Teacher assessments are further broken down to nation-wide assessment, graduation exams, etc. and teacher attendance and pedagogical aspects, etc., respectively.

Table 2-4 shows an example of decomposing the sub-indicator of 4A (Existence and frequency of school and student assessments) into three sub-sub indicators.

Table 2-4: Example of Decomposing Sub-indicator (4A to 4A1)

Sub-indicator	Latent (Score 1)	Emerging (Score 2)	Established (Score 3)	Advanced (Score 4)
4A. Existence and frequency of school and student assessments	Schools do not assess school or student performance on a regular basis.	Schools and students are to be assessed every few years using Ministry of Education criteria. Results are to be used internally.	Schools and students are to be assessed every year using Ministry of Education criteria and the results are to be used to make personnel and pedagogical changes that can be available to the public.	Schools and students are to be assessed every year using the criteria of the Ministry of Education. In addition, there should be sporadic evaluations of specific aspects of school life, such as student poverty, equity, and teacher quality. The results of all evaluations should be made public and easily accessible.

Decomposing ↓

4A.1(1) to (3), decomposing the term of “school and student assessments” into 3 sub-sub-indicators	If “school and student assessments” are specifically defined as assessment of: 1) students’ achievements 2) school principal’s performance 3) teacher performance	If “school and student assessments” are specifically defined as assessment of: 1) students’ achievements 2) school principal’s performance 3) teacher performance	If “school and student assessments” are specifically defined as assessment of: 1) students’ achievements 2) school principal’s performance 3) teacher performance	If “school and student assessments” are specifically defined as assessment of: 1) students’ achievements 2) school principal’s performance 3) teacher performance
----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.2 Development of the SABER SAA Plus Tool for Policy Implementation

For assessment of policy implementation, the following steps are taken to develop the SABER SAA Plus tool in the form of questionnaires at the central, sub-national, school, and community levels.

Step 2-1: Modifying the rubrics on policy intention to the rubrics on policy implementation

For the SABER-SAA Plus policy rubrics (explained in the above section), the descriptions of rubrics (scales of 1 to 4) were modified from policy intention to implementation. For example, if a description for policy intension is “municipal or regional governments *have legal authority* to appoint teachers”, it is modified to “municipal or regional government *appointed* teachers”.

Step 2-2: Modifying the rubrics on polity implementation to questionnaire form

For questionnaire-based interview surveys to various levels in the two pilot countries, the rubrics on policy implementation were changed to questionnaire form by:

- (a) clarifying country-specific terms to avoid the confusion among respondents (e.g. changing “school councils” to APE and COGES for Burkina Faso), and
- (b) allowing multiple-choices for rubrics for sub-indicators (or sub-sub indicators) when the respondents feel there are several actors that play a role in policy implementation (see Table 2-5)

- (c) Rephrasing questions to find out from specific target levels the role played by different actors in policy implementation.

Table 2-5: Example of Questions on Policy Implementation for Sub-sub-indicator 1A1

33	Who has bought and/or distributed textbooks to your school for this school year (2012-2013)? Please choose all that apply from the options below. If your school has not received manual this year, please choose "0". [Multiple choice] (1. Yes 0. No)							
	0	1	2	3	4	5	6	7
[1A1]	None	MENA	DREBA, DPEBA	CEB	Commune	School Director	APE	COGES
a) Purchase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Distribution to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 2-3: Asking supplementary questions related to policy implementation

To further assess differences in policy implementation with respect to the quality and quantity of education services delivered, supplementary questions were added along with the relevant policy indicators. For example, for the policy sub-sub-indicators on the budget for textbooks, the question is added to ask “How many textbooks have you (your school) received for CP2 and CM2 (Calculation and French) this school year (2012–2013)?”

Step 2-4: Development of context questionnaires

To explore means and contexts enabling better implementation, a set of questions were prepared for each type of survey target on the following aspects:

- Leadership of the organization, office, or school
- Organizational structure and human resources
- Financial resources
- Facilities and other resources
- Information on education and population

Step 2-5: List of documents supporting respondents’ opinions about policy implementation

The SABER-SAA Plus tools also aim to collect documents that support responses on policy implementation. This original feature of SABER is important to practically use the knowledge for capacity development. While the SABER-SAA tool for policy intention assumes the collection of legal and official documents and manuals, the Plus tool is designed to collect operational documents that are filled and used by stakeholders during policy implementation. For example, if the school council states that it prepared an action plan, the tool asks a copy or photo of the action plan. Such documents are collected to analyze the degree of implementation and ways to improve regular reporting and monitoring mechanisms.

At first, the survey team defined the category and sample documents to make the list applicable for all countries (See Table 2-6). Then, local consultants localized the list of documents for the pre-survey. After the pre-survey, the team carefully checked the collected documents and updated the list and made a set of sample documents that seemed to be the most typical. The set of sample documents were expected to help the surveyors in the field because titles alone were not enough to collect appropriate documents.

Table 2-6: Main Category of Collecting Documents

Category	Examples of sub-national level	Examples of school level
Organization and staff	<ul style="list-style-type: none"> • Organization chart • TOR 	<ul style="list-style-type: none"> • Year-start report • Year-end report
Planning and report	<ul style="list-style-type: none"> • Annual plan • Annual report 	
Finance & resource	<ul style="list-style-type: none"> • Budget planning • Financial Report • Record of plan/request of school materials • Record/ receipt of distribution of school materials 	<ul style="list-style-type: none"> • Record/ receipt of distribution of school materials and text books
Evaluation & monitoring & training	<ul style="list-style-type: none"> • Record/ Report of evaluation and monitoring of schools/teachers • Record of working hours of teachers • Record of trainings 	<ul style="list-style-type: none"> • Record of working hours of teachers • Record of register of students • Student cards
Examination	<ul style="list-style-type: none"> • Record of scores of school-level examination • Record of school-level graduation examination 	<ul style="list-style-type: none"> • Record of class examination • Record of graduation examination
School council	<ul style="list-style-type: none"> • Records of establishment of SCs • Report of activities of SCs • Report of budget of SCs • Report of trainings and monitoring of SCs 	<ul style="list-style-type: none"> • Record of general assemble • Action plan of SC • Financial report of SC • Accounting book of SC

Step 2-6: Compiling all elements to one questionnaire per target type

One questionnaire was prepared for each target type taking into consideration all the elements discussed above (steps from 2-1 to 2-5) and refining questions by referring to other relevant questionnaires, for example,

- SABER-other domains, namely teacher policy, assessment, and finance
- Public Expenditure Tracking Survey (PETS) and Quality Service Delivery (QSD) Survey (by World Bank)
- International or regional learning achievement surveys (PISA, PASEC, SAQMEC, TIMSS)
- Questionnaire for annual school surveys in Burkina Faso and Senegal
- Questionnaires for impact evaluation surveys on school councils in Burkina Faso, Niger and Senegal (by JICA).

2.3 Overview of Questionnaires

2.3.1 Types of Questionnaires for Pre-survey

As mentioned before, the research developed multi-level questionnaires. Table 2-7 shows all the questionnaires for pre-survey

Table 2-7: Type of Questionnaires (Context and Rubric) for Pre-survey

Targeted area / unit	Targets	Rubric		Context	Document List
		Policy	Implementation		
Central level	ME/ MENA	X		X	
Regional level	IA/ DREBA		X	X	X
Province level	IDEN/ DPEBA		X	X	X
Local level	CEB		X	X	X
	Rural Commune/ Commune		X	X	
Local-level SC Union	Union of APE			X	
	Union of CGE/ COGES				
Schools	School Directors			X	X
School Council	APE			X	X
	CGE/ COGES				

2.3.2 Structures and Types of Questionnaires for Main Survey

After the pre-survey, the team analyzed the result of the survey and modified the questionnaires by mainly eliminating questions that all target groups found difficult to answer. After the Japanese members modified the English questionnaires and then translated them into French, local consultants checked the wording and sentences for country contexts and localized the questionnaires in Senegal and Burkina Faso for the main survey. In particular, the local consultants in Burkina Faso changed the format of the questionnaires to reduce errors in response writing during fieldwork and data entry.

Table 2-8 shows different types of questionnaires for the main survey.

Table 2-8: Types of Questionnaires (Context and Rubric) for Main Survey

Type of target level	Targets (Senegal/ Burkina Faso)	Questionnaires	Document list
Central level	ME/ MENA	Policy Rubric	X
	MOF	Context	
	MATCL/ MATDS	Context	
	Union of APE	Context	
Regional level	IA/ DREBA	Rubric + Context	X
Province level	IDEN/ DPEBA	Rubric + Context	X
Local level	CEB	Rubric + Context	X
	Rural Commune/ Commune	Rubric + Context	X
Local level SC Union	Union of APE	Rubric + Context	
	Union of CGE/ COGES		
Schools	School Directors	Rubric + Context	X
APE	APE	Rubric + Context	X
CGE	CGE/ COGES		

Table 2-9 shows the sections of actual categories of questionnaires of context for the main survey.

Table 2-9: Category of Questions for Each Targets

Section	School level		Sub national level	
	SD	SC	Commune	IDEN/ DPEBA IA/ DPEBA/ CEB
A	School Director	Organizational structure	Leaderships	Leaderships
B	Students	Budget and action plan	Organizational capacity (organization, staffing)	Organizational capacity (organization, staffing)
C	Teacher	Information sharing	Finance and budget	Finance and budget
D	School Operation and Resources	Technical support	Resource for education	Resources for public primary education
E	Monitoring and Local Administration	Opinion and role in public budget management	Information on schools in your commune	Information on schools in your area
F	Evaluation of Schools and Students	More about your schools	School councils and parental associations in primary education	School councils and parental associations in primary education
G	Parents and Community			Location and area
H	Parental Associations and School Councils			

3. Sampling and Target

3.1 Method of Sampling

Three steps are taken for selecting and sampling targets for the survey: (1) selection of regions, (2) selection of communes, and (3) selection of schools, as explained below.

(1) Selection of Regions

For both countries, four target regions are selected by reviewing the following indicators:

- Large share of rural population;
- Large share of public schools (as the survey targets rural public schools);
- With or without JICA technical assistance on school councils, including two regions with JICA assistance (as of 2011) and the other two without assistance;
- Learning results and access;
- Other socio economic indicators; and
- Security situation (some regions were excluded as JICA rules limit visits).

Before the pre-survey, the survey team collected regional statistics (shown in Table 3-1) and identified the candidate regions to be discussed by country stakeholders, namely the Ministry of Education officers. Although some proposed to include more regions, the team decided not to do so because it was not feasible to increase the scope and number of samples, given the survey period and the new tool require close monitoring during implementation. (Detailed indicators shown in Table 3-2 and Table 3-3. For data sources see appendix)

Table 3-1: Criteria of Sampling

Targets	Method	Criteria
Region	Conditional	<ul style="list-style-type: none"> • Ration of public school → Public school • School enrollment rate • Current situation of CGE/COGES • Target Area of JICA Project → Intervention of PAES / PACOGES • School enrollment rate • Urban/Rural, Poverty indicator → Not Urban • Security Arrangement of JICA
Province	All	<ul style="list-style-type: none"> • All provinces in the target regions
Rural Commune/ Commune	Random	<ul style="list-style-type: none"> • Rural commune (about 70% proportional sampling in each Province)
School	Conditional Random	<ul style="list-style-type: none"> • Grades 2 and 6 • Exist CGE/COGES • Average 3 school per a commune, Adjusting by total number schools in a commune

Table 3-2: Criteria / Indicators for Regions in Burkina Faso

IA	Rural / Total population 2006	Poverty Incidence 2003	Private /No. of School 2010	Schooling 2010 (GER) (%)	Completion 2010 (%)	Result of CEP 2010 (%)	National Exam 2010: 2nd_Math	Rate of Organization: APE (%)	Adult Literacy Rate 2007	PACOG ES - JICA
Boucle du Mouhoun	91.5%	60.4	11.6%	75.2	51.8	65.4	36.8	96.9	23.2	
Cascades	80.7%	39.1	11.5%	74.5	43.2	57.3	36.8	94.9	20.4	
Centre	14.6%	22.3	55.4%	84.4	64.6	74.1	52.8	83.1	63.0	2009
Centre-Est	82.5%	55.1	12.7%	77.0	55.1	69.3	48.9	100.0	19.6	2010
Centre-Nord	91.9%	34.0	13.3%	68.9	46.2	69.5	49.4	100.0	16.6	
Centre-Ouest	86.8%	41.3	11.5%	90.4	60.4	60.1	41.6	100.0	28.8	
Centre-Sud	89.5%	66.1	10.5%	89.7	55.6	63.0	41.9	100.0	15.9	
Est	93.4%	40.9	5.0%	53.6	37.7	62.8	44.1	97.9	28.5	
Haut-Bassins	62.4%	34.8	29.8%	85.9	55.1	62.2	44.0	94.6	33.4	
Nord	88.2%	68.6	27.1%	101.4	63.3	70.3	44.3	100.0	27.0	
Plateau Central	92.1%	58.6	20.9%	87.7	53.0	66.1	42.4	100.0	21.1	2009
Sahel	93.3%	37.2	7.2%	44.6	27.8	58.4	36.7	99.7	18.0	
Sud-Ouest	88.7%	56.6	4.0%	77.4	52.8	60.8	44.1	100.0	18.1	

Source: See Appendix in HDD.

Table 3-3: Criteria / Indicators for Regions in Senegal

IA	Rural / Total population 2010	Poverty Incidence* 2001	Private /No. of School 2010	Schooling 2010 (GER) (%)	Completion 2010 (%)	Result of CFEE 2011	SNERS CE2 MATH 2009/	Ratio: N of CGEs/ schools 2008	Adult Literacy Rate 2002	JICA PAES: Starting Date
Dakar	2.8%	18.4	59.6%	117.1	91.5	61.3%	21.0	60%	75.0	
Diourbel	84.5%	12.7	15.7%	58.4	33.2	59.2%	16.5	33%	44.6	
Fatick	86.9%	5.9	4.2%	101.6	60.8	44.7%	16.0	62%	56.7	2010.9
Kaffrine	88.1%		2.7%	48.6	24.5	46.4%	14.8			2011.9
Kaolack	68.3%	13.2	6.3%	109.1	61.3	50.7%	16.3	48%	66.2	
Kedougou	78.6%		0.4%	105.0	66.5	91.6%	14.3			
Kolda	83.6%	10.1	1.6%	110.4	56.0	27.1%	16.0	47%	53.5	
Louga	81.5%	5.1	2.2%	75.5	44.5	60.1%	18.7	70%	44.5	2008.5
Matam	83.1%		2.0%	84.7	49.3	57.6%	14.7	56%	35.6	
Saint-Louis	56.0%	8.6	2.5%	123.3	69.1	51.3%	17.9	52%	60.9	
Sedhiou	84.4%		1.6%	93.2	58.2	54.7%	16.0			
Tamba	79.2%	6.8	2.9%	70.6	37.2	64.9%	14.2	30%	46.7	
Thies	55.8%	12.7	7.8%	104.2	65.0	57.4%	18.6	32%	58.6	
Ziguinchor	52.8%	6.5	7.7%	110.3	84.4	55.1%	16.3	47%	70.9	

Source: See Appendix in HDD.

(2) Selection of Provinces and Communes before Main Survey

All provinces in the targets regions were selected and 70% of the communes in the rural area were selected randomly in each province. About 90 rural communes were selected in both countries (See Table 3-4).

Table 3-4: Number of Selected Commune in Each Regions

a. Burkina Faso

Region	Province	Total num. of rural communes	Selected communes	% of selected
Plateau Central	Ganzourgou	12	7	58%
	Oubritenga	9	6	67%
	Kourweogo	6	4	67%
Centre-Est	Boulgou	15	9	60%
	Koumpelogo	8	7	88%
	Kourittenga	10	6	60%
Centre-Ouest	Boulkiemde	22	14	64%
	Sanguie	11	9	82%
	Sissili	7	5	71%
	Ziro	6	4	67%
Sud-Ouest	Bougouriba	7	4	57%
	Ioba	9	6	67%
	Noumbiel	5	3	60%
	Poni	11	9	82%
Total		138	93	67%

Source: The total number of rural communes is based on the MENA AES.

b. Senegal

Region	Province (Department)	Total num. of rural communes	Selected rural communes	% of selected
Fatick	Dpt Fatick	14	10	71%
	Dpt Foundiougne	5	4	80%
	Dpt Gossas	9	6	67%
Louga	Dpt Kebemer	17	12	71%
	Dpt Linguere	15	11	73%
	Dpt Louga	15	11	73%
Matam	Dpt Matam	6	4	67%
	Dpt Kanel	5	4	80%
	Dpt Ranerou	3	2	67%
Tamba	Dpt Goudiry	13	9	69%
	Dpt Bakel	9	6	67%
	Dpt Koumpentoun	8	6	75%
	Dpt Tamba	8	6	75%
TOTAL		127	91	72%

Source: The total number of rural communes is based on the ME AES

(3) Selection of Schools before Main Survey

The team decided to select about 300 schools for maintaining reliability. At first 3 schools that had students in grades 2 and 6 were selected in each commune. Then the team adjusted the number of schools per commune based on the total number of schools in the area. If a commune had less than 3 schools, 1 or 2 schools were selected. If a commune had more than 17 schools, 6 schools were selected. After selection of about 300 schools, the lists of schools were checked

and modified not to have any bias in the number of students, gender, existence of CGE/COGES, and learning achievements such as result of graduation examination.

3.2 Overview of Target Areas and Schools

Table 3-5 and Table 3-6 show the number of targets and the coverage rates. The coverage rate is 30% in Senegal and 29% in Burkina Faso at the regional level. 13% of schools in Senegal and Burkina Faso each were selected among public schools in the target regions.

Table 3-5: Planned Target after Sampling in Burkina Faso

Targeted area / unit	Detail	All targets in 4 regions	Sampling Method	Targets for survey	Coverage (%)
Central		----	----	4	----
Regional level	DREBA		Conditional	4	31.8%
Province level	DEPEBA	13	All in target region	13	100%
Local level	CEB	138	Random	93	67%
	Commune	---		97	---
Local-level SC Union	Union of APE	---	Almost all	93	---
	Union of COGES	---		10–20	---
School	School Directors	2,906 (2,636 Rural)	Conditional Random	303	11.5% (Rural)
School Council	APE	---		Max. 303	---
	COGES	---		Max. 303	---

Source: Calculated using MENA AES

Table 3-6: Planned Target after Sampling in Senegal

Targeted area / unit	Detail	All targets in 4 regions	Sampling Method	Targets for survey	Coverage (%)
Central		----	----	4	----
Regional level	IA		Conditional	4	28.6%
Province level	IDEN	13	All in target region	13	100%
Local level	Rural Commune	127	Random	91	71.7%
Local level SC Union	Union of APE	----	All in the local government	91	----
	Union of CGE	----		10–20	----
School	School Directors	2,524 (2,324 Rural)	Conditional Random	303	13.0% (Rural)
School Council	APE	----		Max. 303	----
	CGE	----		Max. 303	----

Source: MENA AES

4. Pre-survey

4.1 Tasks and Schedule of Pre-survey

The purpose of the pre-survey and pre-test were to:

- Check draft questionnaires, including feasibility of collecting supporting documents;
- Check the planned survey implementation structures and flows (formulation of survey team, schedule and allocation of surveyors, method and time of interview and other logistic features);
- Check the method of management of collected data and documents
- Collect education statistics of sample schools for main survey (later to be used for analyses).

Overall, the tasks listed below were conducted and PADECO managed and supported the local consultants from late Oct to late Nov 2012 in Burkina Faso and from early Nov to early Dec 2012 in Senegal. For each country, the schedules, the number of targets, and the number of surveyors are summarized and respectively shown in Table 4-1, Table 4-2 and Table 4-3.

Preparations for Pre-test and Pre-survey

- Finalizing the rubric and questionnaires
- Making a list of documents to be collected
- Selecting and making appointments to visit targets
- Preparing logistics (material, printing questionnaires and transportation)
- Preparing for the workshop
- Selecting regional coordinators and surveyors

Training

- 1st day for understanding the research and questionnaires to join the workshop
- 2nd day for understanding procedure of pre-survey and interview.

Workshop

- Day 1: Number of participants: 44 in Senegal and 56 in Burkina Faso, including the government officials, donors, research members, and 16 surveyors.
- Explained the research purpose and pre-survey by JICA-RI
- Participants checked and discussed the procedures and questionnaires.
- After approval by the stakeholders to start pre-survey, the survey team conducted the pre-survey.
- Major comments from the stakeholders are as follows:

[Burkina Faso]

- The indicators proposed for each level (i.e. central, regional, communal, CEB and schools) will help better monitor the implementation of educational policies.
- It is important to pass on the result to the central level so that policies implemented can improve education.
- There are some new legal texts and they help the survey. There is a new decree for the regulation of the COGES that is being prepared.
- There is a difference between regional-level COGES and village level COGES. So, it was said that this difference should be taken into account
- It is necessary to keep the same questions for each target. However, after the pre-test, they will incorporate some changes if necessary.
- The concept of COGES needs to be explained more to surveyors.

[Senegal]

- Some people are not well aware of the concept of decentralization → The survey will measure the awareness on decentralization.
- Governance is an important factor of decentralization → The survey includes governance elements.
- Autonomy is a broad concept. Is the survey enough? → It is not enough, but it is an attempt.
- School budget is a key issue and needs to be tested in the field. → Agreed
- The survey needs to collaborate with IDEN, school directors.

Field Survey

- 4 teams, each of which is responsible for one region. One team comprises one regional coordinator, one survey team leader and two surveyors.
- 4 days in total: one day for IA/DREBBA, one day for IDEN/DPEBA and commune (and CEB in Burkina Faso), and two days for two schools, APEs and CGEs/COGESs.

Japanese members and local consultants accompanied the local survey teams to monitor the quality of interviews.

Pre-survey Follow-up

- Checking and entering responses in MS-Excel sheets
- Checking and organizing collected documents
- To discuss problems and feasibility of questionnaires and procedures of the survey
- To discuss further tasks and schedule for the main survey.

Table 4-1: Actual Schedule of Pre-survey (Burkina Faso and Senegal)

	Task	2013					
		Oct	Nov				Dec
		28	4	11	18	25	2
Burkina Faso	Preparation in Burkina Faso	■					
	Training		■				
	Workshop		▲				
	Field Survey			■			
	Pre-survey Follow-up				■		
Senegal	Preparation in Senegal			■			
	Training				■		
	Workshop				▲		
	Field survey					■	
	Pre-survey Follow-up						■

Table 4-2: Number of Targets for Pre-survey from Regions to Schools

Level of target	Senegal		Burkina Faso	
	Organization	Number	Organization	Number
Regional level	IA	4	DREBA	4
Provincial level	IDEN	4	DREBA	4
Local level			CEB	4
	Rural Commune	4	Commune	4
Local-level school council association	Union of APE	4	Union of APE	4
	Union of CGE	4	Union of COGES	2
Schools	School	8	School	8
School council	APE	8	APE	8
			AME	4
	CGE	8	COGES	4

Table 4-3: Number of Surveyors and Data-entry in Pre-survey

Role and Position	Senegal	Burkina Faso	Notes
1) Central survey team	2	3	
2) Field survey team	4	4	1 team for 1 region
Regional coordinator	4	4	1 for 1 team
Filed Survey Team leader	4	4	1 for 1 team
Surveyors	8	8	2 for 1 team
3) Data entry			
Data Check/ Input support	3	4	

* Transportation for surveyors: Senegal: Car, Burkina Faso: Bus and motor bicycle

4.2 Summary Result of Pre-survey

Japanese members and local consultants discussed the results of the pre-survey for the main survey. Table 4-4 shows the main findings and measures proposed for the main survey.

Table 4-4: Main Findings in Pre-survey and Measures for Main Survey

Point	Finding	Measures
Questionnaires	Some wordings were not suitable for the context of the country, so interviewees did not understand some of the questions.	Local consultant checked and modified the wordings before the main survey.
	Some questions did not correspond to the actual situation of the country.	Local consultant checked and modified questions to correspond to the context of the country. Japanese members modified questions, such as budget, based on collected documents.
	Questioners were so complex and big that the interview took a lot of time.	Japanese members reduced the questions and integrated rubric and context into one questionnaire
Collecting documents	Only titles of the documents were not enough to collect them.	The team modified the document list and prepared the sample documents
	Surveyors did not have digital cameras or smart phones.	The team prepared digital cameras for surveyors and conducted training on how to use the cameras
	It was difficult to organize collected document after the pre-survey	The team developed an entry form for collected documents.

Point	Finding	Measures
Survey implementation	Interviews took a lot of time	According to the original plan, one team consists of three surveyors. In the main survey, one team consisted of four members who were divided into two sub team to conduct interviews simultaneously.
	Some interviewees were not available (Appointments were not confirmed)	Clear appointment and confirmation procedures were defined and regional coordinators monitored the appointments.
Data entry	It was very hard to enter data using Excel sheets.	Local consultants proposed to use CS Pro for data entry.

5. Main Survey

5.1 Common Preparation and Implementation Procedures of Senegal and Burkina Faso

The field survey of main surveys was conducted from 16 April to 21 May 2013 in Burkina Faso and from 14 April to 14 May 2013 in Senegal. This section explains common processes about preparations and procedures of field surveys.

5.1.1 Preparation

(1) Finalizing Questionnaires

- Local consultants finalized the rubric and questionnaires in line with the context of each country.
- The team made a final list of documents to collect and a set of sample documents

(2) Formulation of Survey Teams

- Local consultants selected regional coordinators and surveyors (surveyors of pre-survey became Field Survey Team Leaders) (See Table 5-1)

Table 5-1: Number of Surveyors and Data-entry in Main Survey

Roles and Positions	Senegal	Burkina Faso	Notes
1) Central survey team	2	3	
2) Regional coordinator	4	4	1 coordinator for 1 region
3a) Field survey team	9	9	3 or 4 teams for 1 region
3b) Sub-field survey team	18	18	Each field survey team was divided into 2 sub-field survey team
Field survey team leader	9	9	1 for 1 team
Surveyors	27	27	3 for 1 team
3) Data entry			
Data editing	4	13	Survey team leaders and surveyors became Data editing in Burkina Faso
Data entry	6	6	
Document collection and checking	1	3	

Note: Transportation for surveyors: Senegal: Car, Burkina Faso: Bus and motor bicycle

(3) Selecting Targets and Acquiring Their Contact Information

- The team selected targets for all levels. After making the draft list, the local consultant collected contact information by making calls. If schools did not have grade 6, the team attempted to replace the schools with other schools which had grade 6 within the same commune (if present).

(4) Sending the Letter and Making Appointments

- The team explained the procedures and schedule to ME/MENA and got permission to start the survey.
- ME/MENA sent letters to the targets to request for their cooperation with the survey
- The team sent the document list and questionnaires to sub-national levels of ME/MENA, IA>IDEN.

(5) Making Visiting Plan by Teams

- The team made the visiting plan according to teams. Usually one survey team or sub-field survey team conducted the interviews and collected documents in 1 day for each target (See Table 5-2)

Table 5-2: Time for Conducting Interview for Each Target

Level of Targets	Senegal	Burkina Faso	Unit	Time (day)
Regional level	IA	DREBA	Field survey team	1 Day
Provincial level	IDEN	DREBA	Field survey team	1 Day
Local Level		CEB	Sub field survey team	1 Day
	Rural Commune	Commune	Sub field survey team	1 Day
Local-level school council association	Union of APE	Union of APE		
	Union of CGE	Union of COGES		
School	School	School	Sub field survey team	1 Day
School council	APE	APE		
	CGE	COGES		

(6) Logistics for the Main Survey

- The team got the questionnaires photocopied and prepared stationeries, including digital cameras, for surveyors.
- The local consultants arranged transportation and accommodation for surveyors.

5.1.2 Procedure of Main Field Survey

Figure 5-1 shows the procedure of main survey in Senegal and Burkina Faso.

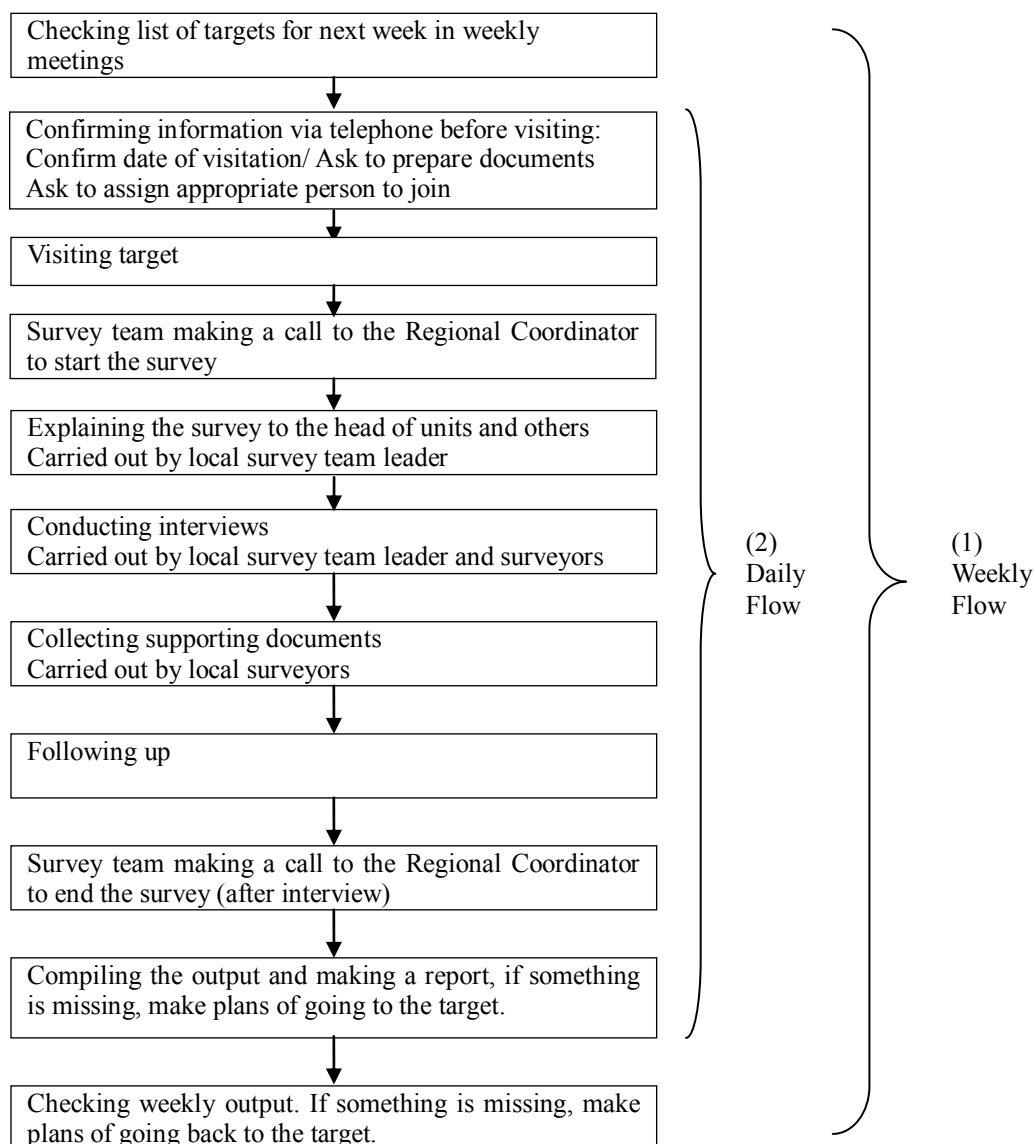


Figure 5-1: Procedure of Field Survey in Main Survey

(1) Weekly Flow

Field survey teams conducted the weekly meetings every Sunday or Saturday. Regional coordinators join the meetings to:

- Check the output of the week, such as responses of questionnaires and collected documents. If output was not appropriate, the survey teams made plans of visiting the targets again.
- Check the schedule of the following week and make appointment. If targets were not available, the survey teams changed the schedule and targets.

(2) Daily Flow

Confirmation via telephone before visiting

- To confirm date of visiting/ To ask to prepare documents
- To ask to assign appropriate person to join

Visiting the target

- To visit the target and call the regional coordinator to start the interview

Explaining and checking the status of supporting documents

- The leader explained the interview and confirmed the collection of supporting documents. If sufficient documents were not collected, the leader asked the head of the organization to assign a person to collect more documents.

Conducting interviews

- The leader along with one surveyor conducted interviews with the head of the targets
- If the interviewees did not answer the question, or the leader requested to assign additional appropriate person for the interview, the targets assigned two or three persons to conduct the interview. Surveyors conducted interviews in parallel.

Collecting supporting documents

- During interview or after interview, surveyors collected supporting documents by photocopying, taking photos or acquiring softcopy. Then, surveyors recorded the supporting documents by registering document information such as Photo ID or file name.

Checking the result at interview site

- After interview and data collection, the survey team leader checked the results with surveyors according to the following points:
 - All of the questions got answered.
 - Appropriate supporting documents were collected and they were recorded on “Record of supporting documents”
 - There were not logical mistakes among questions

Making visit report

- After leaving the interview site, the survey team leader conducted a small meeting with surveyors and made survey reports.
- If the surveyors found some serious problem with the survey method or questionnaire, the survey team leader informed the regional coordinators immediately via telephone.

5.2 Tasks and Schedule of Main Survey in Burkina Faso

Overall, the below listed tasks were conducted and PADECO managed and supported the local consultants from late March to late May 2013 in Burkina Faso.

(1) Training

- 4 days of training was held from 9 to 12 April.
- Regional coordinators, field survey team leaders and surveyors participated as trainees while JICA-RI and local consultants participated as trainers.
- Trainees had some knowledge of the education sector in Burkina Faso. Because of this, the training focused on the following points:
 - Reviewing and using each level of questionnaire.
 - How to collect documents, including photos with digital camera.
 - Flow of the survey including follow-up.

- After 3 days of training, 1 day of field training which includes actually visiting the target school and conducting an interview as simulation.
- While the trainees were checking the questionnaires, they found some basic (wording) and contextual mistakes (not suitable for the situation). The team modified the questionnaires before the main survey.

(2) Field Survey

- The field survey was conducted from 16 April to 21 May 2013
- Field survey teams were mainly located in one region and conducted the interview with each level.
- Regional coordinator and field survey teams conduct weekly meetings on weekends in each region.
- Because during the survey some targets were not available or were difficult to access, targets were changed after discussion with the JICA RI.

(3) Monitoring

- Because the team gave wide-area wireless internet device to regional coordinators and the field survey team leaders, they communicated by e-mail every day.
- Regional coordinators communicated with each team by call every morning and evening. Also they informed the progress and schedule of the survey to local consultants every day.
- Three local consultants accompanied the survey teams to monitor the interview and output.
- The team made additional documents for the survey, such as common questionnaire errors, and the local consultant and regional coordinators were responsible for informing the new information to the surveyors.

(4) After Field Survey

- After the field survey, regional coordinators and surveyors re-checked outputs and targets.
- After that, the local consultant edited questionnaire responses and entered them using CS Pro.

5.3 Tasks and Schedule of Main Survey in Senegal

Overall, the below listed tasks were conducted and PADECO managed and supported the local consultants from late March to late May 2013 in Senegal

(1) Training

- 3 day training was held on 3, 5 and 6 in Apr..
- Regional coordinators, Field survey team leaders and surveyors participated as trainees and JICA-RI and local consultants participated as trainers.
- Trainees had much knowledge about education system as school directors and teachers and many experiences of educational surveys in Senegal. But because SABER SAA plus tools had many new aspects, the training focused on following points:
 - Reviewing and using each level of questionnaires.
 - How to collect documents including taking photos by digital camera.
 - Flow of the survey including follow up.
- After 3 days of training, the additional training was held on 8 Apr. (How to take shot the photos and Remarkable points of getting responses of questionnaires).

- While the trainees were checking the questionnaires, they found simple (wording) and contextual mistakes (not suitable for the situation). The team modified the questionnaires before the main surveys.

(2) Field Survey

- The field survey was conducted from 14 March to 14 May 2013
- Regional coordinator and field survey teams conduct weekly meetings on the weekends.
- Overall, each field survey team was responsible for all targets in one province. Some field survey teams worked for other provinces.
- During the survey, some targets were not available or were difficult to access. Thus, these targets were changed after discussion with the JICA RI.

(3) Monitoring

- Regional coordinators communicated with each team by call every morning and evening. Also they informed the progress and schedule of the survey to local consultants via telephone call every day.
- One local consultant accompanied survey teams to monitor the interview and output.
- The team made additional document for the survey, such as common questionnaire mistakes, and the local consultant and regional coordinators informed new information to the surveyors.

(4) After Field Survey

- After the field survey, regional coordinators and surveyors re-checked the output and target in Dakar.
- After that, the local consultant edited questionnaire responses and entered them using CS Pro.

6. Data Entry and Validation after the Main Survey

6.1 Common Procedures

This section explains common procedures and process for data entry and validation after main survey in both Senegal and Burkina Faso

6.1.1 Data Editing and Data Entry

a) Development of CS Pro entry form

- Entry forms for each questionnaire were developed and tested by local consultants (See Figure 6-1 for example).

b) Checking the actual targets visited

- Checking the package of the completed questionnaire and collected documents per target.
- Checking whether the number and the names of the targets were the same as in the visiting list.

c) Editing responses in the completed questionnaires

- Checking for strange responses or incomplete questionnaires. If editors find them, they are to report them to the local consultants. If needed, local consultants clarify with surveyors and/or interviewees by phone call.
- Improving legibility, in case responses or texts are not easy to read,
- In case of single response questions, the editors record the corresponding answer number.

d) Entering responses using CS Pro

- Entering responses of questionnaires into the entry form of CS Pro
- If data entry staff find strange responses or incomplete questionnaires, they report to local consultants. If needed, the local consultants clarify with surveyors and/or interviewees by phone call.

e) Transferring data from CS Pro to STATA

- After entering data using CS Pro, the files were transferred to STATA.

10. Les critères suivants sont-ils utilisés pour décider du passage

	1) du CI au CP	2) Du CM1 au CM2
a	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>

10. code autre	1) du CI au CP	2) DumCM1 au CM2
i	<input type="checkbox"/>	<input type="checkbox"/>
j	<input type="checkbox"/>	<input type="checkbox"/>
k	<input type="checkbox"/>	<input type="checkbox"/>

11. Avec quelle fréquence les enseignants de CI et CM2 dans votre juridiction/IDEN donnent des devoirs su

a) CP

b) CM2

Figure 6-1: Sample of Entry Form of CS Pro

6.1.2 Data Validation and Update

To improve quality of data, validation and follow-ups were conducted in the following four steps:

Step 1: Prepare the first draft datasets (called “original data” in Appendices in HDD).

After transferring the entered data from CS Pro to STATA, local consultants developed do-files to change the following information and data:

- Changing codes of NA and NP values. During the data edition, positive number 9/99/999 and 8/88/88 were used as NA/NP. Because it is difficult to distinguish NA/NP from actual responses of these numeric data, the research team decided to use negative numbers (-9/-99 and -8/-88).
- Adding labels of variables and values
- If needed, to change the variable names following naming rules.

Step 2: Prepare the second draft datasets.

For the first draft datasets, data were checked mainly by using two types of STATA do-files to address the points summarized in Table 6-1.

- Simple do-files which contain “tabulate” and “summarize” commands. If errors such as outrange and miscoded values were detected by seeing output of commands, the local consultants checked the completed questionnaires and made do-files to update values.
- Do-files that contain commands to check logics each type of target. This type of do-file contained the program logics to check the errors and generate checking variables of which the values are zero (0) for OK and minus one (-1) for check. Then, a list of cases with potential errors was made to be checked. Using the lists, the local consultants tried calling interviewees, comparing questionnaires, and checking the logic of do-files as much as possible as follow-up and then modified the data as needed.

Step 3: Prepare the draft final datasets.

The second draft datasets were checked again by Japanese members. According to the revised list of checked variables (shorter than the list of Step 2), the local consultants followed up again as much as possible for priority variables (e.g. those on school councils) and modified the data as needed.

Step 4: Prepare the final datasets

The draft final datasets were updated by integrating the results of the checked data entry errors and the field visiting reports (originally entered in MS Excel). Labeling and ID variables were also revised as needed.

Table 6-1: Points of Data Validation and Updating

1.0	List of target identifications
a)	Check whether the number of observations in the STATA data is the same as the number of completed questionnaires
b)	Check whether the number and names of the targets in the STATA data are the same as in the contact list
1.1	Using summary statistics of single variables
a)	Check the number of observations.
b)	Check the min and max (Abnormal data of age, year, number of persons, amount of money and the number of textbook and materials)
c)	Note if any problems exist for follow-ups. (The remarks may be written as a summary of findings through the following 1.2 to 1.5 procedures.)
1.2	Frequency (tabulations) of single variable
a)	To check the reason behind the missing values
b)	To check the reasons behind “Not applicable” (NA), and “Ne sais pas (Don’t know)” (NP) responses.
c)	To find abnormal values caused by data entry or interviews.
1.3	Variables that may have “Not applicable” (NA) with good reasons
a)	To check the questions which have been skipped without good reasons.
b)	To check the reasons behind the missing values and “Not applicable” (NA) and “Ne sais pas” (NP) responses.
1.4	Variables that may have “Not applicable” (NA) with good reasons: APE/CGE/COGES
a)	The question could be skipped or answered as ‘NA’ in case of APE or COGES
1.5	Logical check among variables in a single dataset
a)	Example of a questionnaire for School director (Senegal)
	Number of students: Is the sum of “the number of male/female students by grade” the same as the responses on “total number of male/female students”?
	Linkages between numbers of students, classes, and teachers for each grade or multi-grade class: (Number of students, Number of classes), (Number of multi-grade classes), (multi-grade classes) and (Number of teachers)
	(Number of days school opened last school year) and (Duration of strike in the last school year)
	(Remedial or supplemental classes) and (Days and hours of remedial or supplemental classes)
1.6	Tabulation of the status of collected documents by survey teams
	a) With each of these variables and the variable on IDEN or DPEBA (or/and team leader name), prepare two-way tables (cross-tables).
	b) List remarks
	c) Check the justification and the degrees of document collection

6.2 Results and Limitations of Validation of Burkina Faso

6.2.1 Planned and Actual Targets

Table 6-2 shows the differences between planned and actual targets. During the field survey some targets were changed. Differences and reasons are as follows:

- One commune was dropped for the survey, because it didn't have any schools.
- Three schools were changed, because two schools didn't have grade 6 and in another school the school director was not available during the field survey.

Table 6-2: Planned and Actual Targets in Burkina Faso

Targeted area / unit	Detail	Planned num. of targets	Actual num. of targets	Num. of Changed targets
Regional level	DREBA	4	4	
Provincial level	DPEBA	13	13	
Local level	CEB	93	93	
	Commune	97	96	1
Local-level SC Union	Union of APE	91	74	--
	Union of COGES	10–20	21	--
School	School Directors	303	303	3
APE	APE	Max 303	302	--
COGES	COGES	Max 303	130	--

6.2.2 Validation of Datasets and Limitations in Burkina Faso

The local consultants completed draft datasets in the following schedules:

- The first draft datasets were prepared from July to Sep. 2013 (SD, SC, CL and CEB was submitted early July through mid Sept. and DPEBA, DREBA and USC from early July to end of Sep.)
- The second draft datasets were prepared from early Oct to early Dec. 2013. (SD, SC, CL and CEB from early Oct to end of Nov., and DPEBA, DREBA and USC from mid Nov to early Dec)
- Draft final datasets were sent from early Jan to mid of Feb, 2014. Then, the final draft datasets was finalized.

Overall, the first draft data has quite a lot of errors, especially in the SD, SC and CEB datasets.

PADECO also compared the first draft datasets (about 10% of the questionnaires) with the written responses in the completed questionnaires, a method called spot check. With an exception of variables with NA (not applicable) or NP (do not know) responses, almost all variables were checked. The average number of detected data entry errors per questionnaire was 4 for SD, 2 for SC, 1 for CL, 3 for CEB and 3 for DPEBA (see Appendices in HDD for details). It accounts for about 1% of the total variables checked. There are specific variables for which the data entry staff made systematic errors (e.g. SDSA35A4 CESD11A). For these variables, local consultant reviewed all questionnaires to identify errors. For the identified errors in data entry, they were replaced with the correct values using the do-files for the final datasets.

Yet, the final datasets still have some errors. According to the types of errors, the errors that could remain in the current datasets are summarized in Table 6-3. Another limitation comes from the method of validation. The do-files and check lists focused on basic checking, such as the values of single variables and some key combinations of variables, related to school councils, teachers, and students. Thus, they do not cover all potential data issues that are expected to be further addressed by researchers depending on their interests. It may be also helpful to cross check basic statistics with data from other sources, such as annual education survey and graduation examination.

Table 6-3: Types of Errors and Current Status (Burkina Faso)

	Type	Possibility of remaining errors
1	Interviewee's misunderstanding	While many errors or inconsistencies in responses have been already detected and fixed, the validation processes could not cover the all possible issues.
2	Surveyor's error	
3	Error in data transfer from CS-Pro	Not significant in the initial or final datasets according to the result of checking the data with some of the completed questionnaires.
4	Data-entry error	A small number of data entry errors in each questionnaire seem to remain as found during spot check.
5	Error in the coding, labeling, and updating of values of the do-files prepared by the local consultant	Even though significant mistakes of do-file programming were not found during the validation phase, some probably exist.
6	Other errors	Among the errors identified during the validation process, some are still not solved. Also, there may be other errors that are not yet identified in this validation process.

6.2.3 Summary of Collected Documents in Burkina Faso

(1) Results of Document Collection by Targets

Overall

- Based on the comparison of collecting rates among regions and type of documents, the following are possible reasons for the presence of discrepancies.
 - Differences among regions: Capacity of regional administration can be a plausible reason. When an administration is well-organized, keeping and finding document is easier. Capacity of surveyors seemed not to make the difference, because all surveyors had a good level of training. Also, team leaders and surveyors had samples of requested documents.
 - Differences among schools: Experience of school directors seemed not to affect the rate of document collecting.
 - Low rate of Records of teaching hours: Recording working hours is not common in Burkina Faso. Especially, teacher unions often refuse to record teaching hours.
- Because Surveyors focused too much on the title and the appearance of the sample documents, they were unable to collect relevant documents as they disregarded those which looked different from the sample.

SD

- More schools in the South West region submitted the requested documents compared to the Central East.
- Records of teaching hours and the year-end school reports were not adequately collected.

SC

- For one document on APE, the cashbook (record) of contribution of parents, the collection rate is very high. However, the records of financial management for COGES were not adequately collected

CO

- Some communes did not have the documents related to COGES, even though they were in the target area of PACOGES.
- Documents related to equipments for schools were not adequately collected.

CEB

- Documents related to COGES were not adequately collected.
- Record of teaching hours was not adequately collected.

DPEBA

- Record of teaching hours was not adequately collected.
- Documents related to equipments for schools were not adequately collect.

DREBA

- Record of teaching hours was not adequately collected.
- Documents related to equipments for schools were not adequately collect.

(2) Result of Checking Documents as Actual Files

The review of the collected documents revealed that the documents were not necessarily the correct ones intended for collection. As a spot check, the following documents were reviewed to see whether they were appropriate for all regions by checking actual documents.

Results of CEP Document Collection: According to the surveyors, the collection rate of CEP documents from schools is about 80%. However, after checking the actual documents, the real collection rate was found to be about 70%. It is possible that the surveyors failed to name or register the photo files properly, making it difficult to find the photos.

Record of Teaching Hours: According to the surveyors, the collection rate for ‘record of teaching hours’ is about 50%. However, after checking the actual documents, it was found that the real collection rate was about 30%. As mentioned before, not many schools record teaching hours and surveyors seemed to have gotten different documents.

School Inspection Report: According to the surveyors, the collection rate for ‘report of inspection of school from CEB’ is about 90%. However, after checking actual documents, it was revealed that the real collection rate was about 80%. Many surveyors collected reports related to classes and teachers and not those concerned with the inspection of school administration.

Record of the Newly Created Commune-Level Union of COGES: According to the surveyors, the collection rate for ‘record of creation of union of COGES in Communes’ is about 40% in the PACOGES target regions. After checking the actual documents, it was found that the real collection rate was about 30%.

6.3 Results and Limitations of Data Validation for Senegal

6.3.1 Planned and Actual Targets

Table 6-4 shows the differences between planned and actual targets. During the field survey some targets were changed after approval of JICA-RI, and after the field survey some questionnaires were almost empty. Differences and reasons are as follows:

- Two communes were changed, because they were in islands and difficult to access.
- One commune was changed because it was in a mountainous area and difficult to access.
- 15 schools were changed because they were already closed and some of them were for nomads
- 10 observations of APE/COGES were dropped from STATA data, because interviewees were not available in 6 targets and APE/CGE were not active in 4 targets.
- The local consultant could not collect contact information of the Union of APE from IDEN or the commune; the contact information could only be acquired in the field. It means that the actual number of active Union of APE is not clear.

Table 6-4: Planned and Actual Targets in Senegal

Targeted area / unit	Detail	Planned Num. of targets	Actual Num. of targets	Num. of Changed targets
Regional level	IA	4	4	
Provincial level	IDEN	13	13	
Local level	Rural Commune	91	91	3
Local-level SC Union	Union of APE	Max 91	16	--
	Union of CGE	10–20	19	--
School	School Directors	303	306	15
APE	APE	Max 303	289	--
CGE	CGE	Max 303	230	--

6.3.2 Validation of Datasets and Limitations in Senegal

The local consultants completed draft datasets in the following schedules:

- The first draft datasets were prepared from July to Oct. 2013 (SD, SC and CL submitted early July through late Sept. and IDEN, IA and UC from end of Sept. through mid Oct.)
- The second draft datasets were prepared from the end of Oct. to early Jan. 2014. (SD from end of Oct to early Dec, SC and CL from early Nov to early Jan., 2014, IDEN and IA from mid Nov to end of Dec., and UC from mid of Nov. to mid of Jan 2014)
- Draft final datasets were sent from early Jan to early Mar, 2014. Then, the final draft datasets was finalized..

Overall, the first draft data has quite a lot of errors, especially in the SD and SC datasets. For SC, the initial dataset that was used to prepare the first draft data was completely wrong due to serious errors in designing CS Pro data entry formats and transferring the data into STATA. The local consultants could not find these issues until JICA-RI members noticed them in late August and it took time to fix these basic issues and prepare the first draft dataset. Since then, the errors in the subsequent validation steps have reduced.

PADECO also compared the first draft datasets with the written responses in the completed questionnaires as a spot check (about 10% of the questionnaires). With an exception of variables with NA (not applicable) or NP (do not know) as responses, almost all variables were checked. The average number of detected data entry errors per questionnaire was 13 for SD, 10 for SC, 5 for CL, and 8 for IDEN (see Appendices in HDD for details). It accounts for about 1% of the

total variables checked. There are specific variables for which the data entry staff made systematic errors (e.g. sdsh12a1a sdsh12a2a). For these variables, local consultant reviewed all questionnaires to identify errors. For the identified errors in data entry, they were replaced with the correct values using the do-files for the final datasets.

Nonetheless, the final datasets still have some errors. According the types of errors, the errors that could remain in the current datasets are summarized in Table 6-5. Another limitation comes from the method of validation. The do-files and checklists focused on basic checking, such as the values of single variables and some key combinations of variables, related to school councils, teachers, and students. Thus, they do not cover all potential data issues that are expected to be further addressed by researchers depending on their interests. It may also be helpful to cross check basic statistics with data from other sources, such as annual education survey and graduation examination.

Table 6-5: Types of Errors and Current Status (Senegal)

	Type	Possibility of remaining errors
1	Interviewee's misunderstanding	<ul style="list-style-type: none"> While many errors or inconsistencies in responses have been detected, the validation processes could not cover all the possible issues.
2	Surveyor's error	
3	Error in data transfer from CS-Pro	<ul style="list-style-type: none"> Not significant in the final datasets as revealed by checking the data with some of the completed questionnaires (although the issues were serious before).
4	Data-entry error	<ul style="list-style-type: none"> A small number of data entry errors in each questionnaire appear to remain according to the spot check.
5	Error in the coding, labeling, and updating of values of the do-files prepared by the local consultant	<ul style="list-style-type: none"> Although some mistakes of do-file programming were already found during the validation phase, some probably remain. (8 programming errors were found in the do-file to update SD datasets).
6	Other errors	<ul style="list-style-type: none"> Among the errors identified during the validation process, some are still not solved. Also, there may be other errors that are not yet identified in this validation process.

6.3.3 Summary of Collected Documents in Senegal

(1) Results of Collecting Documents by Type of Targets

Overall, the rate of document collection differs by region and type of documents (see in HDD appendix for details) as below pointed. In general it was easier to find documents when the administration was well-organized.

SD

- More schools in the Fatick region submitted the requested documents than in Matam. The reason for less number of schools submitting documents could be that many new teachers are dispatched into rural areas and they may be less experienced to organize documents at school.
- The documents on teaching hours, attendance of students and standardized examination were not adequately collected. One reason for insufficient document collection for standardized examination is that it is not yet familiar in every area.

SC

- APE's documents were not adequately collected
- Matam and Tamba have a fewer number of CGEs which submitted documents, because CGEs are not active in these regions.

CR

- Only some CR has documents related to CGE
- Only some CR has documents related to equipment and materials for schools

IDEN

- Documents related to CGE were not adequately collected in Louga, Matam and Tamba
- Documents related to standardized examination were not adequately collected except in Louga.

IA

- Almost all documents were collected.

(2) Result of Checking Documents with Actual Files

The review of the collected documents revealed that they are not necessarily the correct documents that were intended for collection. The following documents were reviewed through spot check to see if they are appropriate for the Fatick region.

Results of CFEE Document Collection: According to the surveyors, the collection rate of CFEE document from schools is about 70%. However, after checking the actual documents, it was found that the real collection rate is about 60%. Moreover, the contents are different among the schools; one is only number of students, while another is a list of students.

Record of Teaching Hours: The survey collected two types of documents of teaching hours. As both have very similar names, surveyors seemed to think that they needed only one document (after checking the actual documents, it was found that surveyors collected only one documents, but they were reported to collect two).

School Inspection Report: Surveyors were to get this report from three IDENs in Fatick, but two were not found and another was not appropriate.

Record of the Newly Created Commune-Level Union of CGE: According to the surveyors, the collection rate of 'Record of creation of Union of CGE from Communes' is about 40% in Fatick regions. However, after checking the actual documents, it was found that the surveyors collected documents for school-level CGE and not Union of CGE.

7. Datasets of the Main Survey

The data consists of the following information.

- STATA data files that contain responses of questionnaires of field survey, visiting report and result of checking physical collected documents.
- The HDD contains the all files of collected documents, such as photos, hard copies (scanned thereafter), and soft copies organized by the survey target in a corresponding sub-folder.

7.1 Structure of SABER SAA Plus Database Set of Burkina Faso

(1) Overview of STATA Datasets

There are seven STATA data files prepared for Burkina Faso as listed in Table 7-1 (See HDD in appendices for all the original data files and do-files used to prepare the final data files.)

Table 7-1: Final Dataset of Burkina Faso

	Detail	STATA data file name	Date last updated	Number of observations	Number of variables
1	DREBA	DREBA_0315.dta	2014/3/15	4	987
2	DPEBA	DPEBA_0315.dta	2014/3/15	14	1000
3	CEB	CEB_0315.dta	2014/3/15	93	1045
4	Commune Rural	CR_0315.dta	2014/3/15	96	707
5	Union of APE Union of COGES	UC_0315.dta	2014/3/15	95	405
6	School Directors	SD_0315.dta	2014/3/15	303	1307
7	APE COGES	SC_0315.dta	2014/3/15	432	647

(2) ID Variables of Burkina Faso

Table 7-2 summarizes ID variables included in each STATA data files.

- Each target's data has three types of key data: (1) Questionnaire number, which is form of a serial number for each level. For example, school Questionnaire number "QSD" has values ranging from 101 to 606 (2) Target ID, which is a string identifier of target, such as "SD-PC-001" in the data of visiting reports, and (3) Numeric code of DREBA, DPEBA, commune, CEB and school. For example, the school code of "A04" is followed by values ranging from 11011 to 44093 (APE/COGES and USC have only composite key (Other Code + Flag of APE/COGES)).
- Lower level target has identifiers of upper targets, these data can be used as a foreign key to link to upper data. For example, DREBA code A01 of SD data is the foreign key to DREBA data.

For almost all variables, the STATA data files also include the French labels (short definitions) that are corresponding to the questions in the questionnaires (see Appendices of summary statistics with the variable labels). For the values of categorical variables, the STATA data files also include the French labels (short definitions). (See Appendices as examples of tables of variables with the value labels). The STATA data files also include the labels in English (the users can change the labels from French to English with the STATA commands “label language en” or “label language fr”). However, labels are translated into English using an automatic translation software and thus, the quality of translation is not good. Consequently, data users who prefer English are recommended to use the data files with the English questionnaires for which the translation is of better quality than the labels.

(4) Visiting Report of Each Target

The original dataset of the visiting reports, which was in French, was combined with the questionnaire data already in STATA during “Step 4: Prepare the final datasets”. After combining the two datasets, the information of the visiting reports was translated into English.

(5) Documents Organized for Each Target

The main survey collected thousands of documents in form of photos, scanned files and soft copies. They were organized according to targets and levels, which means each target has its own folder that contains its document files.

7.2 Datasets of Senegal

(1) Overview of STATA Datasets

There are six STATA data files prepared for Senegal as listed in Table 7-3 (See Appendices in HDD for all original data files and do-files used to prepare the final data files).

Table 7-3: Final Data Set of Senegal

	Detail	STATA data file name	Date last updated	Number of observations	Number of variables
1	IA	Data_IA_0315.dta	2014/3/15	4	842
2	IDEN	Data_IDEN_0315.dta	2014/3/15	13	1015
3	Commune Rural	Data_CL_0315.dta	2014/3/15	91	631
4	Union of APE Union of CGE	Data_USC_0315.dta	2014/3/15	33	381
5	School Directors	Data_SD_0315.dta	2014/3/15	306	1287
6	APE CGE	Data_APECGE_0315.dta	2014/3/15	473	673

(2) ID Variables of Senegal

Table 7-4 summarizes ID variables included in each STATA data file.

- Each target’s data has two type of key data: (1) Target ID, which is the string identifier of target such as “SD-F-001”, and (2) Numeric identifier by region, province, commune, and school. For example, the school code of “sdid” is followed by values ranging from 11011 to 44063. According to the numbered identifier (2), SC(APE/CGE) and USC don’t have a unique code but the code consists of two variables (“acida4a + Flag of APE/CGE f” or APE/CGE and “uacida3a + Flag of APE/CGE” for USC).

- Lower level target has identifiers of upper targets, these data can be used as a foreign key to link to upper data. For example, the IA code *sdida1a* of SD data can be linked to IA data.

Table 7-4: ID Variables of Senegal

		SD	SC	CR	IDEN	IA	USC
	Target ID *	<i>sdida5</i>	<i>acida5</i>	<i>clida4</i>	<i>idida3</i>	<i>iaida2</i>	<i>uacida4</i>
Region Code	IA name *	---	<i>acida1a</i>	---	<i>idida1a</i>	<i>iaida1a</i>	<i>uacida1a</i>
	IA code	<i>sdida1a</i>	<i>acida1an</i>	<i>clida1a</i>	<i>idida1an</i>	<i>iaid</i>	<i>uacida1an</i>
Province Code	IDEN name*	---	<i>acida2a</i>	---	<i>idida2a</i>	---	<i>uacida2a</i>
	IDEN code	<i>sdida2a</i>	<i>acida2n</i>	<i>clida2a</i>	<i>Idid</i>	---	<i>uacida2an</i>
Local government code	Commune name *	---	<i>acida3an</i>	<i>clida3a</i>	---	---	<i>uacida3a</i>
	Commune code	<i>sdida3a</i>	<i>acida3a</i>	<i>clid</i>	---	---	<i>uacida3n</i>
School code	School * name	<i>sdida4a</i>	<i>acida4a</i>	---	---	---	---
	School code	<i>sdid</i>	<i>acid</i>	---	---	---	---
Flag of Level of USC IA level (1)/IDEN level(2)		---	---	---	---	---	---
Flag of APE (1)/CGE(2)				<i>acidtype</i>			<i>uactype</i>

Note *: Variable type is string

(3) Names of Variables and Labels in STATA Data of Senegal

The general rule of naming variable in STATA data files is as follows: (acronym for type of targets) + (section name in the questionnaire) + (question number) + (sub-question number). For example, the variable name of *sdsa01* is composed of “sd+sa+01.” That is, this variable is for “school director (sd)” and for a question in Section A(sa), number 1 (01). See also Figure 7-2 for other examples.

Some variables do not meet this general naming rule (due to various reasons including errors in designing data entry formats and responses that did not follow the questionnaire format in line with the local contexts). Some variable have exceptional names (See Appendix for detail).

Section A: School Director										
1	What is your (school director) age?	[		]	years					-> <i>sdsa01</i>
2	Are you a full-time school director?	1: Yes, no teaching	[		]	0: No, teaching in one class	[		]	-> <i>sdsa02</i>
Section B: Students										
1	Please write the number of students and repeaters by grade and gender and the number of classes in your school for this school year (2012/2013). (Note: “Repeaters” means the number of students who are repeating their current grade (without taking into consideration the number of times repeated))									
		1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2	7. Total		
a) Male students	-> <i>sdsb01a1</i>									-> <i>sdsb01a7</i>
b) Female students	-> <i>sdsb01b1</i>									
c) Male repeaters in that grade	-> <i>sdsb01c1</i>									
d) Female repeaters in that grade	-> <i>sdsb01d1</i>									

Note: Italic is variable name

Figure 7-2: Example of Variable Names of STATA Data of Senegal

For almost all variables, the STATA data files also include the French labels (short definitions) that are corresponding to the questions in the questionnaires (see Appendices of summary statistics with the variable labels). For the values of categorical variables, the STATA data files also include the French labels (short definitions). (See Appendices as examples of tables of variables with the value labels). The STATA data files also include the labels in English (the users can change the labels from French to English with the STATA commands “label language en” or “label language fr”). However, labels are translated into English using an automatic translation software and thus, the quality of translation is not good. Consequently, data users who prefer English are recommended to use the data files with the English questionnaires for which the translation is of better quality than the labels.

(4) Visiting Report of Each Target

The original information of visiting reports, compiled in MS Excel, is in French. Before combining this dataset with the STATA data during “Step 4: Prepare the final datasets”, the information of visiting reports was translated into English.

(5) Documents Organized for Each Target

The main survey collected thousands of documents in form of photos, scanned files and softcopies. They were organized according to targets and levels, which means each target has its own folder that contains its document files.

8. Central Survey

The central survey was conducted at the Ministries of Education, Finance, and Decentralization and the Union of APE. Mainly local consultants visited these central authorities and conducted interviews and collected updated information and documents on the organizations, policies, rules, and budgets. The results are expected to help researchers in analyzing the field survey data in light of details on policy intentions. (See Appendices in HDD for results) The sections below brief the coverage of responses for each target in the two countries.

8.1 Central Survey in Burkina Faso

Information on acquired responses and documents are as follows:

MENA

- MENA answered all indicators of policy rubric, including both APE's and COGES's scores about indicators related to school council.
- 42 documents were collected as evidence to support the scores of rubric.
- ME answered almost all questions of the context questionnaire, except details of budget such as operational and capital.

MATDS

- MATDS answered almost all questions of the context questionnaire, but did not include the financial details of education.

MOF

- MOF didn't answer the questions, but the local consultant collected some financial documents.

Union of APE

- UAPE answered almost all questions of the context questionnaire.

8.2 Central Survey in Senegal

Information on acquired responses and documents are as follows:

Ministry of Education (ME)

- ME answered all indicators of policy rubric, including both APE's and CGE's scores about indicators related to school council.
- 55 documents were collected as evidence to support the scores of the rubric.
- ME answered almost all questions of the context questionnaire except budget details such as operational and capital budgets.

MDCL

- MDCL answered almost all questions on organization and staffing, general finance and operations related to education at commune level, except detailed financial information of education.

MOF

- The local consultant visited MOF four times. As the offices of MOE were very busy preparing the budget, they couldn't give answers or provide documents. The local consulate only got a document related to the education budget from ME.

Union of APE

- UAPE answered almost all the questions of the context questionnaire.

9. Background Data

Background data were collected from the following three types of existing data that the central ministries manage: (1) annual education statistics, (2) primary school graduation examination results, and (3) national learning assessment surveys. The background data were initially used in selecting the sample regions, communes (towns), and schools before the field survey. Additional data were then collected after the field survey to update the background data files (See Appendix in HDD for list of background database and data collected). The background databases will also make clear the limitations of the existing databases to clarify the potential value added by the new data from the field survey and to provide recommendations for improving the next rounds of the country's regular data collections and surveys. The below sections brief on the background data collected in the two countries.

9.1 Background Data in Burkina Faso

Table 9-1 summarizes the data collected up till March 2014.

(1) Annual Education Statistic Data

MENA collects basic statistics from all primary schools in the beginning of every school year, (using the questionnaire called "ENQUÊTE ANNUELLE"). MENA also publishes reports, called "national education statistics" (ANNUAIRE STATISTIQUE DE L'ÉDUCATION NATIONAL), which include statistical tables by DREBA (region) and DPEBA (province). MENA also maintains the database that can provide the data by each school for each indicator. However, it requires the time of MENA statisticians to prepare such school level data files extracting them from big databases in MS-ACCESS. Thus, the survey team requested a minimum set of indicators, including number of students, number of teachers, COGES, and textbooks, from 2010 to 2013. The team received the data in form of MS Excel worksheet. (MENA also provided data as Cub files for MS-Excel. But it is very hard to extract specific data.)

(2) Graduation Examination: CEP

ME conducts CEP in June every year. CEB (district education office) aggregates the results for all the schools in the CEB and send the results to each province. At the central level, the CEP data are the aggregated data by CEB (district) and the data by school are not available. To collect school-level CEP results (pass rates), it is necessary to directly contact each school or CEB which compiles school level results. However, it is difficult to ask CEB for the records of the past few years. Thus, the survey team decided to focus on the collection of last year's CEP results from the sample schools and CEBs in the main survey and follow up accordingly.

(3) National Large-Scale Assessment: EAS

Burkina Faso has a national system to assess student learning achievement, called EAS (Enquête sur les acquis scolaires). It is conducted almost every two years. This assessment is implemented at national representative, sample primary schools selected from all regions for two grades on several subjects. The specifications regarding the numbers of sample schools and students, target grades, and subjects change based on the year of the survey.

EAS has a questionnaire to school directors about school characteristics including the existence of COGES and APE and their activities. Therefore, it may be useful in analyzing the role of COGES as well as other factors to explain the level of student learning achievements. Such analyses may complement the limitation of our survey data that target only four regions (not nationwide).

Table 9-1: Results of Collected Background Data (Burkina Faso)

	Name of data	Comment to data	2010/ 2011	2011/ 2012	2012/ 2013
Annual Education Statistic Data	Num. of students	By gender and grades	X	X	X
	Num. of teachers	By gender	X	X	X
	Num. of classes	By grades	X		
	Situation of APE and COGES	Existence/ Active	X	X	X
	Num. of students who repeated	By gender and grades		X	X
	Textbook for students	French		X	X
		Math		X	X
	Guidebook for teachers	French	X		
	Math	X			
Graduation examination	CEP*1		X	X	X
National Large- Scale Assessment	Enquête sur les acquis scolaires			X	

Note:* Only CEB level, not school level

9.2 Background Data in Senegal

Table 9-2 summarizes the data collected up till March 2014.

(1) Annual Education Statistic Data

ME collects basic statistics from all primary schools in the beginning of every school year, (called “Campage statistique”). ME also publishes the reports, called “national education statistics” (ANNUAIRE STATISTIQUE NATIONAL), which include statistical tables by IA (region). ME also maintains the database that can provide the data for each indicator of each school. However, it requires the time of ME statisticians to extract data from big databases to prepare such school level data files. Thus, the survey team requests a minimum set of indicators including number of students, number of teachers, existence of APE and CGE and textbook for students from 2007 to 2013. The team received the data in form of MS Excel worksheet. (See Appendices in HDD for details).

(2) Graduation Examination: CFEE

ME conducts CFEE in June every year. ME also manages the CFEE databases that can generate data of school for the following key variables: the numbers who take and pass the exams according to the gender of student. The survey team received such data in form of MS Excel worksheet.

To merge the data files, there are issues in ID numbers for schools. CFEE databases have not been necessarily using the same ID number for the same schools in recent years. Thus, researchers need to match the names of IAs (region), IDENs (department), and schools in the databases to the same schools before merging the multiple-year data files. Furthermore, the CFEE school ID numbers do not follow the common rules of the ID numbers in ME’s annual education statistics. Therefore, the survey team could not merge both data in the given contract period.

(3) National Large-Scale Assessment: SNERS

Senegal has a national system to assess student learning achievement, called SNERS. The first assessment was conducted in 1996 and it has been conducted every two or three years since then. This assessment is implemented at national representative, sample primary schools selected from all regions for two grades on several subjects. The specifications regarding the numbers of sample schools and students, target grades, and subjects change based on the year of the survey.

SNEAS has a questionnaire for school directors about school characteristics including the existence of CGE. Therefore, it may be useful in analyzing the role of CGE as well as other factors to explain the level of student learning achievements. Such analyses may complement the limitation of our survey data that target only four regions (not nationwide).

Table 9-2: Result of Collecting Background Data (Senegal)

	Data	Notes	2007/ 2008	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	
Annual Education Statistic Data	Num. of students	By gender and grades	X		X	X	X	
	Num. of teachers	By gender and grades	X		X (not by gender)	X	X	
	Num. of classes	By grades						
	Situation of APE and CGE	Existence/ Active	X			X	X	
	Text book for students	French		X			X	X
		Math		X			X	X
Guidebook for teachers	French							
	Math							
Graduation examination	CFEE		X	X		X	X	
National Large-Scale Assessment	Système Nationale d'Evaluation des Rendements Scolaires (SNERS)		n.a.	X	n.a.	X	n.a.	

Note: n.a.: Not applicable as SNERS is not conducted every year.

10. Feedback to Stakeholders

10.1 Feedback Seminar in Burkina Faso

After analyzing the result of the main survey, the survey team conducted a feedback seminar in Burkina Faso. On December 4, 2013, the Ministry of National Education and Literacy, WB, and JICA co-hosted an interim report seminar for the central and local government officials of Burkina Faso, donors, and NGOs. All presentation materials are included in the Appendices in HDD.

At the beginning of the seminar, opening addresses were given by the respective officials of the Ministry of National Education and Literacy, WB, the Embassy of Japan, and JICA Office. Subsequently, Ms. Angela Demas, Senior Education Specialist of the WB Headquarters, and Mr. Kazuro Shibuya, a staff member of JICA's Human Development Department, who was on a temporary World Bank assignment at the time, reported the status of the progress of the entire SABER program individually. While WB and JICA have advanced the development of indicators covering several policy fields, it was reported that the indicators to measure the "quality of policy" pertaining to school management and accountability were improved based on the trial results of work that was carried out jointly with JICA during the preparation period for the research. Further, the development of analysis tool in relation to the "quality of policy implementation" is also a future challenge, which Ms. Demas referred to as the significance of the joint research with JICA.

Subsequently, on behalf of the joint research team, JICA Senior Research Fellow Takako Yuki and Professor Damien Lankoande (CEDRES) presented the interim report related to the "quality of policy implementation." The presentation was based on the surveys conducted in four regions of Burkina Faso. The participatory school management system has been implemented about five years since the law was established. They, however, pointed out that only two regions, among four target provinces, which have ongoing JICA technical cooperation projects ("School Management Committee Support Project / Le Projet d'Appui aux Comités de Gestion d'Ecole: PACOGES") have implemented the policies. The analyses on these two regions addressed the gaps among schools and regions in the area of: the contents and levels of the school management system; information on students' school achievement surveys that the principals have; the roles and general abilities in the local administration; and the availability of management documents. Yuki also gave a report on the correlation between these gaps and learning achievements.

Furthermore, Ms. Yoko Matsutani, Chief Advisor to the JICA Technical Project (PACOGES), also presented the cases of pilot schools. Mr. Assane Badini of Planning Bureau of the Ministry of National Education and Literacy, a key person for the joint research, presented the implementation status of the basic education strategy (PDSEB2012–2021), the current state of the implementation monitoring mechanism at the central and local levels, and the issue of capacity development. Lastly, Mr. Masahiro Hara explained the plan of PACOGES phase 2.

The participants' comments and questions include:

- Knowing the results, it is hoped that measures will be developed to motivate APE and CGE to strength their capacity.
- It is important to note that the APEs have heavy burden (expenses).
- Parents know their children best. Parents should try to improve the management of schools together.
- Training should have made parents help schools in order to educate their children better.

- What could be the reasons of differences in responses among the different levels (DREBA, Commune and school)?
- School directors do not know the results of trainings in terms of what happened in the schools as there are several approaches for monitoring and following up with the results. By facing low achievement of students, teachers are trying to find reasons and solutions.
- DPEBAs want to see what is behind CEBs.
- It is important to survey the situation of management of the school canteen.
- Some aspects from the results of the survey are not far from the current recognition of MENA and the data supports the claim.
- Sometimes there is a lack of data or lack of school records, because the some students have not brought them back.
- There are difficulties in forwarding information about schools to the parents even if they can actually contribute to schools.
- Because of lack of resources and mobility of staff of statistics and records, it is difficult for them to utilize the data kept in computer systems and software.
- The problem of teacher absenteeism is actually crucial. Some teachers ask and take leave 2 to 3 days, but they often take a week or more. Does the authority give sanction for the behavior of the teacher? Basically, their absence was supposed to be informed by the headmaster with a form to the DRH. The teacher is required to submit a written explanation otherwise, there are sanctions.
- It is difficult for some teachers to stay two years in the same regions. This is problem of disparity in education. 1st solution is perhaps regionalization, but the problem remains. 2nd solution is that teachers stay for 6 years in the starting area, after which they have the right to select a new area.
- The performance of the school seems to depend on the number of students per class.
- COGES should have the power to deal with salaries for good teachers.
- Communities need to be involved in the decision-making of schools.
- Regulations in sub-national or commune levels are out of step with the existing situation.

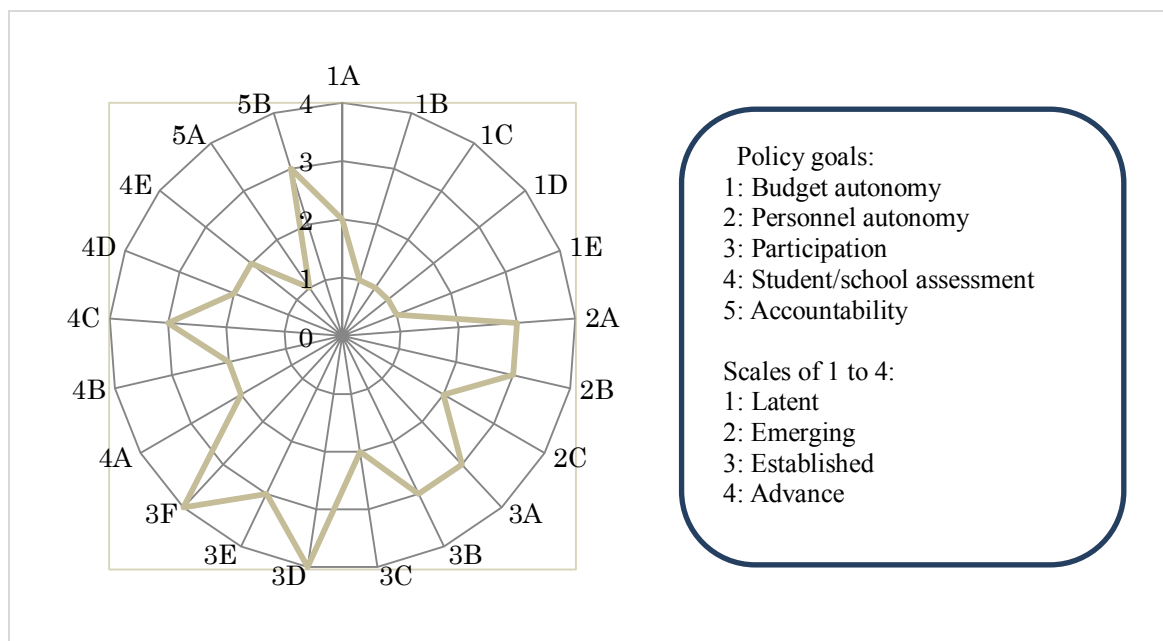
11. Preliminary Descriptive Analyses

11.1 Burkina Faso

This section draws attention to information which was prepared by the JICA-RI research team for the feedback seminar in Burkina Faso and updated using the most recent data as of March 2014. All analyses presented here are preliminary and limited. The research team plans to continue analyses and writing research papers.

Note: For policy goal 5, not all sub-indicators are presented

Figure 11-1 illustrates “the quality of policies” assessed by the research team with the new SABER-SAA tool (March 2013 version), which includes some elements added from the SABER-SAA Plus tool to the 2011 version of SABER-SAA tool. The five policy goals are the same between 2011 and 2013 versions of the World Bank’s SABER-SAA tools while some policy actions (or sub-indicators) are added and revised for the 2013 version as presented by the World Bank task team leader in the feedback seminar held in Burkina Faso in December 2013.



Note: For policy goal 5, not all sub-indicators are presented

**Figure 11-1: The Quality of Policies on SAA in Burkina Faso, 2013
(Tentative Results)**

The key results for Burkina Faso are summarized in the following three points.

- **For policy goal 3 on the roles of the school council in school governance, the score is high if the SC is defined as COGES and the new official guideline (2013) is used as a supporting document.** This new guideline on COGES has been experimented in a few pilot regions under the project, called PACOGES, technically assisted by JICA, and the government decided to use it nationwide. This guideline defines the transparency and participatory structure of COGES in terms of open and scheduled election of the board members, term-limit, and general assembly with parents and non-parent members of the community. The guidelines also inform how COGES are to plan, implement, and assess activities with community and prepare financial and progress reports. There are no regulatory restrictions on scopes of financing sources or expenditure items.

- **For policy goals 1 and 2 on autonomy in school budget and personal management, the score is average for some indicators related to operational budgets and personnel deployments** (e.g., 1A, 2B) if gradual decentralization to commune is considered as in place. The other elements are still centralized and thus the score is low as “latent”. The schools or COGESs have not yet had the authority in these matters. Yet, COGES’s action plans are to be compiled by sub-national administrations. COGES can influence the communes’ budgets through their commune level federation presided by the mayor, but there is no obligation for the commune or national budget to take COGES plans into account.
- **For policy goals 4 and 5 on assessment and accountability, the score is high in terms of existence of student and school assessments but the scores are average or low in terms of guidelines on utilization and dissemination.**

Shall we simply recommend for changing policies to make the scores from low to high? The answer is No. Among many other things, as suggested by the previous workshops, it will be useful to know about the actual status of policy implementation and the differences within the country for assessing feasible and meaningful actions. Even for the policies of which quality is scored high in their intentions, they may not be adequately implemented due to various constraints. On the other hand, among the policies of which quality is scored low as nationwide intentions, there may be cases that are actually going beyond the policy intentions due to the initiatives specific to certain localities, schools, and communities.

In other words, the above assessment of policy quality takes into regard the first black box of the SABER’s concept framework for the ‘Results Chain for Learning’ (see (1) in Figure 11-2). Then, for policy implementation regarding the chains from the first and second black boxes and then from the second and third black boxes towards outcomes (see (2) to (4) in Figure 11-2), the research team plans to assess using the data from the main field survey. More specifically, the below section presents very preliminary descriptive analyses to address the following:

- What gaps exist between policy intention and implementation? How does the policy implementation differ within the country?
- Why gaps? Why not? What can be the means for better implementation?
- Is better implementation related to better education delivery?
- Is better implementation related to better student learning results and other education outcomes?

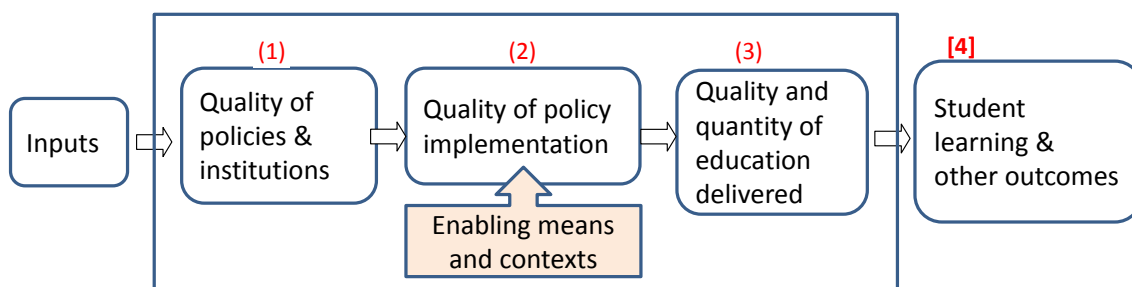


Figure 11-2: SABER and the Results Chain for Learning

(a) Gaps between policy intention and implementation by policy goal

Policy goal 3 on the roles of the school council in school governance:

- COGESs were established at all the sample schools in the 2 pilot regions, but not in the other 2 regions.
- Among the established COGESs, almost no gap exists between the guideline’s intention and implementation with respect to the election of the COGES president and organizing volunteers to plan and implement actions.
- Yet, some differences appear in the extent to which COGESs are functional. For example, some COGES do not have the progress reports. On the scopes of objectives, while the majority addresses the learning achievements, some do not. On the scope of funding sources, nearly half of COGESs collected from not only parents but also the other community members, while the rest depend on parents.
- Some COGES consider their plan is used in the formal budget cycle (Indicator Plus 1E). They are going beyond the policy and guideline’s intention.

Table 11-1: Descriptive Statistics for 2 PACOGES Regions, Burkina Faso

Sub-indicators	Descriptions of Variables	SD	COGES	CL	CEB
Transparency in community participation	<i>COGES President-elected**</i>	97%	97%	95%	98%
	<i>COGES general assembly held this year (at least once)</i>	81%	90%	80%	100%
	# meetings of the general assembly this year (Oct–Mar 2012/13)	1.6	1.8	(n.a.)	(n.a.)
Community participation in school activities: plan, implement, evaluation	<i>Presence of the action plan**</i>	93%	96%	70%	100%
	Scope of activities in the action plan (num. of main types)	2.7	3.9	(n.a.)	(n.a.)
	Scope of funding sources (1: includes non-parent community members, 0 otherwise)	56%	52%	75%	90%
	Scope of funding sources (1: including from parents and non-parents, 0: otherwise)	79%	72%	85%	100%
	Scope of objectives (1: includes learning achievement, 0 otherwise)	61%	68%	58%	80%
	<i>Presence of progress report</i>	73%	74%	60%	88%
Collaborative Budget Planning	<i>Use of COGES action plan in the formal budget cycle (by local or national authorities)</i>	29%*	26%	23%	53%

Policy goals 1 and 2 on implementation of decentralization to communes:

- The responses of stakeholders are mixed in terms of who implements what roles. As Table 11-2 shows, some did not choose “communes” for the roles intended for them although the questionnaire had multiple options. Consequently, it should be noted here that the policy intends to gradually transfer responsibilities to communes, allowing responsibilities to be shared between the central ministry (and the regional, provincial, district offices) and communes.
- For a question about operational budgets, “who purchased non-textbook educational materials to the schools for this school year (2012/2013)?” (Indicator 1A2), majority of the communes selected communes themselves while only a half of school directors and CEBs selected communes. About another half of school directors and CEBs chose “central ministry.”
- For a question on personnel management, “who deployed the permanent teachers in the schools in your district this year or last year (2011/1012 or 2012/2013)?”, the pattern is similar, that is, the majority of the communes select themselves while about a half of CEBs selected communes.

**Table 11-2: Descriptive Statistics of Policy Goals 1 and 2
for 2 PACOGES Regions, Burkina Faso**

	% of respondents who selected “communes” among:			% of respondents who selected “central ministry” among:		
	SDs	CEBs	Communes	SDs	CEBs	Communes
1A: Operational budget: Non-textbook materials (purchase)	41%	60%	93%	44%	33%	15%
2A: Personnel management: Teacher deployment	n.a.	58%	90%	n.a.	53%	15%

**Table 11-3: Descriptive Statistics Policy Goals 1 and 2
for 4 Regions, Burkina Faso**

	% of respondents who selected “communes” among:			% of respondents who selected “central ministry” among:		
	SDs	CEBs	Communes	SDs	CEBs	Communes
1A: Operational budget: Non-textbook materials (purchase)	39%	64%	91%	45%	34%	11%
2A: Personnel management: Teacher deployment	n.a.	66%	83%	n.a.	51%	18%

Policy goals 4 and 5 on assessment and accountability:

- As Table 11-4 shows, on the national graduation exam (CEP) for the students to take at the end of grade 6, about one-third of SDs responded that they have received both results and recommendations and majority of the CEBs responded that their schools received recommendations. These responses reflect the implementation status that goes beyond the policy intention. The policy intention is not clearly set for central ministry to analyze the CEP results and make recommendations for pedagogical and operational adjustments; however, it is not intended to prevent sub-national offices to do so. As a technical constraint, the central ministry does not have the CEP database of each school and the data is of each CEB or province. Thus, the ministry cannot analyze the CEP results with other school-level data collected by the ministry, such as annual school statistics and teacher database.
- On provincial standardized tests, which are often conducted per trimester, the pattern is similar. About one-third of SDs responded that schools have received recommendations while majority of CEBs responded that schools have done so.
- On a national learning assessment survey, which is conducted every two year targeting students of two grades at the nationwide representative sample schools (round 400 schools), a large proportion of SDs do not receive anything and do not appear to know about it.
- If the country improves the way of further analyzing and disseminating results to schools and communities, it may also help COGES to discuss and be more functional in terms of learning achievement.

Table 11-4: Descriptive Statistics for Assessment and Accountability, Burkina Faso

	Target	All		PACOGES	
		School which has received assessment results (%)	School which has received assessment results and direct recommendations (%)	School which has received assessment results (%)	School which has received assessment results and direct recommendations (%)
Graduation exam	SD	54	33	51	34
	CEB	29	59	23	60
Provincial exam	SD	40	37	40	37
	CEB	18	65	18	60
National assessment	SD	8	12	10	11
	CEB	2	18	5	15

(b) Factors correlated to better policy implementation of policy goal 3 (the role of COGES)

As explained above, among the established COGESs in the 2 PACOGES regions, some differences appear in the extent to which COGESs are functional. What can be the means for better functional COGES? How is a more functional COGES correlated with other policy variables of schools and sub-national administrations? To address these questions, correlation coefficients were estimated using the school-level merged dataset that includes characteristics of the school, COGES, APE, school director, its commune, and CEB.

Among various possible definitions of a more functional COGES, we present here an example definition with respects to the scope of COGES activities (dummy variables 1 if it is wide, two or more activities' expenditure categories; 0: otherwise). The factors correlated to the more functional COGES, include some organizational capacities of the COGES, commune and CEB as follows.

- **COGES:** There are more frequent General Assemblies (more than once a year) and more participants in GAs.
- **Commune:** There are discussions by technical committee (e.g. on allocation of materials & teachers) and the commune has more individual revenue. Commune has annual education statistics reports. It receives reports from local education administrations more frequently.
- **CEB:** The head has experience of educational administration and initial training.

These findings imply that intervention to enhancing the general capacity of local administrations could also be important to make COGES more functional at the school level. Further analyses will be conducted by the research team.

(c) Better implementation correlated to better education delivered

For Burkina Faso, shortages of teaching hours and instructional materials are known as typical issues. Our data also confirm that these are issues in the 2 PACOGES regions although the magnitudes differ among schools. That is, some schools have more issue while the others have less issue. Very preliminary estimations of correlation coefficients indicate that the following factors, among others, are statistically significantly correlated to a more functional COGES (in terms of scope of activities):

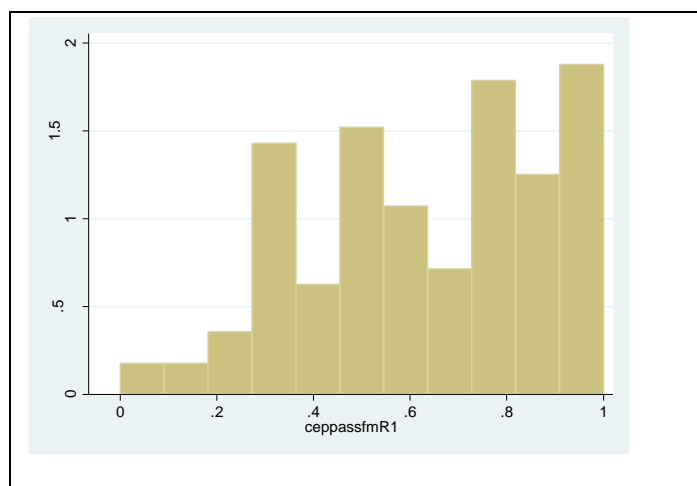
- Have more supplementary enhancement classes for certain grades. Received more textbooks of French per student of Grade 2
- Supported more by commune and CEB in terms of textbooks and stationeries.

(d) Better implementation correlated to better student learning results and other education outcomes

The result of primary education graduation exam (CEP) is the most important measure of primary education learning results for all stakeholders in Burkina Faso. For CEP, the average pass rate was 64% in total, 68% for boys, 61% for girls in the 2 PACOGES regions (similar to the national average of 64% in 2011). The pass rates greatly differ among schools (see below figure). According to very preliminary estimation of correlation coefficients, the *correlated factors to a higher pass rate include, among others:*

- **COGES:** Scope of activities, scope of targets (whether they include “improving CEP results”), implementation rate of activities (more than 50%)
- **Commune:** Providing education materials such as chalk and compass.
- **Assessment:** CEB also monitored teacher’s compliance with the curriculum. Providing assessment results with recommendation. Only 68% SD provided to survey teams the documents on CEP results. These schools have a higher average pass rate than the other schools.

Further analyses will be conducted by the research team with a focus on policy alignments in decentralization, participation, and assessment. The other measurement of interim learning results, such as repetition rate and dropout rate, will also be considered.



Note: X-axis: CEP Pass Rate for 2012, 2 Regions

Figure 11-3: Descriptive Statistics for 2 PACOGES Regions, Burkina Faso

11.2 Senegal

Due to low quality of the initial datasets, it took more time for Senegal than for Burkina Faso to prepare the datasets. Thus, the research team could not conduct preliminary analyses or hold feedback seminars for Senegal during the period of this contract. The below provides a very limited statistics computed from the final draft datasets from the main survey.

On the roles of the school council in school governance:

- CGEs were established at all sample schools in the Fatick region (pilot region under the JICA-assisted project, called PAES 2, 2010–2014) and most of the schools in Louga (pilot region under the PAES phase 1, 2007–2010). Majority of the schools in the

Matam region also have CGEs while about half of the schools have CGEs in the Tamba region.

- Among the established CGEs in the Fatick region, the gap is less between the guideline's intention and implementation with respect to the election of the CGE president and organizing volunteers to plan and implement actions.
- In general, in Fatick region, some differences appear to exist in the extent to which CGEs are functional. For example, some CGEs do not have the progress reports. On the scopes of objectives, while the majority addresses the learning achievements, many do not. On the scope of funding sources, around 10% of the CGEs collected from not only parents but also the other community members, while the rest depends on parents.
- Some CGE consider their plan is used in the formal budget cycle (Indicator Plus 1E). They are going beyond the policy and guideline's intention.

Table 11-5: Descriptive Statistics, Senegal

		Fatick			Louga			Matam & Tamba		
		SD	CGE	CL	SD	CGE	CL	SD	CGE	CL
Transparency in community participation (3F) (P1A)	<i>CGE President-elected**</i>	88%	77%	90%	52%	40%	74%	16%	15%	24%
	<i>CGE general assembly held this year (at least once)</i>	87%	96%	100%	39%	64%	79%	43%	80%	65%
	<i># meetings of the general assembly this year (Oct–Mar 2012/13)</i>	1.6	1.6	(n.a.)	0.7	1.3	(n.a.)	1.4	1.8	(n.a.)
Community participation in school activities: plan, implement, evaluation (3D) (Plus C)	<i>Presence of the action plan**</i>	80%	89%	80%	30%	31%	21%	32%	20%	5%
	<i>Scope of activities in the action plan (num. of main types)</i>	3.0	5.0	(n.a.)	2.2	3.6	(n.a.)	0.9	2.4	(n.a.)
	<i>Scope of funding sources (1: includes non-parent community members, 0 otherwise)</i>	13%	15%	10%	5%	8%	15%	1%	12%	5%
	<i>Scope of funding sources (1: including from parents and non-parents, 0: otherwise)</i>	76%	84%	90%	25%	28%	35%	25%	43%	41%
	<i>Scope of objectives (1: includes learning achievement, 0 otherwise)</i>	59%	74%	65%	20%	18%	12%	3%	8%	0%
	<i>Presence of progress report</i>	61%	74%	70%	15%	20%	18%	9%	20%	11%
Collaborative Budget Planning (1E) (Plus E)	<i>Use of CGE action plan in the formal budget cycle (by local or national authorities)</i>	10%	11%	25%	4%	6%	3%	0%	2%	5%

- As Table 11-6 shows, on the national graduation exam (CFEE) for the students to take at the end of grade 6, about half of the SDs in the region of Fatick responded they have received both results and recommendations. The percentage for Louga is considerably lower.
- On IDEN (provincial) standardized tests, which are often conducted per trimester, the percentage of schools that received the results with direct recommendations is lower (23%) for Fatick. The data and reasons will be analyzed.

Table 11-6: Descriptive Statistics for Assessment and Accountability, Senegal

From SD data		School has received school assessment results (%)	School has received assessment results and direct recommendations (%)
Exam	Region		
CFEE	Fatick	43	53
	Louga	66	21
	Matam & Tamba	79	18
IDEN EXAM	Fatick	21	23
	Louga	48	36
	Matam & Tamba	32	20
SNERS	Fatick	0	0
	Louga	1	1
	Matam & Tamba	1	0

12. Lessons Learned

Based on experiences through surveys in Senegal and Burkina Faso, the research project plans to disseminate the SABER-SAA Plus tools for potential uses by others. Therefore, this chapter describes the lessons and challenges of the surveys for future consideration, focusing on the technical and implementation aspects.

(1) Adjustment of the Survey Instruments for Two Countries Simultaneously

The survey uses the SABER-SAA Plus tools, which are designed to complement the WB's SABER-SAA tool. Both tools were developed by the international experts in English and translated into French. Then, the Plus tools were adjusted with local teams to the contexts of Burkina Faso and Senegal for pre-test and main surveys. Some terminologies were not easy to translate from English to French and the translated terms were mixed depending on translators at different phases, which also increased the time of the survey teams to check and revise. There are also terms that should be specified for each country in each type of questionnaire so that respondents can clearly understand the meaning of questions. For example, although the SABER-SAA tool uses the term of "sub-national governments", the responses could differ depending on the definition, either "sub-national governments" or "de-concentrated governments" (or at the regional, provincial, or town level) in West Africa. Thus, the local stakeholders requested the survey teams to use country specific terms, which are also different between Senegal and Burkina Faso. The examples include: names of administration offices, types of assessments or examinations, teacher qualifications, and students' grades (e.g. grade 1 is CP1 in Burkina Faso and CI in Senegal). Given this survey also targets rural schools and communities, the team considered that the terms need to be specified in a way familiar to them as much as possible. However, it could be OK to use general terms if the tools are applied to the different country contexts where the targets understand the questionnaires rather easily. On the other hand, if the tools are decided to adjust to specific contexts of several countries, the team should plan the time and measures enough to check and modify the questionnaires.

(2) Method of Collecting Documents

To our knowledge, there are a couple of instances of collecting documents that are actually used from local education offices and schools along with the questionnaire-based surveys in West Africa although there are public expenditure tracking surveys. Thus, the survey teams faced various challenges as follows.

- The surveyors need to be well trained to understand the types of documents that they need to collect in field visits. During the training, the surveyors received a set of sample documents and exercised with some documents. However, partly because not all surveyors are familiar with education administrations, it was difficult for them to understand the content well. In fields, the formats of the documents also differed among the targets and thus it was also difficult to identify the correct documents by showing the samples to the targets during the interviews.
- To collect the documents, the field teams used digital cameras for targets which did not have hardcopies or softcopies. It was the first time for many surveyors to use a digital camera and thus it took a time to familiarize them with the digital camera.
- After the field survey, data entry staff organized files in memory cards of digital cameras and USB into each target folder and checked the existence of actual files. It took a lot of time and a lot of mistakes were made. The surveyors should have organized files and checked in the field.

(3) Local Consultants as Partners for the New Survey Tools

The commissioned tasks required close collaborations and communications between PADECO members and local consultant teams in Senegal and Burkina Faso not only during the visits of PADECO members to the country but also before and after the visits. Such communications often required detailed discussions and mutual understandings of methodologies, procedures and images of outputs especially because the SABER-SAA Plus tools include some new features as compared with prior surveys in the two pilot countries. While the teams conducted regular email exchanges and phone calls, distant communication was more difficult than expected due to the time difference (nine hours between Tokyo and the two countries), regular problems in phone connections and internet lines, and languages for technical and professional terms (French–English). To ensure the quality of relatively new types of surveys, the team of the international experts should fully consider the adequate measures to ensure the capacity of local members.

**Commissioned Data Collection and Analysis for the
Research
“System Assessment and Benchmarking for Learning
Achievement and Equity:
A Focus on School Management Systems”**

**Final Report
Appendices**

March, 2014

PADECO Co., Ltd.

Appendix 1 Burkina Faso

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- Appendix 1-2 Remarks on Questionnaires for Field Survey
- Appendix 1-3 List of Targets for Field Survey
- Appendix 1-4 Summary Statistics with Variable Labels
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Appendix 2 Senegal

- Appendix 2-1 Questionnaires for Field Survey
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- Appendix 2-7 Results of Questionnaires for Central Survey

Appendix 1 Burkina Faso

Appendix 1-1
Questionnaires for Field Survey

SD
APE and COGES
Commune
CEB
DPEBA
DREBA
Union of APE and Union of COGES

GRAAD/CEDRES:
 03 BP 7210 Ouagadougou 03
 Université Ouaga 2
 Tel 50 33 16 36/73 32 31 20

System Evaluation for Best Education Results (SABER): In-depth Study of the Autonomy and the Responsibility of Schools (AAS)

**SABER-SAA PLUS OF POLICY IMPLEMENTATION ASSESSMENT TOOL:
 Questionnaire for the School Director [SD]**

(A) School Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting schools.**]

		(a) Name	(b) Check if the information is correct (1.Yes 0. No)
1	DREBA		[]
2	DPEBA		[]
3	Commune		[]
4	School		[]

(B) School Director's Identification: Before starting the interview, please check whether the following information is correct. [CESR: Fill the names in the column (a) **before visiting schools.**]

		(a) Information	(b) Check if the information is correct (1.Yes 0. No)
1	School Director's name		[]
2	School Director's gender	() 1. Male () 2. Female	[]
3	School Director's mobile number		[]

(C) Field Survey Team [The team will fill this section just after the survey is finished and then the regional coordinator will check and fill this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed (1. Yes 0. No)	(d) Remarks (e.g. necessity of follow up visit)
1	Group Team Leader			[]	
2	Interviewer 1			[]	
3	Interviewer 2			[]	
5	Central member			[]	

(D) Data Entry Team [The team will fill this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of completion of task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Entering data			
4	Verification of data entry			

Section A: School Director

1	What is your (school director) age?		[] years old
2	Are you a full-time school director?	2: Yes, no teaching 1: Yes, but not teach 0: No, teaching in one class	<input type="checkbox"/>
3	What is your employment status (school director)?	1 Principal Teacher 2 certified Teacher 3 Certified Assistant teacher 4 Teacher assistant 5 Replacement 6 Titulaire	<input type="checkbox"/>
4	Approximately what percentage of time in your role as director did you spend on these activities in the last trimester?	a) Administrative duties (e.g., hiring, budgeting, scheduling, meetings)	<input type="text"/> <input type="text"/> <input type="text"/> %
		b) Instructional leadership (e.g., developing curriculum and pedagogy)	<input type="text"/> <input type="text"/> <input type="text"/> %
		c) Supervising and evaluating teachers and other staff	<input type="text"/> <input type="text"/> <input type="text"/> %
		d) Teaching	<input type="text"/> <input type="text"/> <input type="text"/> %
		e) Public relations (meeting with parents, etc.)	<input type="text"/> <input type="text"/> <input type="text"/> %
5	What is your (school director) highest academic degree?	1. First cycle of secondary school (7-10) 2. 2nd cycle of secondary (11-13) 3. University (14-) 4. Master and more	<input type="checkbox"/>
6	How many years have you (school director) been the school director at this school??		[] years
7	How many years have you (school director) worked at this school as a teacher, not school director?		[] years
8	How many years have you (school director) been a school director at other schools?		[] years
9	In total, how many complete years have you (school director) worked at schools and in education administration?		[] years
10	Have you (school director) received an initial training for school directors?	1. Yes 0. No	<input type="checkbox"/>
11	Do you (School Director) speak the primary language of the community living around the school?	1. Yes 0. No	<input type="checkbox"/>
12	Do you often use a mobile phone to communicate with the administrations?	2. Yes 1. Rarely 0. Never	<input type="checkbox"/>

Section B: Students

1	Please write the number of students and repeaters by grade and gender and the number of classes in your school for this school year (2012/2013). (Note: "Repeaters" means the number of students who are repeating their current grade (not consider how many times repeated))						
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Total
a) Male students							
b) Female students							
c) Male repeaters in that grade							
d) Female repeaters in that grade							
e) Classes (single-grade classes by grade)							

15	Does your school provide parents with a student report card that includes information about the number of students' attendance (or absence) and learning achievements per trimester or school year?	0. No, such card does not exist 1. No, such card but orally informs 2. Yes, it informs about learning achievements but not attendance 3. Yes, it informs about both learning achievements and attendance	<input type="checkbox"/>
16	Based on your impression, what is the approximate proportion of CP2 students who study more than 30 minutes at home?	0. I do not know 1. Less than 50% 2. 50% - 80% 3. Almost all 4. All	<input type="checkbox"/>
17	Based on your impression, what is the approximate proportion of CM2 students who study more than 60 minutes at home?	0. I do not know 1. Less than 50% 2. 50% - 80% 3. Almost all 4. All	<input type="checkbox"/>

About Out of School Children

18	In your opinion, approximately what proportion of 6-years old children in surrounding communities of your school are not enrolled?	0. Very few or none (most of children are in school) 1. Less than 20% 2. From 20% to 50% 3. More than 50%	<input type="checkbox"/>
19	In your opinion, approximately what proportion of school-aged children (aged 6-12) in surrounding communities of your school are not enrolled?	0. Very few or none (most of children are in school) 1. Less than 20% 2. From 20% to 50% 3. More than 50%	<input type="checkbox"/>
20	In your opinion, are girls more out-of-school?	1. Yes 0. No	<input type="checkbox"/>
21	In your opinion, do parents know their children' age?	1. Yes 2. Some parents do not know 3. Most parents do not know	<input type="checkbox"/>
22	In your opinion, do local authorities (e.g. commune) know the approximate number of school-aged children who are out of school in surrounding communities of your school?	1. Yes 0. No	<input type="checkbox"/>
23	Are there any school-aged children who were rejected from registering schools due to supply-side constraints (e.g. classroom space, teachers)?	1. Yes 0. No	<input type="checkbox"/>

Section C: Teachers

1	Please write the number of classroom teachers (by grades)							
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Non-class room teachers	8.Total
a) Male								
b) Female								
c) If there are multigrade classes, please indicate the number of teachers by classes multigrade (e.g. Class1: CP1 and CP2, class2: CE1 and CE2)								
	1. Combination of grades (e.g. CP1 and CP2)		2. Number of teachers		1. Combination of grades (e.g. CP1 and CP2)		2. Number of teachers	
a					e			
b					f			
c					g			
d					h			

13	How often are teachers absent from school?	5. Very often 4. Often 3. Sometimes 2. Never. 1. I know, but I cannot say anything 0. Do not know	<input type="checkbox"/>
14	Your school teachers can benefit from days of paid leave outside official holidays and absence permissions related to special events such as: weddings, deaths, baptisms that are defined in the Law?	a) 1. Yes [], No [] b) If the answer is 1, give examples []	<input type="checkbox"/>
15	How many teachers were absent one day or more outside leave paid in the 2nd quarter of this school year and the school year past (2011/2012)?	a) The 2 nd trimester of this year [] teachers b) The 1st trimester of this year [] teachers c) The last year (2011/2012) [] teachers	
16	Please write the number of days of absence of teachers of the CP2 and the CM2 during the 2nd trimester of this year quarter. Please write the total number of days by each teacher to a maximum of four teachers per level	a) CP2: Teacher 1 [] Teacher 2 [] Teacher 3 [] Teacher 4 [] b) CM2: Teacher 1 [] Teacher 2 [] Teacher 3 [] Teacher 4 []	
17	Are the following actions generally taken in your school when classroom teachers are absent? Please choose all relevant options.	a) School director will teach the class 1. Yes 0. No b) A classroom teacher will partially teach the class in parallel to the class which he or she is in charge 1. Yes 0. No c) A subject teacher or non-classroom teacher will teach or observe the class 1. Yes 0. No d) The students will study by themselves (without teaching) 1. Yes 0. No e) The students will go home 1. Yes 0. No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Section D: School Operation and Resources

About the Schedule of School Activities

1	In which year did the school first open (start teaching students)?	[] year (YYYY)					
2	On which day did your school start instruction to all grades this school year (2012/2013)?	[] (mm/ dd)					
3	How many days was your school actually opened for instruction in the last school year (2011/2012)?	[] days					
4	What was the total duration of strikes in this school year and in the last year?	1. More than three months 2. From one month to three months 3. Two weeks to less than one month 4. Less than two weeks 5. No strikes <input type="checkbox"/>					
5	Did your school provide any remedial or supplemental classes to students during the break or after regular school hours (from October 2012 up to now)?	1. Yes 0. No <input type="checkbox"/>					
6	How about in the last year (from October 2011 to September 2012)?	1. Yes 0. No <input type="checkbox"/>					
7a)	What is the number of hours and days of remedial classes by grade in the last year (October 2011 - September 2012)? If there is no such class, please write "0"						
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Multigrades
a) Hours							
b) Days							

7b)	What is the number of hours and days of supplementary classes by grade in the last year (October 2011 - September 2012)? If there is no such class, please write "0"						
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Multigrades
a) Hours							
b) Days							
8a)	What is the number of hours and days of remedial classes by grade in the last month (March 2013)? If there is no such class, please write "0"						
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Multigrades
a) Hours							
b) Days							
8b)	What is the number of hours and days of supplementary courses by grade in the last month (March 2013)? If there is no such class, please write "0".						
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Multigrades
a) Hours							
b) Days							

About the Direct Costs of Schooling

9	Did students or parents pay the following expenses at the school over the past two school years (from 2011/2012 to 2012/2013)? If yes, write the approximate amount of money per student or household				
a) Registration fee of CP1	1. Yes [], [] FCFA 0. No []				
b) Registration fee of CP2, CE1, CE2, CM1, CM2	1. Yes [], [] FCFA 0. No []				
c) Promotion examination fee (CEP) of CM2	1. Yes [], [] FCFA 0. No []				
d) Mock exam fee for CEP	1. Yes [], [] FCFA 0. No []				
e) Textbooks	1. Yes [], [] FCFA 0. No []				
f) Stationary, workbooks, or miscellaneous	1. Yes [], [] FCFA 0. No []				
g) Uniform	1. Yes [], [] FCFA 0. No []				
h) Contribution to APE/AME	1. Yes [], [] FCFA 0. No []				
i) Contribution to COGES	1. Yes [], [] FCFA 0. No []				
j) Canteens	1. Yes [], [] FCFA 0. No []				
10	Are some students exempted from paying the following fees due to their disadvantaged characteristics (i.e. female, poor household, disability) 2011/2012 or 2012/2013? (1. Yes 0. No)				
	1) Boys	2) Girls	3) Poverty	4) Disability	5) Others, specify
a) Registration fee of CP1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> []
b) Registration fee of CP2, CE1, CE2, CM1, CM2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> []
c) Contribution fee APE/AME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> []
d) Other (specify) []	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> []

About Textbooks and Teachers Guidelines

11	What is the norm for use of French and Mathematics textbooks at your school for CP2 and the CM2? Please choose one from the following 6 options by grade and subject.				
		CP2-French	CP2-Math	CM2-French	CM2-Math
	0. One book owned by each student. 1. One book rented by each student 2. One book for two students. 3. One book for three or more students 4. No book for any student 5. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Are (CP2 and the CM2) students allowed to bring home French textbooks to study in this school year (2012-2013)?		a) CP2: 1. Yes 0. No	<input type="checkbox"/>	
			b) CM2: 1. Yes 0. No	<input type="checkbox"/>	

13	How many textbooks have you (your school) received for the CP2 and CM2 (calculation and French) in respect of this school year (2012-2013)? (Reception between June 2012 and November 2012 including)	a) Math for CP2 [] b) Math for CM2 [] c) French for CP2 [] d) French for CM2 []
14	How many students use Math and French textbooks at CP2/CM2 (in classes in this school year (2012/2013))?	
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None	
	a) Math for CP2	<input type="checkbox"/>
	b) Math for CM2	<input type="checkbox"/>
	c) French for CP2	<input type="checkbox"/>
	d) French for CM2	<input type="checkbox"/>
15	How many teachers of CP2/CM2 have MENA's teaching guide for Math and French at CP2/CM2 in this school year (2012/2013) ?	
	2. All 1. Some 0. None	
	a) Math for CP2	<input type="checkbox"/>
	b) Math for CM2	<input type="checkbox"/>
	c) French for CP2	<input type="checkbox"/>
	d) French for CM2	<input type="checkbox"/>

About Non-textbook Learning Materials and Stationeries

16	How many students have copy books and workbooks for Math and French at CP2/CM2 for their own use in this school year (2012/2013)?		
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None		
	a) Copy book for Math for CP2	<input type="checkbox"/>	
	b) Copy book for Math for CM2	<input type="checkbox"/>	
	c) Copy book for French for CP2	<input type="checkbox"/>	
	d) Copy book for French for CM2	<input type="checkbox"/>	
	e) Workbook for Math for CP2	<input type="checkbox"/>	
	f) Workbook for Math for CM2	<input type="checkbox"/>	
	g) Workbook for French for CP2	<input type="checkbox"/>	
	h) Workbook for French for CM2	<input type="checkbox"/>	
17	How many students have stationeries for their own use in this school year (2012/2013)?		
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None		
	a) Pencil	<input type="checkbox"/>	
	b) Notebook	<input type="checkbox"/>	
	c) Chalk and personal board	<input type="checkbox"/>	
18	Did your school submit a specific request of educational materials to the following authorities?	DREBA/DPEBA 1. Yes 0. No	<input type="checkbox"/>
		Commune: 1. Yes 0. Non	<input type="checkbox"/>

About training and teacher workshops

19	How many teachers participated in in-service teacher training in the last and present school year (2011/2012 and 2012/2013)?	a) Number of teachers (2011/2012) [] b) Number of teachers (2012/2013) []	
20	How many teachers participated in in-service teacher training on inclusion (boys and girls equity in the classroom) in the last and present school year (2011/2012 and 2012/2013)?	a) Number of teachers (2011/2012) [] b) Number of teachers (2012/2013) []	
21	How many teachers participated in a meeting focused on the study of lessons in other schools during this academic year (2012-2013)?	____ teachers 00, If no meeting of this kind.	
22	Who manages the shared (Group of pedagogical animation) animation between schools?	0. Person 1. DPEBA 2. School Director 3. School Director Council 4. Other, specify []	
23	What approaches do you have (School Director) used to improve the skills of the teachers at the school? Please choose all that apply.	1 Observation of the lesson	1. Yes 0. No []
		2. Preparation of the lesson	1. Yes 0. No []
		3. Presentation of a lesson model	1. Yes 0. No []
		4 Meetings with teachers	1. Yes 0. No []
		5 Decoration (globe, murals, informative drawing, etc.)	1. Yes 0. No []

About other services and facilities

24	Have your school provided meals to students in this school year?	2. Yes, regularly [] 1. Yes, sometimes [] 0. No []	[]					
25	Have parents donated ingredients and labor or the school feeding program (school canteen) in this school year (2012/2013)?	1. Yes 0. No	[]					
26	Did your school receive a grant for the school project in the last school year (2011/2012)?	1. Yes 0. No	[]					
		If yes,specify [] FCFA						
27	Have your school provided meals to students in this school year?	1. Yes 0. No	[]					
		If yes,specify [] FCFA						
28	What is the number of non-teaching service staff (e.g. cleaner, guard) in the school? Please choose "0" if no such staff.							
	0. None	1. Central (State)	2. Commune	3. School Director	4. APE	5. COGES	6. Other, specify []	
	Number of non-teaching service staff							
29	How many classrooms for students does the school have?	[] classrooms						
30	What is the type of school building?	1. Simple concrete ()						[]
		2. Concrete with one story ()						
		3. Hut in concrete ()						
		4. Hut in mud ()						
		5. Wooden shack ()						
		6. Temporary shelter ()						
		7. Other () (Specify) []						

31	Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following? Please choose one for each row.							
Scale		1. A lot	2. Some	3. A little	4. None			
a)	Instructional materials (e.g. textbook)							<input type="checkbox"/>
b)	Budget for supplies (e.g. paper, pencils)							<input type="checkbox"/>
c)	Teachers							<input type="checkbox"/>
d)	School buildings and grounds							<input type="checkbox"/>
e)	Instructional space (e.g. classrooms)							<input type="checkbox"/>
f)	Lighting systems							<input type="checkbox"/>
g)	Drinking water							<input type="checkbox"/>
h)	Toilet facilities							<input type="checkbox"/>
i)	Security							<input type="checkbox"/>
j)	Special equipment for disabled students							<input type="checkbox"/>
32	Has your school (director, teachers, or parents) participated in a particular program supported by the following donors and NGOs in this year or the last year? Check all relevant answers under each column. Skip if there is no program or support. (1. Yes 0. No)							
		Teacher training	Other training, workshop	Equipment	Stationary	Construction	Food	Other
a)	WFP (World Food Program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Aide CRS (Cathwel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Plan Burkina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	UNICEF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	World Bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	ACDI, Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	USAID, US	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	JICA, Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	AFD, France	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Management of the Operation Budget and Resources

33	Who has bought and/or distributed textbooks to your school for this school year (2012-2013)? Please choose all that apply from the options below. If your school has not received manual this year, please choose "0". [Multiple choice] (1. Yes 0. No)							
	0	1	2	3	4	5	6	7
[1A1]	None	MENA	DREBA, DPEBA	CEB	Commune	School Director	APE	COGES
a) Purchase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Distribution to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) Inspection of the canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Inspection of the lesson study (pedagogical animation lesson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About the Management of the Personnel

(4) Who evaluated the teachers of your school with the aim of monitoring the management of personnel during the last academic year (2011/2012)? Please choose all that apply from the options below by type of teacher. If there is no teacher in a corresponding type, please choose "0". **[Multiple choice]**

(1. Yes 0. No)

	0	1	2	3	4	5	6	7
[2A1-2A3] 1. Yes 0. No	No evaluation	MENA	HRD of Ministry	DREBA, DPEBA	CEB	Community	School Director	APE or COGES
a) Permanent teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Contract teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Volunteer teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	In your school, have the following approaches been used to evaluate the practice of teachers during the previous school year, or the present (2011/2012 and 2012/2013)? Please choose one option for each column .							
	(a) The standard evaluation criteria referring to the Law13 and the orientation of education						1. Yes	<input type="checkbox"/>
							0. No	
	(b) Classroom observation by the school director or senior management						1. Yes	<input type="checkbox"/>
							0. No	
(c) Classroom observation by inspectors or other external people to school						1. Yes	<input type="checkbox"/>	
						0. No		
(d) Review of the results of tests and examinations of students						1. Yes	<input type="checkbox"/>	
						0. No		

(6) Who monitored the following aspects of the performance of the teachers of your school in the past school year (2011/2012)? Please choose all that apply from the options below. If nobody has monitored them, please choose the "0" column. **[Multiple choice]** (1. Yes 0. No)

	0	1	2	3	4	5
[4A2] (Re I-2A1-3) ○	Nobody	DREBA/ DPEBA	CEB	Commune	School Director	APE or COGES
a) The presence and the hours of work of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Interactions among teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Interactions among teachers and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teachers compliance to curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teachers' teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(7) What has been the role of the APE/COGES in maintaining or transferring teachers during the last academic year (2011/2012)? Please choose an option from the following options for APES and COGES. **[Unique choice]**

[2B]	1. APE/COGES had no say in matters concerning the staff of the school 2. APE/COGES consulted on assignments of teachers 3. APE/COGES appointed teachers. 4. APE/COGES has not supervised teachers because formal accountability mechanisms work well already.
(a) APE	<input type="checkbox"/>
(b) COGES	<input type="checkbox"/>

(8) Who has evaluated your school director for the personnel management in the last school year (2011/2012)? Please choose all that apply from the options below. **[Multiple choice] (1. Yes, 0. No)**

	1	2	3	4	5	6
[2C]	MENA	HRD of Ministry	DREBA, DPEBA	CEB	Commune	APE or COGES
a) School Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Local Education Committees

9	Does the commune have a technical structure of education? 1. Yes 0. No	<input type="checkbox"/>
10	Are you (school director) member of the technical structure of education of the commune? 1. Yes 0. No	<input type="checkbox"/>
11	How many times have you (School Director) participated in the meetings of the Education Technical Committee of the commune in this school year (2012-2013)?	[] times
12	Are you (school director) member of the Board of Directors of your locality? 1. Yes 0. No	<input type="checkbox"/>
13	How many times have you (School Director) participated in the meetings of the Board of Directors of your locality in this school year (2012-2013)?	[] times
14	Are the following questions examined by the technical structure of education of the commune or CEB for this school year (2012-2013)? Please reply for the commune and CEB	
	1) Technical structure of education of the commune	2) DREBA/DPEBA/CEB
a) Allocation of the Government budget for schools	1. Yes [] 0. No []	1. Yes [] 0. No []
b) Allocation and assignment of teachers	1. Yes [] 0. No []	1. Yes [] 0. No []
c) Allocation of equipment	1. Yes [] 0. No []	1. Yes [] 0. No []
d) School building	1. Yes [] 0. No []	1. Yes [] 0. No []
e) Reducing the number of children who are not in school in the surrounding communities	1. Yes [] 0. No []	1. Yes [] 0. No []
f) Equity-enhancing (e.g. girls, children with special needs)	1. Yes [] 0. No []	1. Yes [] 0. No []
g) Improving school outcomes (for example, the results of the CEP)	1. Yes [] 0. No []	1. Yes [] 0. No []
h) Improvement of services of the school canteen	1. Yes [] 0. No []	1. Yes [] 0. No []
i) Training of school directors and teachers	1. Yes [] 0. No []	1. Yes [] 0. No []

Section F: Evaluation of Schools and Students

1	Are the following criteria used to decide the promotion of students from CP1 to CP2 or from CM1 to CM2 at your school? (1. Yes 0. No)		
	1) From CP1 to CP2	2) From CM1 to CM2	
	a) Number of attendance days	<input type="checkbox"/>	<input type="checkbox"/>
	b) Daily behavior in classroom	<input type="checkbox"/>	<input type="checkbox"/>
	c) Classroom exercise or homework	<input type="checkbox"/>	<input type="checkbox"/>
	d) Harmonized exams	<input type="checkbox"/>	<input type="checkbox"/>
	e) End of year exam	<input type="checkbox"/>	<input type="checkbox"/>
	f) Other, please specify	[_____]	[_____]
2	How frequent do your school's teachers of CP1 and CM2 provide assignments in class other than trimester or end of year exams?	3. Every week or more 2. A few times per month 1. A few times per trimester 0. None	a) CP1 <input type="checkbox"/> b) CM2 <input type="checkbox"/>
3	How do your school's teachers prepare the content of classroom tests other than trimester or end of year exams? Please choose all relevant options. [Multiple choice] (1. Yes 0. No)	0. Do not exist	<input type="checkbox"/>
		1. Prepare problems by themselves using textbooks and teacher guides	<input type="checkbox"/>
		2. Use a set of problems (or test) provided by others (e.g. inspectors)	<input type="checkbox"/>
		3. Use a set of problems (or test) from any private publication in the market	<input type="checkbox"/>
		4. Other, specify [_____]	<input type="checkbox"/>
4	How do your school's teachers prepare the content of trimester exams? Please choose all relevant options. [Multiple choice] (1. Yes 0. No)	0. Not exist	<input type="checkbox"/>
		1. Prepare problems by themselves using textbooks and teacher guides	<input type="checkbox"/>
		2. Use a set of problems (or test) provided by others (e.g. inspectors)	<input type="checkbox"/>
		3. Use a set of problems (or test) from private publications in the market	<input type="checkbox"/>
		4. Other, specify [_____]	<input type="checkbox"/>
5	How do your school's teachers prepare the content of end-year exams? Please choose all relevant options. [Multiple choice] (1. Yes 0. No)	0. Not exist	<input type="checkbox"/>
		1. Prepare problems by themselves using textbooks and teacher guides	<input type="checkbox"/>
		2. Use a set of problems (or test) provided by others (e.g. inspectors)	<input type="checkbox"/>
		3. Use a set of problems (or test) from private publications in the market	<input type="checkbox"/>
		4. Other, specify [_____]	<input type="checkbox"/>
6	What kind of actions have your school taken for improving student achievements (e.g. the results/scores of the CFEE) in the past two years?		
	a) Increasing teaching hours	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	b) Support and supplementary lessons	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	c) Increasing the opportunity for students to take mock exams of CFEE	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	d) Increasing number of teachers	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	e) Teacher training	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	f) Lesson study (Pedagogical animation lesson)	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	g) Changing teaching style in the classrooms	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	h) Improving the content of classroom exercises and tests	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	i) Increasing homework	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	j) Providing stationery to students	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	k) Providing workbooks to students	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	
	l) Others (specify) [_____]	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]	

(7) How often and how have your school and students been assessed in the last few years? Please choose one from the options below. **[Single choice]**

[4A1]	1. School was <u>not assessed</u> by anyone.
	2. School was <u>assessed every few years</u>
	3. School was <u>assessed every few years</u> using Ministry of Education criteria.
	4. School was <u>assessed every year</u> using Ministry of Education criteria.
a) School	<input type="checkbox"/>

[4A1, 4C] ○	0. Students <u>do not take standardized tests</u> 1. Assessments of student learning in primary schools are done <u>every few years using representative samples of students</u> 2. Assessments of student learning in all or in selected grades of primary school are done <u>every few years for all students in the country</u> 3. Assessments of student learning in all or in selected grades of primary school are done <u>every year for all students in the country</u>
b) Students	<input type="checkbox"/>

8) Has your school received and used school or student assessment results and recommendations in the last few years? Please choose the most relevant from the options below. **[Single choice]**

[4B/D1] ○	1. School has never received school or student assessment results. 2. School has received school assessment results. 3. School has received school assessment results and direct recommendations. 4. Not applicable
a) CEP	<input type="checkbox"/>
b) Mock Exam (CEP)	<input type="checkbox"/>
c) Harmonized examinations	<input type="checkbox"/>
d) Survey on learning achievement	<input type="checkbox"/>
e) PASEC	<input type="checkbox"/>
[4B/D2]	1. School <u>has not used school assessments</u> to make pedagogical adjustments or to change school materials. 2. School has used the results of school assessments to make <u>pedagogical and operational adjustments</u> 3. School has used the direct <u>recommendations</u> based on school assessments from the MENA to make pedagogical and operational adjustments. 4. School has used information based on school assessments to make pedagogical, operational, and <u>personnel adjustments</u>
a) CEP	<input type="checkbox"/>
b) Mock Exam (CEP)	<input type="checkbox"/>
c) Harmonized examinations	<input type="checkbox"/>
d) Survey on learning achievement	<input type="checkbox"/>
e) PASEC	<input type="checkbox"/>

(9) What comparisons are made using assessment results? Please choose all relevant answers from the options below according to your knowledge. **[Multiple choice]**

	1	2	3	4
[5C]	<u>Comparisons are never made</u> among different types of schools, different regions, or previous years.	<u>Comparisons are made</u> among different types of schools, with different regions or municipalities, and with previous years.	Comparisons are made <u>with previous years for each school.</u>	<u>School produced student reports.</u>
a) CEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mock Exam (CEP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Harmonized examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) Survey on learning achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) PASEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(10) Who has access to the school results and student assessments published in the past few years? Please select all relevant answers from the options below. **[Multiple choice]** (1. Yes 0. No)

	0	1	2	3	4
[4E] (1. Yes 0. No)	Central administration, regional (DREBA, DPEBA, Commune, CEB)	School director	Teachers	Parents or students	Any community members
a) CEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mock Exam (CEP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Harmonized examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Survey on learning achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) PASEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(11) Who decided the following aspects of your school for this school year (2012/2013)? Please select all relevant answers from the options below. **[Multiple Choice]** (1. Yes 0. No)

	1	2	3	4	5	6	7	8
[4B2]	MENA	DREBA, DPEBA	CEB	Commune	School Director	APE	COGES	Teacher Union
1) School calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2) Hourly volume of subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section G: Parents and Community

1	Approximately what percentage of parents of your school can speak French?	[<input type="checkbox"/>] %	
2	What ethnic group do parents belong to (approximate percentage)?	Ethnic Group	Percentage
		1. MOSSI	[<input type="checkbox"/>] %
		2. DIOULA	[<input type="checkbox"/>] %
		3. PEUL	[<input type="checkbox"/>] %
		4. GOURMANCHE	[<input type="checkbox"/>] %
		5. BWABA	[<input type="checkbox"/>] %
3	Approximately what percentage of students in the school come from economically disadvantaged homes? Please choose one.	1. 0 to 10%	<input type="checkbox"/>
		2. 11 to 25%	
		3. 26 to 50%	
		4. More than 50%	
4	Approximately what percentage of students in the school come from economically affluent homes? Please choose one.	1. 0 to 10%	<input type="checkbox"/>
		2. 11 to 25%	
		3. 26 to 50%	
		4. More than 50%	
5	How many villages do students come from? Please choose one.	1. Almost all students come from one village. [<input type="checkbox"/>]	<input type="checkbox"/>
	2. Almost all students come from two villages. [<input type="checkbox"/>]		
	3. Students come from more than two villages		
6	Does your school ask parents to do the following?		
a)	Attend special events (e.g., science fair, concert, sporting events)	1. Yes [<input type="checkbox"/>] 0. No. [<input type="checkbox"/>]	
b)	Raise funds for the school	1. Yes [<input type="checkbox"/>] 0. No. [<input type="checkbox"/>]	
c)	Volunteer for school programs and trips	1. Yes [<input type="checkbox"/>] 0. No. [<input type="checkbox"/>]	
d)	Ensure that their child completes his/her homework	1. Yes [<input type="checkbox"/>] 0. No. [<input type="checkbox"/>]	
e)	Serve on school committees (e.g., select school personnel, review school finances)	1. Yes [<input type="checkbox"/>] 0. No. [<input type="checkbox"/>]	

7	How parents express concerns about your school (School Director)? Please choose all that apply.		
	a) During the APE meetings	1. Yes [] 0. No. []	
	(b) During COGES meetings	1. Yes [] 0. No. []	
	(c) During extraordinary meetings APE/COGES	1. Yes [] 0. No. []	
	(d) By written letter	1. Yes [] 0. No. []	
	(e) Others If other specify []	1. Yes [] 0. No. []	
8	How and how often do you or teachers communicate with parents on students' behavior, attendance, and/or achievements?	1. Weekly 2. Monthly 3. At least once a trimester 4. At least once a year 5. Only if it is necessary	[]
9	Is there an APE, AME or COGES in your school? Please answer for each		
	a) APE 1. Yes 0. No	[]	[]
	b) AME 1. Yes 0. No	[]	[]
	c) COGES 1. Yes 0. No	[]	[]
10	If there is an APE, AME or COGES at your school, how is it active? Please answer for each		
	a) APE 2. Very active 1. Active 0. Not active	[]	[]
	b) AME 2. Very active 1. Active 0. Not active	[]	[]
	c) COGES 2. Very active 1. Active 0. Not active	[]	[]

Section H: Parental Associations and School Councils

NOTE: If this school does not have APE, AME or COGES, please skip any of the following irrelevant questions. If you do not know the answer even though there is APE, AME, or COGES, please indicate “NP.”

About the Structure:

1	When was APE/AME/COGES established for your school?	a) APE [] year (yyyy) b) AME [] year (yyyy) c) COGES [] year (yyyy)
---	-----------------------------------------------------	------------------------------------------------------------------------------

(2) Who participated in a **general assembly** for APE/COGES in the last school year (2011/2012)? The general assembly is defined as meetings with not only the board members but also all members of APE/CGE. Please choose one answer from the options below for each of APE and COGES. If there is no regular meeting, please choose “1”. **[Single choice]**

[*Plus1A1]	1. There was no general assembly with board members (e.g. annually, per semester), or no APE/COGES exists. 2. <u>Only parents</u> participated in general assembly. 3. <u>Parents, teachers, and school director</u> participated in the general assembly. 4. <u>Parents, teachers, school director, and non-parent community members</u> participated in the general assembly.	
(a) APE	[]	[]
(b) COGES	[]	[]
3	How many times did APE/COGES hold the general assembly meetings during this school year (2012/2013)?	a) APE [] times b) COGES [] times
4	Did you (school director) participate in the last general assembly meeting of APE/COGES?	
	a) APE	1. Yes 0. No []
	b) COGES	1. Yes 0. No []
5	Approximately what percentage of parents participated in the last general assembly of APE? Please choose one option.	1. About 25% or less 2. About 25% – 50% 3. More than 50% 0. Not applicable as there has been no general assembly meeting in this year []
6	Approximately what percentage of community members participated in the last general assembly meeting of COGES? Please choose one option.	1. About 25% or less 2. About 25% – 50% 3. More than 50% 0. Not applicable as there has been no general assembly meeting in this year []

(7) How have the **parent representatives** of the APE/COGES board been selected? Please choose one answer from the options below for each of APE and COGES **[Single choice]**

[Plus1A2]	1. No APE/COGES exists. 2. Parents' representatives <u>were selected by the school director or community leaders</u> (e.g. mayor). 3. Parents' representatives <u>were selected by parents but not elected</u> 4. Parents' representatives <u>were elected by parents</u>
(a) APE	<input type="checkbox"/>
(b) COGES	<input type="checkbox"/>

(8) How have the **board members of the APE/COGES** been selected? Please choose one answer from the options below for each of APE and CGE. **[Single choice]**

[Plus1A3] ○	1. No such APE/COGES board position exists. 2. No selection process for the APE/COGES board's position. It has been assumed by a person in a predetermined position (e.g. school director). 3. The APE/COGES board's position was selected without election by the APE/COGES members. 4. The APE/COGES board's position was selected through election by the APE/COGES members.
(a) APE	
1) Chair/President	<input type="checkbox"/>
2) Secretary general	<input type="checkbox"/>
3) Treasurer	<input type="checkbox"/>
4) Auditor	<input type="checkbox"/>
(b) COGES	
1) Chair/President	<input type="checkbox"/>
2) Secretary general	<input type="checkbox"/>
3) Treasurer	<input type="checkbox"/>
4) Auditor	<input type="checkbox"/>

9	If the president of APE/COGES board is selected through election by APE/COGES members, how is this election? Please choose one answer for each of APE and COGES		
	a) For APE	1. A show of hand (hand raising) 2. Secret voting 3. Other	<input type="checkbox"/>
	b) For COGES	1. A show of hand (hand raising) 2. Secret voting 3. Other	<input type="checkbox"/>

10	Who assumes the following positions of the COGES board? Please choose [Single choice by each row]		
	0) No one 1) Community leader 2) School director 3) Father 4) Mother 5) Other community member		
a)	Chair/President	<input type="checkbox"/>	
b)	Secretary general	<input type="checkbox"/>	
c)	Treasury	<input type="checkbox"/>	
d)	Public relations	<input type="checkbox"/>	
e)	Audit	<input type="checkbox"/>	
f)	Other, specify []	<input type="checkbox"/>	

11	What is the number of APE board members in total and by gender? Write "0" if there is no board member.	Total [] Male [] Female []
12	What is the number of COGES board members in total and by gender? Write "0" if there is no board member.	Total [] Male [] Female []

About the Current Budget, Plan, and Activities:

(13) Who **participated in the approval and execution** of the APE/COGES action plan and budget? Please choose all stakeholders who participated. If there is no such periodic plan, please choose “1”. **[Multiple choice]** (1. Yes 0. No)

	1	2	3	4	5	6
[Plus1B1-M] ○ 1.Yes 0.No	No periodic plan or budget	APE/COGES Board member	Parents	Non-parent community members	School director	Teachers
a) APE						
(1) Approval				<input type="checkbox"/>		
(2) Execution				<input type="checkbox"/>		
b) COGES						
(1) Approval				<input type="checkbox"/>		
(2) Execution				<input type="checkbox"/>		

(14) Who **have provided funds to APE/COGES**? Please choose all stakeholders who participated. If there is no such fund, please choose “1”. **[Multiple choice]** (1. Yes 0. No)

	1	2	3	4	5	6
[Plus1B2] ○ 1.Yes 0. No	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. ME, DREBA, DPEBA, CEB)	Local governments (e.g., Commune)	Others (e.g. NGO, donors)
a) APE						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) COGES						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(15) What kind of **expenditure** has the APE/COGES’s action plan and budget? Please choose all relevant answer from the options below. If there is no such fund, please choose “1”. (1. Yes 0. No)

	1	2	3	4
[Plus1B3] ○ 1.Yes 0. No	The APE/COGES does not have such a plan.	The APE/COGES’s periodic action plan has included expenditure items related to <u>“operational budgets”</u> (e.g. textbook distribution cost)	The APE/COGES’s periodic action plan has included expenditure items related to <u>civil works or infrastructure.</u>	The APE/COGES’s periodic action plan has <u>included</u> teachers' salary or allowances.
a) APE				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) COGES				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(16) What **target indicators** has the APE/CGE periodic action plan (e.g. yearly) referred to? Please choose all relevant answers from the options below. If there is no such plan, please choose “1”. **[Single choice]** (1. Yes 0. No)

	1	2	3	4
[Plus1B4] ○ 1.Yes 0. No	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of existing examination)	The APE/COGES's periodic action plans and budget plan have <u>referred to target indicators of access</u>	The APE/COGES's periodic action plans and budget plan have <u>referred to target indicators of learning achievement</u>
a)APE				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)COGES				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(17) Who has access to the APE/COGES’s **financial report**, which provides information on the planned budget and actual expenditure for the last school year (2011/12)? Please choose one most relevant answer from the below option. If there is no such report, please choose “1”. **[Single choice]**

	1	2	3	4
[Plus1B4] ○ 1.Yes 0. No	<u>APE/COGES did not have any financial report.</u>	<u>APE/COGES had a financial report.</u> The report has been shared with board members.	<u>APE/COGES had a financial report.</u> The report has been shared among APE/CGE members (e.g. at the general assembly, posting on the board).	<u>APE/COGES had a financial report.</u> The report has been shared among the SC members and other stakeholders (e.g. sub-national administration and APE/COGES federation).
a)APE				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)COGES				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(18) Who has access to the APE/COGES’s **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the targeted education results in the last school year (2011/2012)? Please choose the most relevant answer from the option below. If there is no such report, please choose “1”. [Single choice]

	1	2	3	4
[Plus1B4] 1. Yes 0. No	<u>APE/COGES did not have any progress report.</u>	<u>APE/COGES had a periodic progress report. The report has been shared with board members.</u>	<u>APE/COGES had a periodic progress report. The report has been shared among the APE/CGE members (e.g. at the general assembly or posting on the board).</u>	<u>APE/COGES had a periodic progress report. The report has been shared among the APE/CGE members and other stakeholders (e.g. sub-national administration and APE/CGE federation).</u>
a)APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19	How much financial contributions has your school received directly from APE or COGES in each of the last 2 school years?	APE: a) APE [] FCFA, 2012/13 b) APE [] FCFA, 2011/12 COGES: c) COGES [] FCFA, 2012/13 d) COGES [] FCFA, 2011/12	
20	What is approximately the total amount of revenue that APE and COGES have collected in the last 2 school years?	APE: a) APE [] FCFA, 2012/13 b) APE [] FCFA, 2011/12 COGES (including transfer from APE revenue if there is any): c) COGES [] FCFA, 2012/13 d) COGES [] FCFA, 2011/12	
21	What proportion of the action plan did the APE actually carry out during the last school year (2011/2012)?	5. All 4. Almost all 3. 50-80% 2. Less than 50% 1. No APE plan, APE prepared the COGES plan together 0. No APE plan	<input type="checkbox"/>
22	What proportion of the action plan did the COGES actually carry out during the last school year (2011/2012) ?	4. All 3. Almost all 2. 50-80% 1. Less than 50% 0. No such plan exists	<input type="checkbox"/>
23	Has APE provided financial and/or in-kind support to the school with the following activities in this school year? Please choose an answer per row.		
	a) Construct/repair infrastructure		1. Yes [], 0. No[]
	b) Hiring teaching staff		
	c) School meal (food, kitchen, etc.)		1. Yes [], 0. No[]
	d) Teaching support (remedial course, supplementary lessons for exams, etc.)		1. Yes [], 0. No[]
	e) Educational materials		1. Yes [], 0. No[]
	f) Water		1. Yes [], 0. No[]
	g) Environment (cleaning, plantation, etc.)		1. Yes [], 0. No[]
	h) Special events (sport, festival, etc.)		1. Yes [], 0. No[]
	i) Girls’ education promotion and awareness		1. Yes [], 0. No[]
	j) Special program for disabled children		1. Yes [], 0. No[]
	k) Special program for culturally or economically disadvantaged children		1. Yes [], 0. No[]
24	Has COGES provided financial and/or in-kind support to the school with the following activities in this school year? Please choose an answer per row.		
	a) Construct/repair infrastructure		1. Yes [], 0. No[]
	b) Contracting teaching staff		1. Yes [], 0. No[]
	c) School meal (food, kitchen, etc.)		1. Yes [], 0. No[]
	d) Teaching support (remedial course, supplementary lessons for exams, etc.)		1. Yes [], 0. No[]
	e) Educational materials		1. Yes [], 0. No[]
	f) Water		1. Yes [], 0. No[]
	g) Environment (cleaning, plantation, etc.)		1. Yes [], 0. No[]
	h) Special events (sport, festival, etc.)		1. Yes [], 0. No[]
	i) Girls’ education promotion and awareness		1. Yes [], 0. No[]
	j) Special program for disabled children		1. Yes [], 0. No[]
	k) Special events (sport, festival, etc.)		1. Yes [], 0. No[]

25	Has the plan of COGES set the following target indicators in this year? If no such plan exists, please choose No.	
	a) Increasing students' attendance	1. Yes [], 0. No []
	b) Reducing grade repetition	
	c) Reducing dropouts	1. Yes [], 0. No []
	d) Improving the results of graduation exam (CEP)	1. Yes [], 0. No []
	e) Improving the results of other exams	1. Yes [], 0. No []
	f) Teacher performance (e.g. attendance and/or absence)	1. Yes [], 0. No []

(26) What kind of support or **trainings** did you/school director and teachers receive from the union of APE or COGES over the last 2 years? Please choose the most relevant answer from the option below. If there is no training, please choose "1". [Single choice]

[Plus 1D1]	1. No APE/COGES federation exists
	2. APE/COGES federation <u>has not</u> conducted any training, monitoring, or equivalent activities for school-level stakeholders
	3. APE/COGES federation <u>has conducted</u> training, monitoring, or equivalent activities for school-level stakeholders
a) APE	
b) COGES	

(27) What kind of **trainings** did you/school director and teachers receive over the last 2 years? Please choose the most relevant from the options below. If there is no training, please choose "1". [Single choice]

[Plus 1D2] ○	1. There was <u>no training</u>
	2. <u>There has been training</u> , but it has <u>not included topics related to</u> APE, COGES, and/or community participation
	3. There has been <u>at least one training that included topics related to</u> APE, COGES and/or community
	4. There has been <u>a regular (e.g. annual) training or workshop</u> related to APE, COGES and/or community participation
a) School Director	
b) Teachers	

(28) What kind of **monitoring** did DREBA, DPEBA, and/or Commune conduct for your school in the last 2 years? Please Choose the most relevant answer from the option below. If there is no monitoring, please choose "1". [Single choice]

[Plus 1D3]	1. There was <u>no monitoring and guidance</u> by the administration to schools on any topic
	2. There has been <u>monitoring and guidance</u> to schools. But it <u>has not included topics related to the</u> APE, COGES <u>or community</u> , parent affairs/participation (e.g. the monitoring is only for pedagogical part).
	3. There has been <u>monitoring and guidance</u> to schools which <u>included topics related to the</u> APE, COGES <u>or community</u> , <u>parent affairs/participation</u>
	4. There has been <u>monitoring and guidance</u> to schools which <u>included topics related to the</u> APE, COGES <u>or community</u> , <u>parent affairs/participation and that provided suggestions for improvement</u>
a) DREBA, DPEBA	
b) CEB	
c) Commune	

29	What are contents of the trainings?	
	0) No training	
	1) Organizational characteristics of SC, including election	1. Yes [], 0. No []
	2) Management of School Action Plan and Budget	1. Yes [], 0. No []
	3) Financial management	1. Yes [], 0. No []
	4) Monitoring tool and mechanism	1. Yes [], 0. No []
	5) Guidance	1. Yes [], 0. No []
30	What are targets for monitoring and/or feedbacks?	
	0) No monitoring	
	1) Organizational structure	1. Yes [], 0. No []
	2) A periodic action plan/budget	1. Yes [], 0. No []
	3) (Progress) result report	1. Yes [], 0. No []
	4) Financial report	1. Yes [], 0. No []
	5) Other (please provide details)	1. Yes [], 0. No []

(31) How was the APE/COGES action plan used in requesting and planning the formal government budget for the school? Please choose one most relevant answer from the below options for each of APE and COGES. Please choose “1” if there is no action plan of APE/COGES. [Single choice]

[Plus 1E1]	<ol style="list-style-type: none"> 1. The APE/COGES does not have such a plan 2. <u>The APE/COGES action plan has not been utilized by authorities</u> 3. <u>The school action plans have been compiled and utilized by the local government</u> 4. <u>The school action plans have been compiled and utilized both by the local and central government</u>
(a) APE	<input type="checkbox"/>
(b) COGES	<input type="checkbox"/>

Please respond to the following 4 questions regarding the role of APE/COGES in the government school budget (not APE or COGES budget based on their own revenues)

(32) What was the role of APE/COGES in **the preparation of government school budget** for this school year (2012/2013)? Please choose one from the below options for each of APE and COGES. [Single choice]

[3A]	<ol style="list-style-type: none"> 1. <u>No role</u> for the APE/COGES; budgets were prepared centrally by the MENA 2. <u>APE/COGES has a voice</u> in the planning and preparation of the <u>budget at the school level, but final responsibility falls on the school director</u> 3. <u>APE/COGES has formal mechanisms</u> for participation in the school budget if they so desire
(a) APE	<input type="checkbox"/>
(b) COGES	<input type="checkbox"/>

(33) What was the role of APE/COGES in **approving the school budget** for this school year (2012/2013)? Please choose one from the four options for each of APE and CGE. [Single choice]

[3B]	<ol style="list-style-type: none"> 1. MENA/DREBA/DPEBA/CEB have the authority to approve the school budget. APE/COGES <u>does not participate</u> 2. <u>Association of APE/COGES may be consulted</u> but the IA, DREBA/DPEBA/CEB and/or Commue is responsible for the approval of the school budget 3. Budget approval is <u>done by the school director</u>. APE/COGES <u>may be consulted</u> but they have no approval responsibility 4. <u>APE/COGES may be responsible for budget approval</u>
(a) APE	<input type="checkbox"/>

(34) What is the role of APE/COGES in **implementation of the school budget** for this school year (2012/2013)? Please choose one most relevant from the below options for each of APE and COGES [Single choice]

[3D]	<ol style="list-style-type: none"> 1. Budget implementation is <u>supervised by the DREBA/DPEBA/CEB</u> or by MENA. APE/COGES does not supervise the budget. 2. Budget implementation is supervised <u>at the DREBA/DPEBA/CEB</u>. APE/COGES <u>only asks for accounts on additional funding from parents and other off-budget funds</u> 3. APE/COGES <u>supervises budget implementation</u> and occasionally requests formal audits from the appropriate authorities. 4. APE/COGES <u>does not receive specific reports on the school budget since it is public information readily available. Formal supervisory systems work well</u>
(a) APE	<input type="checkbox"/>
(b) COGES	<input type="checkbox"/>

(35) How did national and sub-national authorities **use the school budget** prepared with participation of APE/COGES for this school year (2012/2013)? Please choose one most relevant from the below options for each of APE and COGES. [Single choice] Please choose “1” if there is no school budget prepared with participation of APE/COGES.

[3E]	<ol style="list-style-type: none"> 1. Budgetary decisions are made at the MENA/DREBA/DPEBA/CEB without APE/COGES participation. 2. MENA/DREBA/DPEBA/CEB use the request and/or proposal sent by the schools as recommendations for the final allocation of resources. 3. MENA/DREBA/DPEBA/CEB use the request and/or proposal sent by the schools as their main source of recommendation for the transfer of resources to the school. 4. MENA/DREBA/DPEBA/CEB use the request and/or proposal sent by the schools budget as the base for the final transfer of resources to the school.
(a) APE	<input type="checkbox"/>
(b) COGES	<input type="checkbox"/>

Section I : Documents available at School Level

Note: Please submit the following documents. Surveyors would need to take pictures of some pages

	Title or description of the document (* There is a sample document to reference)	a) Availability and collection of document in the schools visited 2: Collected. 1: Exists, but not collected 0: Does not exist	b) Size of the document according to the media type (in case the document is collected)	c) ID of photo/ and name of the file into the USB key	d) Comments (reasons why the document wasn't collected, name slightly different, to follow-up, etc.)
1	Statistic Report of school at the beginning of the year*, 2012/2013 (all pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
2	Yearend school report (or/and) situation of the school at the end of school year *, 2011/2012 (all pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
3	Implementation sheet of the official hourly volume for the period of 1/10/2011 to 31/5/2012 (by teacher in each school)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
4	Sheet of the execution of the official hourly volume for the period of 1/10/2011 to 31/5/2012 (per school in each CEB)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
5	Receipt of school textbooks *, 2011/2012 (by school)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
6a	Receipt of school materials at the level of CEB *, 2012-2013	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
6b	State of distribution of school materials by school level *, 2012-2013	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
7	Daily class registry of the CM2, school year CM2*, 2012/2013	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
8	Register of attendance of the students of the school*, 2011-2012	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		

9a	School report of the 2nd trimester of the year 2012-2013 *(for students of CM2, CM1 if applicable)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
9b	Results of 2 nd trimester of students of the CM2 or of the CM1, 2012-2013	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
10	Synopsis chart of the assessment of the 2 nd trimester of the classes of CM2, 2011-2012* (y school at the level of CEB)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
11	Statistical results of CEP 2012*	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		

For APE

1	“Registry contribution of the parents of students 2012-2013” or/and “financial management workbook”, * 2012-2013 of the APE	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
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For COGES

1	Minutes of the General Assembly elective members of COGES *	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
2	List of presence of members of the COGES in General Assembly * 2012-2013 (all pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
3	Annual Action Plan 2012-2013 of COGES (all the pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
4	Annual activity report of COGES, or Sheet of final collective 2011-2012 review of the COGES' (all pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
5	“ Financial management notebook of the COGES *, 2012-2013” or “Financial report of the COGES” *, 2012-2013.	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		

Section J: Surveyor's Observation of Classroom

NOTE: Please let surveyors visit a classroom for each of CP2 and CM2 for observation.

		CP2		CM2	
		Observed	Photo/Photo ID	Observed	Photo/Photo ID
1	Students with French textbooks	Yes [] No, because []	Yes [] ID	Yes [] No, because []	Yes [] ID
2	Students with Mathematics textbooks	Yes [] No, because []	Yes [] ID	Yes [] No, because []	Yes [] ID
3	Students with notebooks	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID
4	Students with workbooks	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID
5	Teachers with attendance note (registrar)	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID
6	Teachers with teacher guidebook	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID

Report of visits

Day of visit		Name of the team of interviewers	
ID de the target		Type	
Name of the target			
Interviewed			
Start time		End time	
Needs to be visit again and reason			
Number of responses (NP)		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			

System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA) :

SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for School Councils or Parents' Associations (COGES and/or APE)

(A) School Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill in the names in the column (a) **before visiting** schools.]

		(a) Name	(b) Check if correct (1.Yes 0.No)
1	DREBA		[]
2	DPEBA		[]
3	Commune		[]
4	School		[]

(B) Identification of Chair or President and Other Contact Person: Before starting the interview, please check whether the following information is correct. [Fill in the names in the column (a) **before visiting** schools.]

		(a) Information	(b) Check if correct (1.Yes 0.No)
1	Organization to be interviewed with this questionnaire	1. APE only 2. COGES only 3. Both as the president is the same between APE and COGES	[]
1	Chair or President's Name		[]
2	Chair or President's Gender	1. Male [] 2. Female []	[]
3	Chair or President's mobile number		[]
4	(If there is any person) other contact's name		[]
5	(If there is any person) other contact's phone number		[]

(C) Field Survey Team [The team will fill out this section just after the survey is finished and then the regional coordinator will check and fill out this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed (1.Yes 0.No)	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central member			[]	

(D) Data Entry Team [The team will fill out this section]

	Position /Tasks	(a) Name	(b) Date of achievement of task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

***NOTE: If this interview is only for APE or COGES, please skip the questions regarding the other organization.**

Section A Organizational structure

1	When was APE or COGES established for your school?	a) APE [] b) COGES []
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(2) Who participated in a **general assembly** held regularly for APE/COGES in the last school year (2011/2012)? Please choose one answer from the options below. If there is no regular meeting, please choose “1”. [Single choice]

[Plus1A1]	1. There was no general assembly with non-board members (e.g. annually, per semester) 2. <u>Only parents</u> participated in general assembly. 3. Parents, <u>teachers, and school director</u> participated in general assembly. 4. Parents, teachers, school director, and <u>non-parent community members</u> participated in general assembly.	
(a) APE		[]
(b) COGES		[]
3	How many times did APE/COGES hold the general assembly meetings during this school year (2012/2013)?	a) APE [] times b) COGES [] times
4	Did the school director participate in the last general assembly meeting of APE/COGES?	a) APE: 1. Yes 0. No []
		b) COGES: 1. Yes 0. No []
5	Approximately what percentage of parents participated in the last general assembly of APE? Please choose one option.	1. About 25% or less 2. About 25% – 50% 3. More than 50% 0. Not applicable as there has been no general assembly meeting this year . []
6	Approximately what percentage of community members participated in the last general assembly meeting of COGES? Please choose one option.	1. About 25% or less 2. About 25% – 50% 3. More than 50% 0. Not applicable as there has been no general assembly meeting this year . []

(7) How have the **parent representatives** of the APE/COGES board been selected for this school year(2012/2013) (or the last (2011/2012) year if they are not yet selected for this year)? Please choose one answer from the options below. [Single choice]

[Plus1A2]	1. No APE/COGES exists. 2. Parents' representatives were <u>selected by the school director or community leaders (e.g. mayor).</u> 3. Parents' representatives were <u>selected by parents but not elected.</u> 4. Parents' representatives <u>were elected by parents.</u>	
(a) APE		[]
(b) COGES		[]

(8) How have the following **APE/COGES board members been selected** for this school year (2012/2013) (or the last year school (2011/2012) if they are not yet selected for this year)? Please choose one answer per row from the options below. [Single choice per row]

[Plus1A3]	1. No such APE/COGES board position exists. 2. No selection process for the APE/COGES board's position. It has been assumed by a person in a predetermined position (e.g. school director). 3. The APE/COGES board's position was selected without election by the APE/COGES members. 4. The APE/COGES board's position was selected through election by the APE/COGES members.	
(a) APE		
1) Chair/President		[]
2) Secretary general		[]
3) Assistant secretary general		[]
4) Treasurer		[]

5) Assistant treasurer	[]
6) Organization secretary	[]
7) Information secretary	[]
8) Auditor	[]
(b) COGES	
1) Chair/President	[]
2) Secretary general	[]
3) Treasurer	[]
4) Public Relations	[]
5) Auditor	[]

9	Who are in the following positions of the COGES board for this school year (2012/2013)? Please choose [single choice by each row]		
		0) No one 1) Community leader 2) School director 3) Father of student 4) Mother of student	5) Other community member, please specify
a)	Chair/President	[]	[]
b)	Secretary general	[]	[]
c)	Treasurer	[]	[]
d)	Public relations	[]	[]
e)	Auditor	[]	[]
f)	Other, specify []	[]	[]
g)	Other, specify []	[]	[]
10	How many APE board members are there in total and by gender? Write "0" if there is no board.	a) Total [] b) Male [] c) Female []	
11	How many COGES board members are there in total and by gender? Write "0" if there is no board member.	a) Total [] b) Male [] c) Female []	

About the President of APE

12	What is your (the president's) age?	[] years old
13	How many years have you (the president) been in the current position?	[] years [] months
14	Do you (the president) speak French?	1. Yes 0. No []
15	What is your (the president)'s highest academic degree?	1. Literate 2. Primary School (1-6) 3. Junior Secondary (7-10) 4. Senior Secondary (11-13) 5. University/College (14-) 0. No Schooling []
16	Have you (the president) held the following positions or worked in the mentioned sectors?	
a)	Personnel of educational administration	1. Yes 0. No []
b)	Personnel of other public administration	1. Yes 0. No []
c)	Director of school or teachers	1. Yes 0. No []

d) Private formal sector	1.Yes 0.No	[]
e) Farming or agriculture sector	1.Yes 0.No	[]
f) Chief of Village	1.Yes 0.No	[]

About the President of COGES

17	What is your (the president) age?	[] years old
18	How many years have you (the president) been in the current position?	[] years
19	Do you (the president) speak French?	1. Yes 0.No []
20	What is your (the president)'s highest academic degree?	1. Literate 2. Primary School (1-6) 3. Junior Secondary (7-10) 4. Senior Secondary (11-13) 5. University/College (14-) 0 = No Schooling []
21	Have you (the president) held the following positions or worked in the mentioned sectors?	
g)	Personnel of educational administration	1.Yes 0.No []
h)	Personnel of other public administration	1.Yes 0.No []
i)	Director of school or teachers	1.Yes 0.No []
j)	Private formal sector	1.Yes 0.No []
k)	Farming or agriculture sector	1.Yes 0.No []
l)	Chief of Village	1.Yes 0.No []

Section B Budget and action plan

Overview:

(1) Who **participated in the preparation, approval and execution** of the APE/COGES action plan and budget for this school year (2012/2013) (or last school year (2011/2012) if this year's plan is not available)? Please choose all stakeholders who participated from each column. If there is no such periodic plan, please choose "1". [Multiple choice] (1.Yes 0.No)

	1	2	3	4	5	6
[Plus1B1-M] ○	No periodic plan or budget	APE/COGES Board member	Parents	Non-parent community members	School director	Teachers
a) APE						
(1) Preparation	()	()	()	()	()	()
(2) Approval	()	()	()	()	()	()
(3) Execution	()	()	()	()	()	()
b) COGES						
(1) Preparation	()	()	()	()	()	()
(2) Approval	()	()	()	()	()	()
(3) Execution	()	()	()	()	()	()

(2) Who **provided funds to APE/COGES** in the last two school years (2011/2012 or 2012/2013)? Please choose all stakeholders who provided funds from each column. If there is no such fund, please choose "1". [Multiple choice] (1.Yes 0. No)

	1	2	3	4	5	6
[Plus1B2] ○	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. MENA, DREBA, DPEBA)	Local governments (e.g., Commune)	Others (e.g. NGO, donors)
a)APE	()	()	()	()	()	()
b)COGES	()	()	()	()	()	()

(3) What kind of **expenditure** has the APE/COGES's action plan and budget included for the school year 2011/2012 and 2012/2013? Please choose all relevant answer from the options below. [Multiple choice] (1.Yes 0. No)

If there is no such fund, please choose "1".

	1	2	3	4
[Plus1B3] ○	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plan has included expenditure items related to " <u>operational budgets</u> " (e.g. textbook distribution cost)	The APE/COGES's periodic action plan has included expenditure items related to <u>civil works or infrastructure</u> . (e.g. construction, etc.)	The APE/COGES's periodic action plan has <u>included</u> teachers' salary or allowances.
a)APE	()	()	()	()
b)COGES	()	()	()	()

(4) What **target indicators** has the APE/COGES periodic action plan (e.g. yearly) referred to this or/and last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If there is no such plan, please choose "1".

[Multiple choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B4]	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of CEP) (last and/or this school year).	The APE/COGES 's periodic action plans and budget plan have <u>referred to target indicators of access</u> (e.g. enrollment rate of <u>children ready to start school</u> , etc.)	The APE/COGES's periodic action plans and budget plan have <u>referred to target indicators of learning achievement</u> (last and/or this school year).
a)APE	[]	[]	[]	[]
b)COGES	[]	[]	[]	[]

More details on APE:

5	What is approximately the total amount of revenue that APE has collected in the last 2 school years (2011/2012 and 2012/2013)?	a) 2012/13 [] FCFA b) 2011/12 [] FCFA
6#	What was the revenue last year (2011/2012) from the following sources?	
a)	Parents	[]FCFA
b)	Non-parent community members or social groups in the community	[]FCFA
c)	Education administrations (e.g. MENA, DREBA, DPEBA)	
d)	Local governments (e.g. communes)	[]FCFA
e)	Others (e.g. NPOs, NGOs)	[]FCFA
7	What proportion of the action plan did the APE actually carry out during the last school year (2011/2012)?	5. All 4. Almost all 3. 50-80% 2. Less than 50% 1. No APE plan. Yet, APE prepared the COGES plan together 0. No APE plan. []

8	Has APE provided financial and/or in-kind support to the school for the following activities this or last school year (2011/2012 or 2012/2013)? Please choose an answer for each item below.		
a)	Construct/repair infrastructure	1.Yes 0.No	[]
b)	Contracting teaching staff	1.Yes 0.No	[]
c)	School meal (food, kitchen, etc.)	1.Yes 0.No	[]
d)	Teaching support (remedial course, supplementary lessons for exams, etc.)	1.Yes 0.No	[]
e)	Educational materials	1.Yes 0.No	[]
f)	Water	1.Yes 0.No	[]
g)	Environment (cleaning, plantation, etc.)	1.Yes 0.No	[]
h)	Special events (sport, festival, etc.)	1.Yes 0.No	[]
i)	Girls' education promotion and awareness	1.Yes 0.No	[]
j)	Special program for disabled children	1.Yes 0.No	[]
k)	Special program for culturally or economically disadvantaged children	1.Yes 0.No	[]
l)	Transport of inspectors for schools' visits	1.Yes 0.No	[]
9	Approximately, what is the total amount of expenditure of APE in the last school year (2011/12)?	[	]FCFA

More details on COGES:

10	Approximately, what is the total amount of revenue that COGES has collected in the last 2 school years (2011/2012 and 2012/2013)?	a) 2012/13 [] FCFA b) 2011/12 [] FCFA
11#	What was the revenue in the last year (2011/2012) from the following sources?	
a)	COGES members (parents and non-parent community members)	[] FCFA
b)	Other social groups in the community	
c)	Education administrations (e.g. MENA, DREBA, DPEBA, CEB)	[] FCFA
d)	Local governments (e.g. communes)	[] FCFA
e)	Others (e.g. NGOs)	[] FCFA
12	What proportion of the action plan did the CGE actually carry out during the last school year (2011/2012) ?	4. All 3. Almost all 2. 50-80% 1. Less than 50% 0. No such plan exists []
13	Has COGES provided financial and/or in-kind support to the school for the following activities this or last school year (2011/2012 or 2012/2013)? Please choose an answer for each item below.	
a)	Construct/repair infrastructure	1.Yes 0.No []
b)	Contracting teaching staff	1.Yes 0.No []
c)	School meal (food, kitchen, etc.)	1.Yes 0.No []
d)	Teaching support (remedial course, supplementary lessons for exams, etc.)	1.Yes 0.No []
e)	Educational materials	1.Yes 0.No []
f)	Water	1.Yes 0.No []
g)	Environment (cleaning, plantation, etc.)	1.Yes 0.No []
h)	Special events (sport, festival, etc.)	1.Yes 0.No []
i)	Girls' education promotion and awareness	1.Yes 0.No []
j)	Special program for disabled children	1.Yes 0.No []
k)	Special program for culturally or economically disadvantaged children	1.Yes 0.No []
l)	Transport of inspectors for schools' visits	1.Yes 0.No []
14	Has the plan of COGES set the following target indicators this or last year (2011/2012 or 2012/2013)? If no such plan exists, please choose No.	
a)	Increasing students' attendance	1.Yes 0.No []
b)	Reducing grade repetition	1.Yes 0.No []
c)	Reducing dropouts	1.Yes 0.No []
d)	Improving the results of graduation exam of CEP	1.Yes 0.No []
e)	Improving the results of other exams (yearly, semester, trimester, etc.)	1.Yes 0.No []
f)	Teacher performance (e.g. attendance and/or absence)	1.Yes 0.No []

Section C Information sharing

Information on APE or COGES:

(1) Who has access to the APE/COGES’s **financial report**, which provides information on the planned budget and actual expenditure for the last school year (2011/12)? Please choose the most relevant answer from the options below. If there is no such report, please choose “1”. [Single choice]

[Plus 1C1] ○	<ol style="list-style-type: none"> 1. <u>APE/CGE did not have any financial report.</u> 2. <u>APE/COGES had a financial report.</u> The report has been shared with board members. 3. <u>APE/COGES had a financial report.</u> The report has been <u>shared among APE/COGES members</u> (e.g. at the general assembly, posting on the board). 4. <u>APE/COGES had a financial report.</u> The report has been <u>shared among the SC members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE	[]
b)COGES	[]

(2) Who has access to the APE/COGES's **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the targeted education results in the last school year (2011/2012)? Please choose the most relevant answer from the options below. If there is no such report, please choose “1”. [Single choice]

[Plus 1C2] ○	<ol style="list-style-type: none"> 1. <u>APE/COGES did not have any progress report.</u> 2. <u>APE/COGES had a periodic progress report.</u> The report has been shared with board members. 3. <u>APE/COGES had a periodic progress report.</u> The report has been <u>shared among the APE/COGES members</u> (e.g. at the general assembly or posting on the board). 4. <u>APE/COGES had a periodic progress report.</u> The report has been <u>shared among the APE/COGES members and other stakeholders</u> (e.g. sub-national administration CEB/DPEBA/DREBA and APE/COGES federation).
a)APE	[]
b)COGES	[]

Section D Technical support

(1) What kind of support or **trainings** did you (school director and teachers) receive from the federation of APE or COGES over the last 2 years? Please choose the most relevant answer from the options below. If there is no training, please choose “1”. [Single choice]

[Plus 1D1]	<ol style="list-style-type: none"> 1. No APE/COGES federation exists. 2. APE/COGES federation has not conducted any training, monitoring, or equivalent activities for school-level stakeholders. 3. APE/COGES federation has conducted training, monitoring, or equivalent activities for school-level stakeholders.
a)APE	[]
b)COGES	[]

(2) On the training and guidance from the federation of APE or COGES, please choose the most relevant statement from the options below. [Single choice]

[Plus 1D1] ○	<ol style="list-style-type: none"> 1. <u>No existence of such a federation. Even when there is, The federation of APE or COGES does not have any activity to facilitate parental and community participation in school management.</u> 2. <u>The federation of APE or COGES provided information or training to the school-level stakeholders on APE/COGES or/and community participation.</u> 3. <u>The federation of APE or COGES provided information or training to the school-level stakeholders on APE/COGE and/or community participation. The APE/COGES was also monitored in the operation cycle by APE/COGES federation.</u> 4. <u>The federation of APE or COGES provided information or training to the school-level stakeholders on APE/COGES or/and community participation. The APE/COGES was monitored and also received guidance and feedbacks for improvement from APE/CGE federation.</u>
a) APE	[]
b) COGES	[]

(3) On the training and guidance from sub-national administrations (DREBA/DPEBA and/or commune) please choose the most relevant statement from the options below. [Single choice]

[Plus 1D1] ○	1. Administration <u>does not have any activity to facilitate</u> parental and community participation in school management.
	2. Administration <u>provided information or training to the school-level stakeholders</u> on APE/COGES or/and community participation.
	3. Administration <u>provided information or training to the school-level stakeholders</u> on APE/COGES or/and community participation. <u>The APE/COGES was also monitored</u> in the operation cycle by sub national administration.
	4. Administration <u>provided information or training to the school-level stakeholders</u> on APE/COGES or/and community participation. The APE/COGES was monitored and also received <u>guidance and feedbacks for improvement</u> from sub national administration.
a) APE	[]
b) COGES	[]

4	What are the contents of the trainings? If there is no training, please only check "a"	
a) No training	1. Yes 0. No	[]
b) Organizational characteristics of SC (COGES or APE), including election	1. Yes 0. No	[]
c) Management of School Action Plan and Budget	1. Yes 0. No	[]
d) Financial management	1. Yes 0. No	[]
e) Monitoring tool and mechanism	1. Yes 0. No	[]
f) Guidance	1. Yes 0. No	[]
5	What are targets for monitoring and/or feedbacks? If there is no monitoring, please check only "a"	
a) No monitoring	1. Yes 0. No	[]
b) Organizational structure	1. Yes 0. No	[]
c) A periodic action plan/budget	1. Yes 0. No	[]
d) (Progress) Result report	1. Yes 0. No	[]
e) Financial report	1. Yes 0. No	[]
f) Other (please provide details) []	1. Yes 0. No	[]

Section E Opinion and role in public budget management

(1) How was the APE/COGES action plan used by local or central authorities in requesting and planning the formal government budget for the school? Please choose the most relevant answer from the options below for each of APE and COGES. Please choose "1" if there is no action plan of APE/COGES. [Single choice]

[Plus 1E1]	1. The APE/COGES does not have such a plan.
	2. The APE/COGES's action plan has not been utilized by authorities.
	3. The school action plans have been compiled and utilized by local governments.
	4. The school action plans have been compiled and utilized both by the local and central government.
(a) APE	[]
(b) CGE	[]

Please respond to the following 4 questions ((2),(3),(4) and (5)) regarding the role of APE/COGES in the government school budget (not APE or CGE budget based on their own revenues).

(2) What was the role of APE/COGES in the preparation of government school budget for this school year (2012/2013)? Please choose one from the options below for each of APE and COGES. [Single choice]

[3A]	1. No role of the APE/COGES; budgets were prepared centrally by the MENA.
	2. APE/COGES <u>has a voice</u> in the planning and preparation of the <u>budget at the school level, but final responsibility falls on the school director.</u>
	3. APE/COGES <u>has formal mechanisms</u> for participation in the school budget if they so desire.
(a) APE	[]
(b) COGES	[]

(3) What was the role of APE/ COGES in **approving the school budget** for this school year (2012/2013)? Please choose one of the four options for APE and COGES each. [Single choice]

[3B]	1. MENA/DREBA, DPEBA// have the authority to approve the school budget. APE/COGES <u>does not participate.</u> 2. <u>Association of APE/COGES may be consulted</u> but the DREBA/DPEBA and/or Commune is responsible for the approval of the school budget. 3. Budget approval is <u>done by the school director.</u> APE/COGES <u>may be consulted but they have no approval authority.</u> 4. APE/COGES <u>may be responsible for budget approval.</u>
(a) APE	[]
(b) COGES	[]

(4) What is the role of APE/COGES in **implementation of the school budget** for this school year (2012/2013)? Please choose the most relevant answer from the options below for APE and COGES each. [Single choice]

[3D]	1. Budget implementation is <u>supervised by the DREBA/DPEBA</u> or by MENA. APE/COGES does not supervise the budget. 2. Budget implementation is supervised <u>at the DREBA/DPEBA.</u> APE/COGES <u>only asks for accounts on additional funding from parents and other off-budget funds.</u> 3. APE/COGES <u>supervises budget implementation</u> and occasionally requests formal audits from the appropriate authorities. 4. APE/COGES <u>does not receive specific reports on the school budget since it is public information readily available.</u> Formal supervisory systems work well.
(a) APE	[]
(b) COGES	[]

(5) How did national and sub-national authorities **use the school budget** prepared with participation of APE/COGES for this school year (2012/2013)? Please choose the most relevant answer from the options below for APE and COGES each. [Single choice] Please choose “1” if there is no school budget prepared with participation of APE/COGES.

[3E]	1. Budgetary decisions are made at the MENA/DREBA/DPEBA/CEB without APE/COGES participation. 2. MENA/DREBA/DPEBA/CEB use the request and/or proposal sent by the schools as recommendations for the final allocation of resources. 3. MENA/DREBA/DPEBA/CEB use the request and/or proposal sent by the schools as their main source of recommendation for the transfer of resources to the school. 4. MENA/DREBA/DPEBA/CEB use the request and/or proposal sent by the schools budget as the base for the final transfer of resources to the school.
(a) APE	[]
(b) COGES	[]

Section F More about your schools

About personnel management

(1) Who evaluated your school’s **teachers** for the purpose of personnel management in the last school year (2011/2012)? Please choose all relevant answers from the below options by type of teachers. If there is no teacher of the corresponding type, please choose “0”. [Multiple choice] [(1. Yes, 0.No)

	0	1	2	3	4	5	6	7
[2A1-2A3] ○	No teacher	MENA	Human Resources Direction/MEN A	DREBA, DPEBA	CEB	Commune	School director	APE or COGES
a) Permanent teachers	()	()	()	()	()	()	()	()
b) Contract teachers	()	()	()	()	()	()	()	()
c) Volunteer teachers	()	()	()	()	()	()	()	()

(2) Who monitored the following aspects of your school teachers' performance in the last school year (2011/2012)? Please choose all relevant answers from the options below. If no one monitored, please choose column 0. [Multiple choice] (1. Yes, 0. No)

	0	1	2	3	4	5
[4A2] (Re I-2A1-3) ○	No one	DREBA, DPEBA	CEB	Commune	School director	APE or COGES
a) Teacher presence and work hours	()	()	()	()	()	()
b) Teacher-students interactions	()	()	()	()	()	()
c) Teacher-parent interactions	()	()	()	()	()	()
d) Teacher's compliance with the curriculum	()	()	()	()	()	()
e) Teacher's teaching methods	()	()	()	()	()	()

(3) What was the role of APE /COGES in **teacher tenure or transfer** in the last school year (2011/2012)? Please choose one answer from the options below for APE and COGES each. [Single choice]

[2B] ○	1. APE/COGES <u>did not have a voice</u> in matters of school personnel 2. APE/COGES was consulted over the teacher appointments; APE/CGE <u>could request the transfer for non-performance or grave violation of personnel rules.</u> 3. APE/COGES appointed teachers. APE/CGE could <u>request a transfer</u> for non-performance or violation of personnel rules 4. APE/COGES <u>did not supervise</u> teachers because formal accountability mechanisms already work well. APE/COGES <u>could use</u> those formal mechanisms to demand management actions regarding teachers.
(a) APE	[]
(b) COGES	[]

(4) Who evaluated **your school's director** for the purpose of personnel management in the last school year (2011/2012)? Please choose all relevant answers from the options below. [Multiple choice] (1.Yes, 0. No)

	1	2	3	4	5	7
[2C]	MENA	Ministry's office of human resources	DREBA, DPEBA	CEB	Commune	APE or COGES
a) School director	()	()	()	()	()	()

About management of the operation budget and resources

(5) Who purchased and distributed textbooks to your school for this school year (2012/2013)? Please choose all relevant answers from the options below. If your school has not received any textbook this year, please choose "0". [Multiple choice] (1.Yes, 0. No)

	0	1	2	3	4	5	6	7
[1A1] ○	None	MENA	DREBA, DPEBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(6) Who purchased and distributed non-textbook educational materials to your school for this school year (2012/2013)? Please choose all relevant answers from the below options. If your school has not received any non-textbook educational materials this year, please choose "0". [Multiple choice] (1.Yes, 0. No)

	0	1	2	3	4	5	6	7
[1A2] ○	None	MENA	DREBA, DPEBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(7) From whom has your school director received additional funds for the school this school year or last school year (2011/2012 or 2012/2013)? If your school has not received any additional funds, please choose "0". [Multiple choice] (1.Yes, 0. No)

	0	1	2	3	4	5	6	7
[1C] ○	None	MENA	DREBA, DPEBA	CEB	Commune	School director	APE	COGES
a) Additional funds	()	()	()	()	()	()	()	()

(8) Who has managed the budget of the "school project" (e.g. block, caption, or competitive school grant) provided to your school this school year or last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If no school grant has been received, please choose "0". [Multiple choice] (1.Yes, 0. No)

	0	1	2	3	4	5	6	7
[1A4] ○	None	MENA	DPEBA	CEB	Commune	School director	APE	COGES
a) school grant	()	()	()	()	()	()	()	()

Assessment

9	Are the following criteria used to decide the promotion of students from CP1 to CP2 or from CM1 to CM2 at your school?					
	1) From CP1 to CP2			2) From CM1 to CM2		
a) Number of attendance days	1. Yes []	0. No []		1. Yes []	0. No []	
b) Daily behavior in classroom	1. Yes []	0. No []		1. Yes []	0. No []	
c) Classroom exercise or tests	1. Yes []	0. No []		1. Yes []	0. No []	
d) Periodic exams (e.g. trimester)	1. Yes []	0. No []		1. Yes []	0. No []	
e) End of year exam	1. Yes []	0. No []		1. Yes []	0. No []	
f) Other, please specify	[]			[]		

(10) How often and how have your school and students been assessed in the last few years? Please choose one from the options below. [Single choice]

[4A1]	1. School was <u>not assessed</u> by anyone. 2. School was <u>assessed every few years</u> . 3. School was <u>assessed every few years</u> using Ministry of Education criteria. 4. School was <u>assessed every year</u> using Ministry of Education criteria.
a) School	[]
[4A1, 4C] ○	1. Students <u>do not take standardized tests</u> . 2. Assessments of student learning in primary schools are done <u>every few years</u> using representative samples of <u>students</u> . 3. Assessments of student learning in all or selected grades of primary school are done <u>every few years for all students in the country</u> . 4. Assessments of student learning in all or selected grades of primary school are done <u>every year for all students in the country</u> .
b) Students	[]

(11) Who has access to the school results and student assessments published in the past few years? Please select all relevant answers from the options below. [Multiple choice] (1.Yes, 0.No)

	0	1	2	3	4
[4E]	Local administration (DREBA, DPEBA, CEB)	School director	Teachers	Parents or students	Any community member
a) CEP	()	()	()	()	()
b) Mock exam (CEP)	()	()	()	()	()
c) Standard exams	()	()	()	()	()
d) Survey on knowledge acquired at school	()	()	()	()	()
e) PASEC	()	()	()	()	()

(12) Who decided the following aspects of your school for this school year (2012/2013)? Please select all relevant answers from

the options below [Multiple choice] (1.Yes, 0.No)

	1	2	3	4	5	6	7	8
[4B2]	MENA	DREBA, DPEBA	CEB	Commune	School director	APE	COGES	Teacher union
a) School calendar	()	()	()	()	()	()	()	()
b) Number of hours of each subject	()	()	()	()	()	()	()	()

Information on school:

13	How severe is the student absenteeism at your school? Please answer by gender of students.	a) Girls: 1. No problem 2. Minor 3. Serious.	[]
		b) Boys : 1. No problem 2. Minor 3. Serious.	[]
14	How severe is the teacher absenteeism at your school?	1. No problem 2. Minor 3. Serious	[]
15	How severe is malnutrition of students at your school?	1. No problem 2. Minor 3. Serious	[]
16	Does your school provide parents with a student report card that includes information about the number of students' attendance (or absence) and learning achievements per trimester or school year?	0. No such card exists. 1. No such card exists but orally informs. 2. Yes, it mentions learning achievements but not attendance. 3. Yes, it mentions both learning achievements and attendance.	[]
17	Based on your impression, what is the approximate proportion of CP2 students who study more than 30 minutes at home?	1. Less than 50% 2. 50% - 80% 3. Almost all 4. All	[].
18	Based on your impression, what is the approximate proportion of CM2 students who study more than 60 minutes at home?	1. Less than 50% 2. 50% - 80% 3. Almost all 4. All	[].
19	Are the following actions generally taken in your school when classroom teachers are absent? Please choose all relevant options.	1. Yes 0. No	
	a) School director will teach the class		[].
	b) A classroom teacher will partially teach the class in parallel to the class which he or she is in charge of	1. Yes 0. No	[].
	c) A subject teacher or non-classroom teacher will teach or observe the class	1. Yes 0. No	[].
	d) The students will study by themselves (without any teaching)	1. Yes 0. No	[].
	e) The students will go home	1. Yes 0. No	[].
20	On which day did your school start instruction to all grades this school year (2012/2013)?	[]	(mm/ dd)
21	What was the total duration of strikes in this school year and the last year (2011/2012 and 2012/2013)?	1. More than three months 2. From one month to three months 3. Two weeks to less than one month 4. Less than two weeks 5. No strikes	[]

22	Did your school provide any remedial or supplemental classes to students during the break or after regular school hours (from October 2012 up till now)?	1. Yes 0. No	[]
23	How about any remedial or supplemental classes in the last year (from October 2011 to September 2012)?	1. Yes 0. No	[]

About direct cost of schooling

24	Did students or parents pay the following expenses at the school over the past two school years (from 2011/2012 to 2012/2013)? If yes, write the amount of money per student or household				
a) Registration fee of CP1	1. Yes [], []		FCFA 0. No []		
b) Registration fee of CP2, CE1, CE2, CM1, CM2	1. Yes [], []		FCFA 0. No []		
c) Promotion examination fee (CEP) for CM2	1. Yes [], []		FCFA 0. No []		
d) Mock examination fee for CEP	1. Yes [], []		FCFA 0. No []		
e) Textbooks	1. Yes [], []		FCFA 0. No []		
f) Stationary, workbooks, or miscellaneous	1. Yes [], []		FCFA 0. No []		
g) Uniform	1. Yes [], []		FCFA 0. No []		
h) Contribution fee to APE/AME	1. Yes [], []		FCFA 0. No []		
i) Contribution fee to COGES	1. Yes [], []		FCFA 0. No []		
j) School meals	1. Yes [], []		FCFA 0. No []		
25	Are some students exempted from paying the following fees due to their disadvantaged characteristics (i.e. female, poor household, disability) in 2011/2012 or 2012/2013?				
	1) Boys	2) Girls	3) Poverty	4) Disability	5) Other, specify
a) Registration fee of CP1	()		()	()	[]
b) Registration fee of CP2, CE1, CE2, CM1, CM2	()		()	()	[]
c) Contribution fee to APE/AME	()		()	()	[]
d) Others (please, specify) []	()		()	()	[]

About textbooks and teaching guides

26	What is the norm for the use of French and Mathematics textbooks at your school for CP2 and CM2? Please choose one from the following 6 options by grade and subject.				
		CP2-French	CP2-Math	CM2-French	CM2-Math
1. One book owned by each student. 2. One book rented by each student 3. One book for two students. 4. One book for three or more students 5. No book for any student 6. Others		[]	[]	[]	[]
27	Are the students (of the CP2 and CM2 grades) permitted to take French textbooks home to study this school year (2012/2013)?		a) CP2: Yes 0. No		[] .
			b) CM2: Yes 0. No		[] .

About other services and facility

28	Has your school provided meals to students this school year (2012/2013)?	2. Yes, regularly 1. Yes, sometimes 0. No	[]
29	Have parents donated ingredients and labor for the school feeding program in this school year (2012/2013)?	1. Yes 0. No	[]
30	Did your school receive a grant for the school project in the last school year (2011/2012) ? CEDRES: Check the grant of the school	1. Yes [] [] 0. No [ ] [ ]	] FCFA
31	Did your school receive a grant for the school project this school year (2012/2013) ?	1. Yes [] [] 0. No [ ] [ ]	] FCFA

32	Is your school's capacity to provide instruction affected by a shortage or inadequacy
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of any of the following? Please choose one for each row.		
a) Instructional materials (e.g. textbook)	1. A lot 2. Some 3. A little 4. None	[]
b) Budget for supplies (e.g. paper, pencils)	1. A lot 2. Some 3. A little 4. None	[]
c) Teachers	1. A lot 2. Some 3. A little 4. None	[]
d) School buildings and grounds	1. A lot 2. Some 3. A little 4. None	[]
e) Instructional space (e.g. classrooms)	1. A lot 2. Some 3. A little 4. None	[]
f) Lighting systems	1. A lot 2. Some 3. A little 4. None	[]
g) Drinking water	1. A lot 2. Some 3. A little 4. None	[]
h) Toilet facilities	1. A lot 2. Some 3. A little 4. None	[]
i) Security	1. A lot 2. Some 3. A little 4. None	[]
j) Special equipment for handicapped students	1. A lot 2. Some 3. A little 4. None	[]

Information on out-of-school children:

33	In your opinion, approximately what proportion of 6-year old children in surrounding communities of your school are not enrolled?	0. Very few or none (most children are in school) 1. Less than 20% 2. From 20% to 50% 3. More than 50%	[]
34	In your opinion, approximately what proportion of school-aged children (aged 6-12) in surrounding communities of your school are not enrolled?	0. Very few or none (most children are in school) 1. Less than 20% 2. From 20% to 50% 3. More than 50%	[]
35	In your opinion, are girls more out-of-school?	1. Yes 0. No	[]
36	In your opinion, do parents know their children's ages?	1. Yes 2. Some parents do not know. 3. Most parents do not know.	[]

37	In your opinion, do local authorities (e.g. commune or DPEBA) know the approximate number of school-aged children who are out of school in surrounding communities of your school?	1. Yes 0. No	[]
38	Are there any school-aged children who were rejected from registering in schools due to supply-side constraints (e.g. classroom space, teachers)?	1. Yes, many 2. Yes, some 3. A few 4. None	[]

Section G Documents supporting responses

NOTE: Please show the following documents. Interviewers would like to take photos of some pages.

	Title or description of document (there is one example of document that we can refer to)	a) Availability and collect of documents from the APE or COGES that was visited. 2: Collected 1: The document exists, but could not be collected 0: Do not exist	b) Size of the document depending on the type (in case the document is collected)	c) Photo's ID and file's name in the USB key.	d) Comments (reasons why the document could not be collected, a small difference in the name or the content, need to monitor, etc.)
APE					
1	Cash book (record) of contribution of parents 2012-2013 and/or financial management book 2012-2013 of APE	[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		
COGES					
1	Minutes of General Assembly that has elected COGES's members in 2012-2013	[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		
2	List of attendance of COGES's members in the General Assembly Meeting (GA)	[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		
3	COGES's annual action plan 2012-2013 (every pages)	[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		
4	COGES annual activity report, or COGES final collective balance sheet 2011-2012 (every pages)	[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		
5	COGES's financial management book 2012-2013 or COGES's financial report 2012-2013	[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		
6		[]	1) Copied[] pages 2) Photo[] file 3) USB[] file		

Report of visits

Visit's day		Survey team's name in the field	
Target's ID		Type	
Target's name			
Interviewees			
Starting time		Ending time	
Need to visit again and reason			
Number of missing answers		Number of documentary evidences	
Comments about the interview			
Incidents and problems			
Other comments			

System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA) :

SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:

Questionnaire for Commune: Mayor office

(A) Commune Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting communes.**]

		(a) Name	(b) Check if correct
1	DREBA		[]
2	DPEBA		[]
3	Commune		[]

(B) Secretary General's Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b) [Fill the names in the column (a) **before visiting communes.**]

		(a) Information	(b) Check if correct
1	Name		[]
2	Gender	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	Commune telephone number (Please write "None" if there is no phone number)		[]

(C) Field Survey Team [The team will fill this section just after the survey is finished and then the regional coordinator will check and fill this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central member			[]	

(D) Data Entry Team [The team will fill this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of achievement of the task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leadership

About the Mayor

1*	What is the age of the mayor?	[] year old	
2*	How many years has the mayor been in the current position?	[] years	
3*	What is the mayor's highest academic degree?	1. Primary School (1-6) 2. Junior Secondary (7-10) 3. Senior Secondary (11-13) 4. University/College (14-) 0. No Schooling	[]
4	Has the mayor held the following positions or worked in the mentioned sectors?		
	a) Personnel of educational administration	1.Yes [] 0. No []	
	b) Personnel of other public administration	1.Yes [] 0. No []	
	c) Director of school or teachers	1.Yes [] 0. No []	
	d) Private formal sector	1.Yes [] 0. No []	
e) Farming or agriculture sector	1.Yes [] 0. No []		
5	On average, how often is the mayor in office of the commune?	1. Almost every day 2. A few days per week 3. A few days per month	[]

About the Deputy Mayor

6*	What is the age of deputy mayor?	[] year old	
7*	How many years has the deputy mayor been in the current position?	[] years	
8*	What is the deputy mayor's highest academic degree?	1. Primary School (1-6) 2. Junior Secondary (7-10) 3. Senior Secondary (11-13) 4. University/College (14-) 0. No Schooling	[]
9	Has the deputy mayor held the following positions or worked in the mentioned sectors?		
	a) Personnel of educational administration	1.Yes [] 0. No []	
	b) Personnel of other public administration	1.Yes [] 0. No []	
	c) Director of school or teachers	1.Yes [] 0. No []	
	d) Private formal sector	1.Yes [] 0. No []	
e) Farming or agriculture sector	1.Yes [] 0. No []		
10	On average, how often is the deputy mayor in office of the commune?	1. Almost every day 2. A few days per week 3. A few days per month	[]

About the Secretary General

11	What is the age of the secretary general?	[] year old	
12	How many years has the secretary general been in the current position?	[] years	
13	What is the highest academic degree of the secretary general?	1. Primary School (1-6) 2. Junior Secondary (7-10) 3. Senior Secondary (11-13) 4. University/College (14-) 0. No Schooling	[]

14	Has the secretary general held the following positions or worked in the mentioned sectors?		
	a) Personnel of educational administration	1. Yes [] 0. No []	
	b) Personnel of other public administration	1. Yes [] 0. No []	
	c) Director of school or teachers	1. Yes [] 0. No []	
	d) Private formal sector	1. Yes [] 0. No []	
	e) Farming or agriculture sector	1. Yes [] 0. No []	
15	On average, how often is the secretary general in office of the commune?	1. Almost every day 2. A few days per week 3. A few days per month	[]
16*	What is your employment status?	1. Civil servant/permanent 2. Contract 3. Volunteer	[]

Section B: Organizational capacity (structure, staffing)

Staffing

1*	What is the number of staff by gender?	a) Male [] b) Female []
2*	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []
3*	What is the number of staff in the following departments or equivalent divisions at your office?	
	a) Secretariat or department of general administration	[]
	b) Department of finance and budget	[]
	c) Department of human resources	[]
	d) Department of statistics and planning	[]
	e) Department of education and other social services	[]
4*	*Has your commune's staff received training on the following topics this year or last year?	
	a) Training on transfer of competences	1. Yes [] 0. No [] []staff
	b) Training on the MDGs education section	1. Yes [] 0. No [] []staff
	c) Community participation including education	1. Yes [] 0. No [] []staff

Operations

5*	When did this organization start the operation?	Year []
6*	Does your office undertake the following tasks for primary schools within the commune?	
	a) Providing operational budget and grant to schools	1. Yes [] 0. No []
	b) Providing educational resources to school	1. Yes [] 0. No []
	c) Providing teacher salary	1. Yes [] 0. No []
	d) Employment of permanent teachers	1. Yes [] 0. No []
	e) Employment of contract teachers	1. Yes [] 0. No []
	f) Supporting training to teachers and school director	1. Yes [] 0. No []
	g) Monitoring schools	1. Yes [] 0. No []
	h) Guiding and supporting school councils (COGES)	1. Yes [] 0. No []
	i) Supporting parental associations (APE/AME)	1. Yes [] 0. No []
	j) Building classrooms	1. Yes [] 0. No []
	k) Supporting canteen	1. Yes [] 0. No []
	l) Others, please comments	1. Yes [] 0. No []
	specify	[]
7	What is the number of local council members?	[]
8	Is there any technical committee or are there meetings held within the commune, which promote discussion on primary education with local representatives and education administration (and/or school directors)?	1. Yes [] 0. No []
9	Are the following issues discussed by the Commune's Education Technical Committee for this school year (2012/2013)?	
	a) Allocation of governmental budget for schools	1. Yes [] 0. No []
	b) Allocation of materials	1. Yes [] 0. No []
	c) Feeding program (canteen)	1. Yes [] 0. No []
9	d) Allocation and appointment of teachers	1. Yes [] 0. No []

e)	School building	1. Yes [] 0. No []
f)	Reducing the number of children who are out of school in surrounding commune	1. Yes [] 0. No []
g)	Improvement of equity (e.g. girls, children with special needs)	1. Yes [] 0. No []
h)	Improvement of learning achievement (e.g. scores of graduation examinations)	1. Yes [] 0. No []

Office conditions

10*	Does your organization have the following facilities and equipment? Please also indicate the quantity of equipment for items (d) to (j)		
Installations			
a)	Lighting system	1. Yes [] 0. No []	
b)	Running water	1. Yes [] 0. No []	
c)	Air conditioners	1. Yes [] 0. No []	
Equipment		1. Availability	2. Quantity
d)	Light car	1. Yes [] 0. No []	[] car(s)
e)	Vehicle 4X4	1. Yes [] 0. No []	[]
f)	Motor bike	1. Yes [] 0. No []	[]
g)	Telephone	1. Yes [] 0. No []	[]
h)	Fax machine	1. Yes [] 0. No []	[]
i)	Copier	1. Yes [] 0. No []	[]
j)	Desktop PC	1. Yes [] 0. No []	[]
k)	Note PC	1. Yes [] 0. No []	[]

Section C: Finance and budget

(1) Revenue

(a) What was the amount of revenue for your commune last year (2012)?

(b) Is the budget used for education as well?

Please answer both questions by the following financing sources.

Sources	a) Amount (FCFA)	b) Used for education
a) Own revenue (local taxes)	[]	1. Yes [] 0. No []
b) Specific transfers from the government for education (the commune cannot decide the allocation of fund)	[]	1. Yes [] 0. No []
c) Other general fund transfers from the government (the commune decides the allocation of funds)	[]	1. Yes [] 0. No []
d) Loan	[]	1. Yes [] 0. No []
e) Development agencies	[]	1. Yes [] 0. No []
f) NGOs	[]	1. Yes [] 0. No []
g) Others	[]	1. Yes [] 0. No []
TOTAL	[]	1. Yes [] 0. No []

2. Spending

What was the amount allocated to education in the commune's budget of last year (2012)? Write zero in the category if no amount was allocated.

		Education	
		1) Planned spending (FCFA)	2) Actual spending (FCFA)
a) Total of the commune's spending			
Salary	b) Teachers (TOTAL)		
	c) Contract teachers		
	d) Volunteer teachers		
	e) Non-teaching staff (TOTAL)		

	f) Other administrative and educational staff		
	g) Support staff		
	h) Others		
Facilities	i) Construction of educational facilities (TOTAL)		
	j) Classrooms		
	k) Others (latrine, accommodation, drilling, etc.)		
	l) Renovation of educational facilities (TOTAL)		
	m) Classrooms		
	n) Others (latrines, accommodation, drilling, etc.)		
Equipment	o) Teaching materials and aids (TOTAL)		
	p) School textbooks (students)		
	q) Pedagogic manuals (teachers)		
	r) School stationary		
	s) Classroom's equipment (e.g. tables, benches, blackboard, etc.)		
	t) Others(please specify)		
	u) Computer's equipment (TOTAL)		
	v) Others (please specify)		
Services	w) (TOTAL)		
	x) Cultural and sport activities		
	y) Training (seminars, etc.)		
	z) Health and nutrition		
	aa) Scholarships and grants		
	ab) Others (please specify)		

Section D: Resource for education

1	Please answer three questions for each of the following education materials or schools supplies. (a) Has your commune received any request from a school or a CEB this year or last year (2012 or 2013)? (b) Has your commune provided the materials for schools this year or last year? (c)How many materials, books, or equipment was provided to schools this year?			
		a) Received request?	b) Supported?	c) How many?
	a) Notebooks	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	b) Erasers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	c) Pencils/pens	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	d) Slates	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	e) Chalk	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	f) Set squares	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	g) Compass	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	h) Protractors	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	i) School textbooks (any grades and subjects)	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	j) Textbook-CP2, French	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	k) Textbook-CP2, Math	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	l) Textbook-CM2, French	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	m) Textbook-CM2, Math	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	n) Teacher guides (any grades)	1. Yes [] 0. No []	1. Yes [] 0. No []	[]

	and subjects)			
	o) Office furniture	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
	p) Computers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]

2	Please answer two questions for each of the following resources or services to schools.		
	a) Has your commune received any request from a school or a CEB?		
	b) How many schools did your commune provide support for this year (2013)?		
		1) Received request?	2) How many school did you support?
	a) Hiring non-teaching staff	1. Yes [] 0. No []	[]
	b) Salary and/or bonuses for non-teaching staff	1. Yes [] 0. No []	[]
	c) Allowance for teachers	1. Yes [] 0. No []	[]
	d) Providing ingredients or cash for school meals	1. Yes [] 0. No []	[]
	e) Building additional classrooms	1. Yes [] 0. No []	[]

3*	Has your commune's schools participated in a particular program supported by the following donors and NGOs this year or last year? [Multiple Choice] (1.Yes 0.No)						
		Training workshop	Equipment	School Stationary	Construction	Meal	Others
	a) Support from the WFP (World Food Program)	()	()	()	()	()	()
	b) Support from the CRS (Cathwel)	()	()	()	()	()	()
	c) Plan Burkina	()	()	()	()	()	()
	d) UNICEF	()	()	()	()	()	()
	e) World Bank	()	()	()	()	()	()
	f) CIDA, Canada	()	()	()	()	()	()
	g) USAID, US	()	()	()	()	()	()
	h) JICA, Japan	()	()	()	()	()	()
	i) AFD, France	()	()	()	()	()	()

About management of the operation budget and resources for public primary schools

(4) Who purchased and distributed textbooks to primary schools of your commune for this school year (2012/2013)? Please choose all relevant answers from the options below. [Multiple choice] (1. Yes 0.No)

	0	1	2	3	4	5	6	7
[1A1]	None	MENA	DREBA/DEPBA	EB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(5) Who purchased and distributed non-textbook educational materials to the schools in your commune for this school year (2012/2013)? Please choose all relevant answers from the below options. [Multiple choice] (1. Yes 0.No)

	0	1	2	3	4	5	6	7
[1A2]	None	MENA	DREBA/D EPBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(6) From whom have the schools in your commune received additional funds for the school this school year or last school year (2011/1012 or 2012/2013)? [Multiple choice] (1.Yes 0.No)

	0	1	2	3	4	5	6	7
[1C]	None	MENA	DREBA/D EPBA	CEB	Commune	School director	APE	COGES
Additional funds	()	()	()	()	()	()	()	()

About personnel management for public primary schools

(7) Who appointed and deployed the permanent teachers in the schools in your commune this year or last year (2011/1012 or 2012/2013)? [multiple choice as needed] (1.Yes 0.No)

	0	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---	---

[2 A]	None	MENA	Human resources direction/MENA	DREBA	DEPBA	CEB	Commune	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()

(8) Who appointed and deployed the contract teachers in the schools in your commune this year or last year (2011/1012 or 2012/2013)? [multiple choice as needed] (1.Yes 0.No)

	0	1	2	3	4	5	6	7	8
[2 A]	None	MENA	Human resources direction/MENA	DREBA	DEPBA	CEB	Commune	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()

(9) What did the school councils in your commune do in matters of teacher tenure or transfer this year or the last school year (2011/1012 or 2012/2013)? Please answer each case of APE and COGES [single choice]

	1	2	3	4
[2 B]	School Councils did not have a voice in matters of school personnel	School Councils were consulted over the appointment of teachers or had veto power. Or/and school Councils requested the transfer for non-performance or for grave violations of personnel rules.	School Councils appointed teachers. School Councils requested a transfer for non-performance or for violations of personnel rules	School Council did not supervise teachers because formal accountability mechanisms already work well. Occasionally School Councils use those formal mechanisms to demand management actions regarding teachers.
(a) APE			[]	
(b) COGES			[]	

(10) Who managed the following school directors' affairs this year or the last school year (2011/1012 or 2012/2013) [multiple choice as needed]?

	0	1	2	3	4	5	6	7	8
[2C]	None	MENA	MENA's human resources direction	DREBA	DEPBA	CEB	Commune	APE	COGES
1) Appointment	()	()	()	()	()	()	()	()	()
2) Performance evaluation	()	()	()	()	()	()	()	()	()
3) Transfer	()	()	()	()	()	()	()	()	()

Section E: Information on schools in your commune

1	How many schools are there in your commune?
a)	Public primary schools []
b)	Private primary schools []
c)	Public lower secondary schools []
d)	Private lower secondary schools []
e)	Public upper secondary schools []
f)	Private upper secondary schools []
g)	Kindergarten or nursery schools []

2	How many public primary schools do you have the following information for in your commune?
a)	Number of students .None 2. Some 3. Most or all []

	b) Number of teachers	1.None 2. Some 3. Most or all	[]
	c) Results of graduation examination (CEP)	1.None 2. Some 3. Most or all	[]
	d) Teacher attendance/absenteeism	1.None 2. Some 3. Most or all	[]
	e) School director's name and contact	1.None 2. Some 3. Most or all	[]
	f) Name of COGES president	1.None 2. Some 3. Most or all	[]
	g) Name of APE president	1.None 2. Some 3. Most or all	[]
3	Does your office have a hard or soft copy of annual education statistics report (published by Ministry of Education)?	1. Yes 0. No	[]
4	Does your organization have its own regulation/procedure of monitoring for public primary schools?	1. Yes 0. No	[]
5	Are you generally informed about schools and students? If so, how frequently are the following means used for exchange of such information?	1. Yes 0. No	[]
	a) Reports from local education administrations	0.Never 1. Sometimes 2. Often	[]
	b) Phone call or email from local education administrations	0.Never 1. Sometimes 2. Often	[]
	c) Meeting with local education administrations	0.Never 1. Sometimes 2. Often	[]
	d) Reports from school directors	0.Never 1. Sometimes 2. Often	[]
	e) Phone from school directors	0.Never 1. Sometimes 2. Often	[]
	f) Meeting with school directors	0.Never 1. Sometimes 2. Often	[]
	g) Meeting with school councils' representatives (CGE or UCOGES)	0.Never 1. Sometimes 2. Often	[]
	h) Meeting with parental associations' representatives (APE or UAPE)	0.Never 1. Sometimes 2. Often	[]
	i) Visit to schools	0.Never 1. Sometimes 2. Often	[]

Section F: School councils and parents' associations in primary education

Existing school councils and parental associations

1	Approximately what proportion of public primary schools have the following organizations?		
a)	Parental associations (APE)	1. None 2. Some 3. Most or all	[]
b)	Mothers' associations (AME)	1. None 2. Some 3. Most or all	[]
c)	School councils (COGES)	1. None 2. Some 3. Most or all	[]
2	At the commune level, is there a union or federation of the following organizations?		
a)	Union of parental associations (APE)	1. Yes [] 0. No []	
b)	Union of mothers' associations (AME)	1. Yes [] 0. No []	
c)	Union of school councils (COGES)	1. Yes [] 0. No []	

About school councils (COGES) for public primary schools in your commune (If there is no COGES in your commune, please skip this sub-section)

3	On average, how many times do you think the COGES have general assemblies (meetings with all members) per school year?	1. None 2. Once 3. Two or three times 4. More	[]
4	How often are your commune's officials present at general assemblies of the COGES?	1. None 2. Once 3. Two or three times 4. More	[]
5	Approximately, what proportion of the COGES include a representative from your commune office in the board of the COGES?	1. 0% to 49% 2. 50% to 75% 3. 75% to 100%	[]
6	Approximately what proportion of school councils (COGES) submitted or presented the following documents to your local council office in the last year or this year (2011/12 or 2012/13)?		
a)	Plan of actions	1. None 2. Some 3. Most or all	[]
b)	Financial report	1. None 2. Some 3. Most or all	[]
c)	Progress report	1. None 2. Some 3. Most or all	[]
7	Has your commune provide financial support to COGES?	1. 1. Yes [] 0. No []	

About school councils and parental associations in your commune. Please choose one response which you think best represents the status in your commune. If you have no information, please write NP.

(8) How have the **parent representatives** of the APE/COGES board been selected in the schools in your commune for this school year (or the last year if they are not yet selected for this year)? Please choose one answer from the options below for each of APE and COGES. [Single choice] (1. Yes 0.No)

	1	2	3	4
Plus1A2]	No APE/COGES exists.	Parents' representatives were selected by the school director or community leaders (e.g. mayor).	Parents' representatives were selected by parents but not elected.	Parents' representatives were elected by parents.
(a) APE			[]	
(b) COGES			[]	

(9) How have **APE/COGES board members been selected** in the schools in your commune for this school year (or the last year if they are not yet selected for this year)? [Single choice] (1.Yes 0.No)

	1	2	3	4
[Plus1A3] ○	No such APE/COGES board position exists.	No selection process for the APE/COGES board's position. It has been assumed by a person in a predetermined position (e.g. school director).	The APE/COGES board's position was selected without election by the APE/COGES members.	The APE/COGES board's position was selected through election by the APE/COGES members.
(a) APE				
1) Chair/President				
2) Secretary general				
3) Treasurer				
4) Audit				
(b) COGES				
1) Chair/President				
2) Secretary general				
3) Treasurer				
4) Audit				

(10) Who **provided funds to APE/COGES** in the last two years (2011/2012 or 2012/2013)? Please choose all stakeholders who participated. [Multiple choice] (1.Yes 0.No)

	1	2	3	4	5	6
[Plus1B2] ○	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. MENA, DREBA, DEPBA, CEB)	Local governments (e.g., Commune)	Others (e.g. NGO, donors)
a)APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(11) What kind of **expenditure** has the APE/COGES action plan and budget included in this or/and last school year (2011/2012 and 2012/2013)? Please choose all relevant answer from the options below. [Multiple Choice]

	1	2	3	4
[Plus1B3] ○	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plan has included expenditure items related to <u>"operational budgets"</u> (e.g. textbook distribution cost)	The APE/COGES's periodic action plan has included expenditure items related to <u>civil works or infrastructure.</u>	The APE/COGES's periodic action plan has <u>included</u> teachers' salary or allowances.
a)APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(12) What **target indicators** has the APE/COGES periodic action plan (e.g. yearly) referred to this school year or/and last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If there is no such plan, please choose "1". [Single choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B4]	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of existing examination) (last and/or this school year).	The APE/COGES 's periodic action plans and budget plan have <u>referred to target indicators of access</u>	The APE/CGE's periodic action plans and budget plan have <u>referred to target indicators of learning achievement (last and/or this school year).</u>
a)APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(13) Who has access to the APE/COGES's **financial report**, which provides information on the planned budget and actual expenditure for the last school year (2011/12)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C1] ○	APE/COGES did not have any <u>financial report</u> .	APE/COGES had a <u>financial report</u> . The report has been shared with board members.	APE/COGES had a <u>financial report</u> . The report has been shared among <u>APE/COGES members</u> (e.g. at the general assembly, posting on the board).	APE/COGES had a <u>financial report</u> . The report has been shared among the <u>SC members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE			[]	
b)COGES			[]	

(14) Who has access to the APE/COGES's **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the targeted education results in the last school year (2011/2012)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2] ○	APE/COGES did not have any <u>progress report</u> .	APE/COGES had a <u>periodic progress report</u> . The report has been shared with board members.	APE/COGES had a <u>periodic progress report</u> . The report has been <u>shared among the APE/COGES members</u> (e.g. at the general assembly or posting on the board).	APE/COGES had a <u>periodic progress report</u> . The report has been shared among the <u>APE/COGES members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE			[]	
b)COGES			[]	

(15) What kind of **monitoring** did DPEBA/CEB, and/or Commune conduct for the schools in your commune in the last 2 years? Please choose the most relevant answer from the options below. If there is no monitoring, please choose "1". [Single choice]

	1	2	3	4
[Plus 1D3]	There was no monitoring and guidance provided by the administration to schools on any topic	There was <u>monitoring and guidance provided</u> to schools. But it <u>has not included topics related to the APE, COGES or community</u> , parent affairs/participation (e.g. the monitoring is only for pedagogical part).	There was <u>monitoring and guidance provided</u> to schools which <u>included topics related to the APE, COGES or community</u> , parent affairs/participation.	There was <u>monitoring and guidance provided</u> to schools which <u>included topics related to the APE, COGES or community</u> , parent affairs/participation <u>and that provided suggestions for improvement</u> .
a) DPEBA/CEB			[]	
b)Commune			[]	

(16) How was the APE/COGES action plan used in requesting and planning the formal government budget for the schools in your commune? Please choose the most relevant answer from the options below for each of APE and COGES. Please choose "1" if there is no action plan of APE/COGES. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/COGES does not have such a plan.	The APE/COGES action <u>plan has not been utilized by authorities</u> .	The school action plans <u>have been compiled and utilized by the local government.</u>)	The school action plans <u>have been compiled and utilized both by the local and central government</u> .
a) APE			[]	
b) COGES			[]	

Section G: Location and area

1	Approximately, what is the population of the commune?	a) Rural []	b) Urban []
---	-------------------------------------------------------	--------------	--------------

2	What is the distribution of population by the main spoken language? Please write down the approximate percentage.	a) Moore []% b) Dioula []% c) Fulfude []% d) French []% e) Gourounsi []% f) Gourmantche []% g) Bwan[]% h) Others []%	
3	What is the distribution of your commune's population by religion? Please write down the approximate percentage.	a) Muslim []% b) Christian []% c) Animism []% d) Others []% e) No religion []%	
4	What is the ratio of adult literacy in the commune?	[]%	
5	Approximately what percentage of households are economically disadvantaged?	1. 0 to 10% 2. 11 to 25% 3. 26 to 50% 4. More than 50%	[]
6	Approximately what percentage of households are economically affluent?	1. 0 to 10% 2. 11 to 25% 3. 26 to 50% 4. More than 50%	[]

Section H: Documents available at Commune

NOTE: Please show the following documents. Interviewers would like to take photos of some pages.

	Title or description of the document (There is a document's sample that we can refer to)	a) Availability and collect of documents in Communes visited 2: Collected 1: The document exists, but couldn't be collected 0: The document doesn't exist	b) Size of the document depending of its type (in case the document is collected)	c) Photo's ID and file's name in the USB key	d) Comments (Reasons why the document couldn't be collected, name slightly different, to follow-up, etc.)
1a	Information sheet on local representatives of the commune, 2013 or 2012	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
1b	List of technical commissions of the commune, 2013 or 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
2	Local development plan of the commune (the latest)	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
3	Primary budget of the commune's management, 2013 or 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
4	Annual financial report of the commune or annul financial implementation report of the commune, 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
5	Invoice for the purchase of school stationary, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
6	Distribution status of the school stationary in the commune, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
7	Minutes of the creation of the COGES's union of the commune	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
8	Minutes of the general assembly which has elected the COGES's board members	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
		[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		

Report of visits

Visit's day		Survey team's name in the field	
Target's ID		Type	
Target's name			
Interviewees			
Starting time		Ending time	
Need to visit again and reason			
Number of missing answers		Number of documentary evidences	
Comments about the interview			
Incidents and problems			
Other comments			

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System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA) :

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for District-Level Education Office (CEB)**

(A) Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting districts (CEB).**]

		(a) Name	(b) Check if correct(1.Yes 0.No)
1	Region (DREBA)		[]
2	Province (DEPBA)		[]
3	Commune (Mayor office)		[]
4	District (CEB)		[]

(B) Identification of contact: Before starting the interview, please check whether the following information is correct.
[Fill the names in the column (a) **before visiting districts.**]

		(a) Information	F
1	Name		[]
2	Gender	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	CEB telephone number (Please write "None" if there is no phone number)		[]

(C) Field Survey Team [The team will fill in this section just after the survey is finished and then the regional coordinator will check and fill in this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed (1. Yes 0.No)	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central member			[]	

(D) Data Entry Team [The team will fill in this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of achievement of the task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leaderships

About the Head of Office (CEB)

1	What is your age (the head of office)?	[]	year old
2	How many years have you (the head of office) been in the current position?	[]	years
3	What is the highest academic degree of the head of office?	1. Junior Secondary (7-10) 2. Senior Secondary (11-13) 3. University/College (14-) 0. No Schooling	[]
4	Has the head of office worked in the following positions or sectors?		
a)	Personnel of other educational administration	1. Yes 0. No	[]
b)	Personnel of other public administration	1. Yes 0. No	[]
c)	Director of school	1. Yes 0. No	[]
d)	Teacher	1. Yes 0. No	[]
e)	Private formal sector	1. Yes 0. No	[]
f)	Farming or agriculture sector	1. Yes 0. No	[]
5*	What is the employment status of the head of office?	1. Civil servant/permanent 2. Contract 3. Volunteer	[]
6	Have you (the head of office) received an initial training for your current position?	1. Yes 0. No	[]
7	Do you (the head of office) speak the main local language?	1. Yes 0. No	[]
8#	Do you (the head of office) often use a mobile phone to communicate with school directors?	2. Yes 1. Rarely 0. Never	[]

Section B: Organizational capacity (organization, staffing)

Staffing

1*	What is the number of staff by gender?	a) Male [] b) Female []
2*	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []
3*	What is the number of staff in the following departments or equivalent functions at your office?	
a)	Secretariat	[]
b)	Department of administration and finance	[]
c)	Department of human resources	[]
d)	Department of statistics and planning	[]
e)	Department of teaching promotion	[]
f)	Other. Specify[]	[]
4*	*Has your organization's staff received training on the following topics this year or last year? If yes, please write down the number of staff who was trained.	
a)	Community participation including education	1. Yes 0. No []staff
b)	Equity and inclusion (e.g. education for girls and the disabled)	1. Yes 0. No []staff
c)	Planning, managing and/or monitoring in primary education	1. Yes 0. No []staff
5#	Does this office keep a record of staff's absences and presence?	1. Yes 0. No []

Operations

6*	Since when has this organization started to operate?	Year []
7*	Does your office perform the following tasks for primary schools in your district?	
a)	Providing operational budget and grants to schools	1. Yes 0. No []
b)	Providing educational resources to school	1. Yes 0. No []

c) Employment of contract teachers	1. Yes 0. No	[]
d) Monitoring schools and teachers	1. Yes 0. No	[]
e) Supporting school councils (COGES)	1. Yes 0. No	[]
f) Supporting parental associations (APE/AME)	1. Yes 0. No	[]
g) Other, please specify	1. Yes 0. No	[]

Office conditions

8* Does your organization have the following facilities and equipment? Please also indicate the quantity of equipment for items (d) to (k)

Facilities		
a) Lighting system	1. Yes [] 0. No []	
b) Running water	1. Yes [] 0. No []	
c) Air conditioners	1. Yes [] 0. No []	
Equipment		
	1. Availability	2. Quantity
d) Light cars	1. Yes [] 0. No []	[] cars
e) Vehicle 4X4	1. Yes [] 0. No []	[]
f) Motor bicycle	1. Yes [] 0. No []	[]
g) Telephone	1. Yes [] 0. No []	[]
h) Fax	1. Yes [] 0. No []	[]
i) Photocopier	1. Yes [] 0. No []	[]
j) PC	1. Yes [] 0. No []	[]
k) Laptop	1. Yes [] 0. No []	[]

Section C: Finance and budget

1. Financing sources

(1) What were the financing sources for education last year (2012)

Sources		Education in general		Primary education	
		1) Planned budget (FCFA)	2) Actual budget (FCFA)	3) Planned budget (FCFA)	4) Actual budget (FCFA)
Government	Ministry of Education				
	Other				
Local governments	Region				
	Communes				
School's partners	Private persons (deputies, former students of the school, etc)				
	APE				
	COGES				
	Religious institution				
	Firms				
Other partners (technical and financial)					
Other sources					

2. Spending

(2) How much was spent for education in your district last year (2012)?

			Basic education and literacy	
			1) Planned spending (FCFA)	2) Actual spending (FCFA)
a) Salary	Teachers	Total		
		Civil servant/permanent		
		Contract teachers		
		Volunteer teachers		

	Non-teaching staff	Total		
		Other administrative and educational staff		
		Support staff (caretaker, cleaning, etc.)		
		Other		

b) Facilities	Construction of educational facilities	Total		
		Schools		
		Classrooms		
		Other (latrines, accommodation, drilling, etc.)		
		Transfer to communes		
	Renovation of educational facilities	Total		
		Schools		
		Classrooms		
		Other (latrines, accommodation, drilling, etc.)		
		Transfer to communes		

c) Equipment (purchase and maintenance)	Teaching materials and aids	Total		
		School textbooks (students)		
		Teaching manuals (teachers)		
		School stationery		
		Classrooms' equipment		
		Other (specify)		
	Computer's equipment	Total		
	Other (specify)			

d) Services		Total		
	Cultural and sport activities			
	Training (seminars, etc.)			
	Health and nutrition (canteen, etc.)			
	Other (specify)			

(3) How much did you spend for your organization last year (2012) ?

			1) Planned spending (FCFA)	2) Actual spending (FCFA)
a) Salary	Administrative			
	Other			
b) Administrative facilities	Construction			
	Renovation			
c) Equipment (purchase and maintenance)	Computer's equipment			
	Vehicles			
	Office stationery and materials			
	Other (specify)			
d) Services	Organization of exams, tests, competitive examination	Total		
		National examination		
		Standardized tests		
	Transport and travelling expenses			
		Fuel		
	Other (specify)			

Section D: Resources for public primary education

About management of the operation budget and resources for public primary schools

(1) Who purchased and distributed textbooks to primary schools in your district for this school year (2012/2013)? Please choose all relevant answers from the options below. If the schools have not received any textbook this year, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A1]	None	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()	()

(2) Who purchased and distributed non-textbook educational materials to the schools in your district for this school year (2012/2013)? Please choose all relevant answers from the below options. If the schools have not received any non-textbook educational materials this year, please choose “0”. [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A2]	None	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()	()

(3) From whom have the schools in your district received additional funds for the school this or last school year (2011/2012 or 2012/2013)? If the schools have not received any additional funds, please choose “0”. [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1C]	None	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
Additional funds	()	()	()	()	()	()	()	()	()

(4) Who has managed the budget of the “school project” (e.g. block, caption, or competitive school grant) provided to the schools in your district this school year or last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If no school grant has been received, please choose “0”. [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A4]	None	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
School grant	()	()	()	()	()	()	()	()	()

About personnel management for public primary schools

(5) Who hire and appoint the permanent teachers in the schools in your district? [Multiple choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8	9
[2 A]	None	MEN A	Ministry’s HR Department	DREBA	DEPBA	CEB	Commune	School Director	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()	()
b) Hiring	()	()	()	()	()	()	()	()	()	()

(6) Who hire and appoint the contract teachers in the schools in your district? [Multiple choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8	9
[2 A]	None	MENA	Ministry’s HR Department	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()	()
b) Hiring	()	()	()	()	()	()	()	()	()	()

(7) What do the school councils in your district do in matters of keeping or transferring teachers? Please answer each case of APE and COGES [single choice]

	1	2	3	4
[2 B]	School Councils do <u>not</u> have a <u>voice</u> in matters of school personnel	School Councils are <u>consulted</u> over the <u>appointment</u> of teachers or have <u>veto power</u> . Or/and School Councils <u>request the transfer</u> of a teacher for <u>non-performance</u> or for <u>serious violations of personnel rules</u> .	School Councils <u>appoint</u> teachers. School Councils <u>request the transfer</u> of a teacher for <u>non-performance</u> or for <u>serious violations of personnel rules</u>	School Councils do <u>not</u> <u>supervise</u> teachers because <u>formal accountability mechanisms</u> already work well. Occasionally School Councils use those formal mechanisms to <u>demand management actions</u> regarding teachers.
a) APE				
b) COGES				

(8) Who manage the following school directors' affairs in your district? [multi choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[2C]	None	MENA	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	APE	COGES
a) Hiring	()	()	()	()	()	()	()	()	()
b) Appointment	()	()	()	()	()	()	()	()	()
c) Performance evaluation	()	()	()	()	()	()	()	()	()
d) Removal	()	()	()	()	()	()	()	()	()

More about textbooks and teaching guides

9	What is the norm for use of French and Mathematics textbooks in your district for CP2 and CM2? Please choose the most representative answer from the following 6 options by grade and subject. [Single choice per column]				
		CP2-French	CP2-Math	CM2-French	CM2-Math
	1) One book owned by each student. 2) One book rented by each student 3) One book for two students. 4) One book for three or more students 5) No book for any student 6) Other	[]	[]	[]	[]
10	Are the students (of the CP2 and CM2 classes) permitted to take French textbooks home to study this school year (2012/2013)?	a) CP2: 1. Yes 0. No		[]	
		b) CM2: 1. Yes 0. No		[]	
11	How many textbooks did schools in your district receive in total for CP2 and CM2 (Math and French) for this school year (2012/2013)?	a) Math of CP2 [] b) Math of CM2 [] c) French of CP2 [] d) French of CM2 []			
12	How many of the following textbooks or teaching guides did your organization provide this year (2012/13)?				
a)	Textbooks (in total for all subjects and grades in primary education)	[]			
b)	Textbook-CP2, French	[]			
c)	Textbook-CP2, Math	[]			
d)	Textbook-CM2, French	[]			
e)	Textbook-CM2, Math	[]			
f)	Teaching guides(in total for all subjects and grades in primary education)	[]			
13	How many students in your district use Math and French textbooks in CP2/CM2 classes this school year (2012/2013)?				
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None				
a)	Math for CP2	[]			
b)	Math for CM2	[]			
c)	French for CP2	[]			
d)	French for CM2	[]			
14	How many teachers of CP2/CM2 in your district have MENA's teaching guide for Math and French this school year (2012/2013)?				
	2. All 1. Some 0. None				
a)	Math for CP2	[]			
b)	Math for CM2	[]			
c)	French for CP2	[]			
d)	French for CM2	[]			

More about non-textbook learning materials and stationery

15	Please answer three questions for each of the following education materials or school stationery. 1) Has your organization received any request from schools this year or last year (2011/2012 or 2012/2013)? 2) Has your organization provided the materials for schools this year or last year(2011/2012 or 2012/2013)? 3) How many materials, books, or equipment was provided to schools ?			
		1)Received request?	2)Provided?	3) How many?
a) Notebooks	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
b) Erasers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
c) Pencils/pens	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
d) Slates	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
e) Chalks	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
f) Set squares	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
g) Compass	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
h) Protractors	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
i) Office furniture	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
j) Computers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
16	How many students of your organization have stationery for their own use in this school year (2012/2013)?			
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None			
a) Pencil		[]	[]	
b) Notebook		[]	[]	
c) Chalks and slates		[]	[]	

More about teacher training and workshop in your district

17	How many teachers and school directors participated in in-service teacher training in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
18	How many teachers and school directors participated in in-service teacher training on community participation in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
19	How many teachers participated in in-service teacher training on inclusion (boys and girls equity in the classroom) in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
20	How many teachers participated in trial lesson conducted by your organization this school year (2012/2013)?	0. No such activity. 1. [] teachers

More about services

21	Please answer these two questions for each of the following resources or services to schools. 1) Has your organization received any request from schools? 2) How many schools did your organization provide support for this year (2013)?		
		1) Received request?	2) How many schools did you support?
a) Hiring non-teaching staff	1. Yes [] 0. No []	[]	
b) Providing ingredients or cash for school meals	1. Yes [] 0. No []	[]	
c) Building additional classrooms	1. Yes [] 0. No []	[]	
d) In-service training or workshop for teachers	1. Yes [] 0. No []	[]	
e) Training or workshop for school directors	1. Yes [] 0. No []	[]	
f) Training or workshop for parents or communities	1. Yes [] 0. No []	[]	

22*	Have the schools in your district participated in a particular program supported by the following donors and NGOs this year or the last year (2011/2012 or 2012/2013)? Check all relevant answers under each column [Multiple choice] (1. Yes 0. No)					
	Training, workshop	Equipment	Stationery	Construction	Food	Other (please specify)
a) Support from the WFP (World Food Program)	()	()	()	()	()	[()]

b) Support from the CRS (Cathwel)	()	()	()	()	()	() []
c) Plan Burkina	()	()	()	()	()	() []
d) UNICEF	()	()	()	()	()	() []
e) World Bank	()	()	()	()	()	() []
f) CIDA, Canada	()	()	()	()	()	() []
g) USAID, US	()	()	()	()	()	() []
h) JICA, Japan	()	()	()	()	()	() []
i) AFD, France	()	()	()	()	()	() []

23	Is schools' capacity to provide a quality teaching in your district affected by a shortage or inadequacy of any of the following? [Single Choice]	
a) Teaching materials (e.g. textbook)	1. A lot 2. Somewhat 3. A little 0. None	[]
b) Budget for stationery (e.g. paper, pencils)	1. A lot 2. Somewhat 3. A little 0. None	[]
c) Teachers	1. A lot 2. Somewhat 3. A little 0. None	[]
d) School buildings and grounds	1. A lot 2. Somewhat 3. A little 0. None	[]
e) Educational space (e.g. classrooms)	1. A lot 2. Somewhat 3. A little 0. None	[]
f) Lighting systems	1. A lot 2. Somewhat 3. A little 0. None	[]
g) Drinking water	1. A lot 2. Somewhat 3. A little 0. None	[]
h) Toilet facilities	1. A lot 2. Somewhat 3. A little 0. None	[]
i) Security	1. A lot 2. Somewhat 3. A little 0. None	[]
j) Special equipment for disabled students	1. A lot 2. Somewhat 3. A little 0. None	[]

Section E: Information on schools in your district

1	How many schools are there in your district/province?	
a)	Public primary schools	[]
b)	Private primary schools	[]
c)	Public lower secondary schools	[]
d)	Private lower secondary schools	[]
e)	Public upper secondary schools	[]
f)	Private upper secondary schools	[]
g)	Kindergarten or nursery schools	[]

2	For how many schools in your district do you have the following information?		
a)	Number of students	0.None 1. Some 2. Most or all	[]
b)	Number of teachers	0.None 1. Some 2. Most or all	[]
c)	Results of graduation examination (CEP)	0.None 1. Some 2. Most or all	[]
d)	Teacher attendance/absenteeism	0.None 1. Some 2. Most or all	[]
e)	School director's name and contact	0.None 1. Some 2. Most or all	[]
f)	Name of COGES president	0.None 1. Some 2. Most or all	[]
g)	Name of APE president	0.None 1. Some 2. Most or all	[]
3	Does your office have a hard or soft copy of annual education statistics report (published by Ministry of Education) ?	1. Yes 0. No	[]
4	Does your organization have its own regulation/procedure of monitoring for public primary schools?	1. Yes 0. No	[]
5	By what kind of means is your office generally informed about schools and students?		
a)	Reports from school directors	0.Never 1. Sometimes 2. Often	[]
b)	Phone call from school directors	0.Never 1. Sometimes 2. Often	[]
c)	Meeting with school directors	0.Never 1. Sometimes 2. Often	[]
d)	Meeting with school councils' representatives (COGES or UCOGES)	0.Never 1. Sometimes 2. Often	[]
e)	Meeting with parental associations' representatives (APE or UAPE)	0.Never 1. Sometimes 2. Often	[]
f)	Visit to schools	0.Never 1. Sometimes 2. Often	[]

More about visiting schools

6	What is the distance from your office to the following facilities? (A)	(a) About [] km to DPEBA (b) About [] km to the Mayor's office	
7	On average, how many times did your office's administrators or inspectors visit public primary schools the last year(2011/2012)?	0. None 1. Once a year 2. Twice a year 3. Three times a year or more	[]
8	What is the proportion of public primary schools which received at least one visit from your office last year (2011/2013)?	0. None 1. Less than 50% 2. 50% - 80% 3. More than 80%	[]
9	Did the purposes of school visits include the following:		
a)	Inspection of schools (school directors and school environment)	1. Yes 0. No	[]
b)	Inspection of teachers	1. Yes 0. No	[]
c)	Inspection of facilities	1. Yes 0. No	[]

d) Inspection of canteens	1. Yes 0. No	[]
e) Advice on community participation	1. Yes 0. No	[]
f) Monitoring on pedagogical animation activities	1. Yes 0. No	[]

More about students' assessment

10	Is the following criteria used to decide the promotion of students from CP1 to CP2 or from CM1 to CM2 in your district ?		
	1) From CP1 to CP2	2) From CM1 to CM2	
a) Number of attendance days	1. Yes [] 0. No []	1. Yes []	0. No []
b) Daily behavior in classroom	1. Yes [] 0. No []	1. Yes []	0. No []
c) Classroom exercises or tests	1. Yes [] 0. No []	1. Yes []	0. No []
d) Trimester exams	1. Yes [] 0. No []	1. Yes []	0. No []
e) End of the year exam	1. Yes [] 0. No []	1. Yes []	0. No []
f) Other, please specify	1. Yes [] 0. No []	1. Yes []	0. No []
	[]	[]	[]
11	How frequent do teachers of CP2 and CM2 in your district provide classroom tests other than trimester or end of the year exams?	a) CP2 4. Every week or more [] 3. A few times per month [] 2. A few times per trimester [] 0. None []	b) CM2 4. Every week or more [] 3. A few times per month [] 2. A few times per trimester [] 0. None []
12	How do school teachers in your district prepare the content of end-of-the-year exams ? Please choose all relevant options.	0. There are no end-of-the-year exams []	[]
	1. Prepare problems by themselves using textbooks and teaching guides []	[]	
	2. Use a set of problems (or tests) provided by others (e.g. inspectors) []	[]	
	3. Use a set of problems (or tests) from private publications in the market []	[]	
	4. Other, specify []	[]	
13	What kind of actions have schools in your district typically taken for enhancing student achievements (e.g. CEP scores) in the past two years (2011/2012 or 2012/2013)?		
a) Increasing teaching hours	1. Yes 0. No		[]
b) Supplemental lessons	1. Yes 0. No		[]
c) Increasing the opportunity for students to take mock exams of CEP	1. Yes 0. No		[]
d) Increasing number of teachers	1. Yes 0. No		[]
e) Teacher training	1. Yes 0. No		[]
f) Changing teaching style in the classrooms	1. Yes 0. No		[]
g) Trial Lessons (pedagogical animation lesson)	1. Yes 0. No		[]
h) Improving the content of classroom exercises and tests	1. Yes 0. No		[]
i) Increasing homework	1. Yes 0. No		[]
j) Providing stationery to students	1. Yes 0. No		[]
k) Providing workbooks to students	1. Yes 0. No		[]

(14) How often and how have schools and students in your district been assessed in the last few years? Please choose one from the options below. [Single choice]

	1	2	3	4
[4A1]	School has <u>not been assessed</u> by anyone.	School was <u>assessed every few years</u> .	School was <u>assessed every few years using Ministry of Education criteria</u> .	School was <u>assessed every year using Ministry of Education criteria</u> .
a) School				
[4A1, 4C]	Students <u>do not take standardized tests</u> .	Assessments of student in primary schools are done <u>every few years using representative samples of students</u> .	Assessments of student in all or in selected grades of primary school are done <u>every few years for all students in the country</u> .	Assessments of student in all or in selected grades of primary school are done <u>every year for all students in the country</u> .
b) Students				

(15) Have schools in your district received and **used** schools or students' assessment results and recommendations in the last few years? Please choose the most relevant answer from the options below. [Single choice].

	1	2	3	4
[4B/D1]	School has never received schools or students' assessment results.	School has received schools' assessment results.	School has received schools' assessment results and direct recommendations.	[Not applicable]
a) CEP	[]	[]	[]	
b) Mock exam (CEP)	[]	[]	[]	
c) Harmonized examinations	[]	[]	[]	
d) Survey on the knowledge acquired in school	[]	[]	[]	
e) PASEC	[]	[]	[]	
[4B/D2]	School has <u>not used the results of schools' assessments</u> to make pedagogical adjustments or to change school materials.	School has used the results of schools' assessments to make <u>pedagogical and operational adjustments.</u>	School has used the <u>direct recommendations</u> based on schools' assessments from the MENA to make pedagogical and operational adjustments.	School has used information based on schools' assessments to make pedagogical, operational, and <u>personnel</u> adjustments.
a) CEP	[]	[]	[]	[]
b) Mock exam (CEP)	[]	[]	[]	[]
c) Harmonized examinations	[]	[]	[]	[]
d) Survey on the knowledge acquired in school	[]	[]	[]	[]
e) PASEC	[]	[]	[]	[]

(16) What comparisons are made using assessments' results in your district? Please choose all relevant answers from the options below according to your knowledge. [Multiple choice] (1.Yes 0.No)

	1	2	3	4
[5C]	<u>Comparisons are never made</u> among different types of schools, different regions, or previous years.	<u>Comparisons are made</u> among different types of schools, with different regions or municipalities, and with previous years.	Comparisons are made <u>with previous years for each school.</u>	<u>School produced students' reports.</u>
a) CEP	()	()	()	()
b) Mock exam (CEP)	()	()	Not applicable.	Not applicable.
c) Harmonized examinations	()	()	()	()
d) Survey on the knowledge acquired in school	()	()	()	()
e) PASEC	()	()	()	()
f) Other []	()	()	()	()

(17) Who has access to the results of schools and students' assessments published in the past few years? Please select all relevant answers from the options below [Multiple choice by each row]. (1.Yes 0.No)

	0	1	2	3	4
[4E]	Administration of the inspection	School director	Teachers	Parents or students	Any community members
a) CEP	()	()	()	()	()
b) Mock exam (CEP)	()	()	()	()	()
c) Harmonized examinations	()	()	()	()	()
d) Survey on the knowledge acquired in school	()	()	()	()	()
e) PASEC	()	()	()	()	()
f) Other to specify	()	()	()	()	()

(18) Who decided the following aspects of schools in your district for this school year (2012/2013)? Please select all relevant answers from the options below [Multiple choice by each row] (1. Yes 0.No)

	1	2	3	4	5	6	7	8
[4B2]	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
1) School calendar	()	()	()	()	()	()	()	()
2) Number of hours of subjects	()	()	()	()	()	()	()	()

Section F: School councils and parental associations in primary education

Existing school councils and parental associations

1	Approximately what proportion of public primary schools have the following organizations?		
a)	Parental associations (APE)	0.None 1. Some 2. Most or all	[]
b)	Mothers' associations (AME)	0.None 1. Some 2. Most or all	[]
c)	School councils (COGES)	0.None 1. Some 2. Most or all	[]
2	In your district, is there a union or federation of the following organizations?		
a)	Parental associations (APE)	1. Yes 0. No	[]
b)	Mothers' associations (AME)	1. Yes 0. No	[]
c)	School councils (COGES)	1. Yes 0. No	[]

About school councils (COGES) for public primary schools in your district (If there is no COGES in your district, please skip this sub-section)

3	On average, how many times do you think the COGES have general assemblies (meetings with all members) per school year?	0.None 1. Once 2. Two or three times 3. More.	[]
4	How often are your organization's officials present at the general assemblies of the COGES?	0.Never 1. Sometimes 2. Often	[]
5	Approximately what proportion of the COGES include a representative from your district office in the boards of the COGES (other than mayor as official president)?	0.Never 1. Sometimes 2. Often	[]

6	Approximately what proportion of school councils (COGES) submitted or presented the following documents to your organization in the last year or this year (2011/12 or 2012/13)?	
a)	Plan of actions	0.None 1. Some 2. Most or all
b)	Financial report	0.None 1. Some 2. Most or all

c)	Progress report	0.None 1. Some 2. Most or all	[]
7	Has your organization provided financial support to COGES?	1.Yes 0. No	[]

About school councils and parental associations in your district. Please choose one response which you think represents the status in your district the most. If you have no information, please write NP.

(8) How have the **parent representatives** of the APE/COGES board been selected in the schools of your district for this school year (2012/2013) (or the last year(2011/2012) if they are not yet selected for this year)? Please choose one answer from the options below for each of APE and COGES. [Single choice]

	1	2	3	4
[Plus1A2]	No APE/COGES exists.	Parents' representatives were <u>selected by the school director or community leaders (e.g. mayor).</u>	Parents' representatives were <u>selected by parents but not elected.</u>	Parents' representatives <u>were elected by parents.</u>
a) APE			[]	
b) COGES			[]	

(9) How have **APE/COGES board members been selected** in the schools of your district? Please choose one answer from the options below for each of APE and COGES. [Single choice]

	1	2	3	4
[Plus1A3] ○	No such APE/COGES board position exists.	No selection process for the APE/COGES board's members. It has been assumed by a person in a predetermined position (e.g. school director).	The APE/COGES board's members was selected without election by the APE/COGES members.	The APE/COGES board's members was selected through election by the APE/COGES members.
(a) APE				
1) Chair/President			[]	
2) Secretary general			[]	
3) Treasurer			[]	
4) Auditor			[]	
(b) COGES				
1) Chair/President			[]	
2) Secretary general			[]	
3) Treasurer			[]	
4) Auditor			[]	

(10) Who **provide funds to APE/COGES**? Please choose all stakeholders who participated. If there is no such fund, please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus1B2] ○	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. MENA, DREBA, DEPBA, etc.)	Local governments (e.g., Commune)	Others (e.g. NGO, donors)
a)APE	()	()	()	()	()	()
b)COGES	()	()	()	()	()	()

(11) What kind of **expenditure does** the APE/COGES's action plan and budget include? Please choose all relevant answer from the options below. If there is no such fund, please choose "1". [Multiple choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B3] ○	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plan has included expenditure items related to " <u>operational budgets</u> " (e.g. textbook distribution cost)	The APE/COGES's periodic action plan has included expenditure items related to <u>civil works or infrastructure.</u>	The APE/COGES's periodic action plan has <u>included</u> teachers' salary or allowances.
a)APE	()	()	()	()
b)COGES	()	()	()	()

(12) What **target indicators** does the APE/COGES's periodic action plan (e.g. yearly) refer to? Please choose all relevant answers from the options below. If there is no such plan, please choose "1". [Single choice] (1.Yes 0.No)

	1	2	3	4
[Plus 1B4]	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of existing examination) (last and/or this school year).	The APE/COGES 's periodic action plans and budget plan have <u>referred to target indicators of access</u> .	The APE/COGES's periodic action plans and budget plan have <u>referred to target indicators of learning achievement (last and/or this school year)</u> .
a)APE	()	()	()	()
b)COGES	()	()	()	()

(13) Who has access to the APE/COGES's **financial report**, which provides information on the planned budget and actual expenditure? Please choose the most relevant answer from the below options. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C1] ○	<u>APE/COGES did not have any financial report.</u>	<u>APE/COGES had a financial report.</u> The report has been shared with board members.	<u>APE/COGES had a financial report.</u> The report has been <u>shared among APE/COGES members</u> (e.g. at the general assembly, posting on the board).	<u>APE/COGES had a financial report.</u> The report has been <u>shared among the SC members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE	[]	[]	[]	[]
b)COGES	[]	[]	[]	[]

(14) Who has access to the APE/COGES's **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the last year targeted education results (2011/2012)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2] ○	<u>APE/COGES did not have any progress report.</u>	<u>APE/COGES had a periodic progress report.</u> The report has been shared with board members.	<u>APE/COGES had a periodic progress report.</u> The report has been <u>shared among the APE/COGES members</u> (e.g. at the general assembly or posting on the board).	<u>APE/COGES had a periodic progress report.</u> The report has been <u>shared among the APE/COGES members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE	[]	[]	[]	[]
b)COGES	[]	[]	[]	[]

(15) What kind of **monitoring** does CEB, and/or the commune conduct for the schools of your district? Please choose the most relevant answer from the options below. If there is no monitoring, please choose "1". [Single choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring and no guidance</u> was provided by the administration to schools on any topic	<u>Monitoring and guidance were provided</u> to schools. But it <u>did not include topics related to the APE, COGES or community</u> , parent affairs/participation (e.g. the monitoring is only for pedagogical part).	<u>Monitoring and guidance was provided</u> to schools which <u>included topics related to the APE, COGES or community</u> , parent affairs/participation.	<u>Monitoring and guidance was provided</u> to schools which <u>included topics related to the APE, COGES, or community, parent affairs/participation</u> and <u>provided suggestions for improvement</u> .
a) CEB	[]	[]	[]	[]
b) Commune	[]	[]	[]	[]

(16) How is the APE/COGES's action plan used in requesting and planning the official government budget for the schools in your district? Please choose the most relevant answer from the below options for each of APE and COGES. Please choose "1" if there is no action plan of APE/COGES. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/COGES does not have such a plan.	<u>The APE/COGES action plan has not been utilized by authorities.</u>	<u>The school action plans have been compiled and utilized by local governments.</u>	<u>The school action plans have been compiled and utilized both by local and central governments.</u>
a) APE			[]	
b) COGES			[]	

Section G: Location and area

1	Approximately what is the population of your district?	a) Rural [] b) Urban []	
2	What is the distribution of population according to the most spoken language in your district ? Please write down the approximate percentage.	a) Moore []% b) Dioula []% c) Fulfulde []% d) French []% e) Gourounsi []% f) Gourmantche []% g) Bwan[]% h) Other []%	
3	What is the distribution of population according to the religion in your district? Please write down the approximate percentage.	a) Muslim []% b) Christian []% c) Animism []% d) Other []% e) No religion []%	
4	What is the ratio of adult literacy in your district ?	[] %	
5	Approximately what percentage of households are economically disadvantaged homes?	1. 0 to 10% 2. 11 to 25% 3. 26 to 50% 4. More than 50%	[]
6	Approximately what percentage of households are economically affluent homes?	1. 0 to 10% 2. 11 to 25% 3. 26 to 50% 4. More than 50%	[]

Section H: Documents available at school

NOTE: Please show the following documents. Interviewers would like to take photos of some pages.

	Title or description of the document (There is a document's sample that we can refer to)	a) Availability and collect of documents in CEB visited 2: Collected 1: The document exists, but couldn't be collected 0: The document doesn't exist	b) Size of the document depending of its support type (in case the document is collected)	c) Photo's ID and file's name in the USB key	d) Comments (Reasons why the document couldn't be collected, name slightly different, to follow-up, etc.)
1	List of teachers' names*, 2013	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
2	CEB's activity program*, 2013 or 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
3	Activity program done by the CEB* or Activity report 2012.	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
4	Statistic report at the start of the new school year* 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
5	Quick statistic survey at the start of the new school year* 2012-2013 by school	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
6a	Annual action plan* 2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
6b	APE's budget project for CEB*	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
7	Statistic results of CEP 2012 by school	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
8	Synoptic chart of the 2 nd trimester examination* 2012-2013 of the CM2 class by school	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		

9	Synoptic chart of harmonized examinations' results of the 2 nd trimester* 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
10	Tool/Sheet for schools' visits*(the most recent tools for visits of every school in the CEB)*	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
11	Sheet of the official number of hour done by school for 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
12	Sheet to express needs of manuals and guides for 2013*	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
13	Sheet to express needs of manuals and guides for 2013* by school	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
14	Voucher for manuals and guides of the CEB for 2013*	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
15	Voucher for manuals and guides of the CEB for 2013 by school*	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
16	Needs of school stationery and teacher's guide by school of the CEB for 2013*	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
17	Management report of school stationery* 2012-2013	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
18	Textbooks and school stationery's distribution status for 2013* (by school)	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
19	Summary sheet of the action plans of the COGES of the CEB*, 2012	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		

Report of visits

Visit's day		Survey team's name in the field	
Target's ID		Type	
Target's name			
Interviewees			
Starting time		Ending time	
Need to visit again and reason			
Number of missing answers		Number of documentary evidences	
Comments about the interview			
Incidents and problems			
Other comments			

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System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA) :

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for Province-Level Education Office (DPEBA)**

(A) Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting the provinces.**]

		(a) Name	(b) Check if correct
1	DREBA		[]
2	DEPBA		[]

(B) Identification of contact: Before starting the interview, please check whether the following information is correct.
[Fill the names in the column (a) **before visiting the DPEBA.**]

		(a) Information	(b) Check if correct
1	Name		[]
2	Gender	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	DEPBA telephone number (Please write "None" if there is no phone number)		[]

(C) Field Survey Team [The team will fill in this section just after the survey is finished and then the regional coordinator will check and fill in this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed (1. Yes 0.No)	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Surveyor 3				
5	Regional Coordinator			[]	
6	Central member			[]	

(D) Data Entry Team [The team will fill in this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of achievement of the task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leaderships

About the Head of Office (DPEBA)

1	What is your age (the head of office)?	[] years old
2	How many years have you (the head of office) been in the current position?	[] years
3	What is the highest academic degree of the head of office?	1. Junior Secondary (7-10) 2. Senior Secondary (11-13) 3. University/College (14-) 0. No Schooling
4	Has the head of office worked in the following positions or sectors?	[]
a)	Personnel of other educational administration	1. Yes 0. No []
b)	Personnel of other public administration	1. Yes 0. No []
c)	Director of school	1. Yes 0. No []
d)	Teacher	1. Yes 0. No []
e)	Private formal sector	1. Yes 0. No []
f)	Farming or agriculture sector	1. Yes 0. No []
5	What is the employment status of the head of office?	1. Civil servant/permanent 2. Contract 3. Volunteer
6	Have you (the head of office) received an initial training for your current position?	1. Yes 0. No []
7	Do you (the head of office) speak the main local language?	1. Yes 0. No []
8	Do you (the head of office) often use a mobile phone to communicate with school directors?	2. Yes 1. Rarely 0. Never []

Section B: Organizational capacity (organization, staffing)

Staffing

1	What is the number of staff by gender?	a) Male [] b) Female []
2	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []
3	What is the number of staff in the following departments or equivalent functions at your office?	
a)	Secretariat	[]
b)	Department of administration and finance	[]
c)	Department of human resources	[]
d)	Department of statistics and planning	[]
e)	Department of teaching promotion	[]
f)	Other. Specify[]	[]
4	*Has your organization's staff received training on the following topics this year or last year? If yes, please write down the number of staff who was trained.	
a)	Community participation including education	1. Yes 0. No []staff
b)	Equity and inclusion (e.g. education for girls and the disabled)	1. Yes 0. No []staff
c)	Planning, managing and/or monitoring in primary education	1. Yes 0. No []staff
5	Does this office keep a record of staff's absences and presence?	1. Yes 0. No []

Operations

6	Since when has this organization started to operate?	Year []
7	Does your office perform the following tasks for primary schools in your province?	
a)	Providing operational budget and grants to schools	1. Yes 0. No []
b)	Providing educational resources to school	1. Yes 0. No []
c)	Paying teachers' salary	1. Yes 0. No []

d) Employment of permanent teachers	1. Yes 0. No	[]
e) Employment of contract teachers	1. Yes 0. No	[]
f) Monitoring schools and teachers	1. Yes 0. No	[]
g) Supporting school councils (COGES)	1. Yes 0. No	[]
h) Supporting parental associations (APE/AME)	1. Yes 0. No	[]
i) Other, please specify []	1. Yes 0. No	[]

Office conditions

8* Does your organization have the following facilities and equipment? Please also indicate the quantity of equipment for items (d) to (k)

Facilities			
a) Lighting system	1. Yes [] 0. No []		
b) Running water	1. Yes [] 0. No []		
c) Air conditioners	1. Yes [] 0. No []		
Equipment	1. Availability	2. Quantity	
d) Light cars	1. Yes [] 0. No []	[] cars	
e) Vehicle 4X4	1. Yes [] 0. No []	[]	
f) Motor bicycle	1. Yes [] 0. No []	[]	
g) Telephone	1. Yes [] 0. No []	[]	
h) Fax	1. Yes [] 0. No []	[]	
i) Photocopier	1. Yes [] 0. No []	[]	
j) PC	1. Yes [] 0. No []	[]	
k) Laptop	1. Yes [] 0. No []	[]	

Section C: Finance and budget

1. Financing sources

(1) What were the financing sources for education last year (2012)

a)	Sources		Education in general		Primary education	
			Planned budget (FCFA)	Actual budget (FCFA)	Planned budget (FCFA)	Actual budget (FCFA)
b)	Government	Ministry of Education				
		Other				
c)	Decentralized level Local governments	DREBA/DPEBA				
		Communes				
d)	School's partners	Private persons (deputies, former students of the school, etc.)				
		APE				
		COGES				
		Religious institution				
		Firms				
	Other partners (technical and financial) Other sources					

2. Spending

(2) How much was spent for education in your province last year (2012)?

			Basic education and literacy	
			Planned spending (FCFA)	Actual spending (FCFA)
a) Salary	Teachers	Total		
		Civil servant/permanent		
		Contract teachers		
		Volunteer teachers		
	Non-teaching staff	Total		
		Other administrative and educational staff		
		Support staff (caretaker, cleaning, etc.)		
Other				

b) Facilities	Construction of educational facilities	Total		
		Schools		
		Classrooms		
		Other (latrines, accommodation, drilling, etc.)		
		Transfer to communes		
	Renovation of educational facilities	Total		
		Schools		
		Classrooms		
		Other (latrines, accommodation, drilling, etc.)		
		Transfer to communes		

Equipment (purchase and maintenance)	Teaching materials and aids	Total		
		School textbooks (students)		
		Teaching manuals (teachers)		
		School stationery		

		Classrooms' equipment		
		Other (specify)		
	Computer's equipment	Total		
	Other (specify)			

Services		Total		
	Cultural and sport activities			
	Training (seminars, etc.)			
	Health and nutrition (canteen, etc.)			
	Other (specify)			

(3) How much did you spend for your organization last year (2012) ?

		Planned spending (FCFA)	Actual spending (FCFA)
a) Salary	Administrative		
	Other		
b) Administrative facilities	Construction		
	Renovation		
c) Equipment (purchase and maintenance)	Computer's equipment		
	Vehicles		
	Office stationery and materials		
	Other (specify)		
d) Services	Organization of exams, tests, competitive examination	Total	
		National examination	
		Standardized tests	
	Transport and travelling expenses		
		Fuel	
	Other (specify)		

Section D: Resources for public primary education

About management of the operation budget and resources for public primary schools

(1) Who purchased and distributed textbooks to primary schools in your province for this school year (2012/2013)? Please choose all relevant answers from the options below. If the schools have not received any textbook this year, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A1]	None	MEN A	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()	()

(2) Who purchased and distributed non-textbook educational materials to the schools in your province for this school year (2012/2013)? Please choose all relevant answers from the below options. If the schools have not received any non-textbook educational materials this year, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A2]	None	MEN A	DREBA	DEPB A	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()	()

(3) From whom have the schools in your province received additional funds for the school this or last school year (2011/2012 or 2012/2013)? If the schools have not received any additional funds, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1C]	None	MEN A	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
Additional funds	()	()	()	()	()	()	()	()	()

(4) Who has managed the budget of the "school project" (e.g. block, caption, or competitive school grant) provided to the schools in your province this school year or last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If no school grant has been received, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A4]	None	MEN A	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
School grant	()	()	()	()	()	()	()	()	()

About personnel management for public primary schools

(5) Who hire and appoint the contract teachers in the schools in your province? [Multiple choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8	9
[2 A]	None	MEN A	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	School Director	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()	()
b) Hiring	()	()	()	()	()	()	()	()	()	()

(6) Who hire and appoint the contract teachers in the schools in your province? [Multiple choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8	9
[2 A]	None	MEN A	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()	()
b) Hiring	()	()	()	()	()	()	()	()	()	()

(7) What do the school councils in your province do in matters of keeping or transferring teachers? Please answer each case of APE and COGES [single choice]

	1	2	3	4
[2 B]	School Councils <u>do not have a voice</u> in matters of school personnel	School Councils are <u>consulted over the appointment of teachers or have veto power.</u> Or/and School Councils <u>request the transfer of a teacher for non-performance or for serious violations of personnel rules.</u>	School Councils <u>appoint teachers.</u> School Councils <u>request the transfer of a teacher for non-performance or for serious violations of personnel rules</u>	School Councils do <u>not supervise teachers because formal accountability mechanisms already work well.</u> Occasionally School Councils <u>use those formal mechanisms to demand management actions regarding teachers.</u>
a) APE			[]	
b) COGES			[]	

(8) Who manage the following school directors' affairs in your province? [multi choice as needed]

	0	1	2	3	4	5	6	7	8
[2C]	None	MENA	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	APE	COGES
a) Hiring	()	()	()	()	()	()	()	()	()
b) Appointment	()	()	()	()	()	()	()	()	()
c) Performance evaluation	()	()	()	()	()	()	()	()	()
d) Removal	()	()	()	()	()	()	()	()	()

More about textbooks and teaching guides

9	What is the norm for use of French and Mathematics textbooks in your province for CP2 and CM2? Please choose the most representative answer from the following 6 options by grade and subject. [Single choice per column]	CP2-French	CP2-Math	CM2-French	CM2-Math
	1) One book owned by each student. 2) One book rented by each student 3) One book for two students. 4) One book for three or more students 5) No book for any student 6) Other	[]	[]	[]	[]
10	Are the students (of the CP2 and CM2 classes) permitted to take French textbooks home to study this school year (2012/2013)?	a) CP2: 1. Yes 0. No		[]	
		b) CM2: 1. Yes 0. No		[]	
11	How many textbooks did schools in your province receive in total for CP2 and CM2 (Math and French) for this school year (2012/2013)?	a) Math of CP2 [] b) Math of CM2 [] c) French of CP2 [] d) French of CM2 []			
12	How many of the following textbooks or teaching guides did your organization provide this year (2012/13)?				
a)	Textbooks (in total for all subjects and grades in primary education)	[]			
b)	Textbook-CP2, French	[]			
c)	Textbook-CP2, Math	[]			
d)	Textbook-CM2, French	[]			
e)	Textbook-CM2, Math	[]			
f)	Teaching guides(in total for all subjects and grades in primary education)	[]			

13	How many students in your province use Math and French textbooks in CP2/CM2 classes this school year (2012/2013)?	
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None	
a) Math for CP2		[] []
b) Math for CM2		[] []
c) French for CP2		[] []
d) French for CM2		[] []
14	How many teachers of CP2/CM2 in your province have MENA's teaching guide for Math and French this school year (2012/2013)?	
	2. All 1. Some 0. None	
a) Math for CP2		[] []
b) Math for CM2		[] []
c) French for CP2		[] []
d) French for CM2		[] []

More about non-textbook learning materials and stationery

15	Please answer three questions for each of the following education materials or school stationery. 1) Has your organization received any request from schools this year or last year (2011/2012 or 2012/2013)? 2) Has your organization provided the materials for schools this year or last year(2011/2012 or 2012/2013)? 3) How many materials, books, or equipment was provided to schools?			
		1)Received request?	2)Provided?	3) How many?
a) Notebooks		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
b) Erasers		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
c) Pencils/pens		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
d) Slates		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
e) Chalks		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
f) Set squares		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
g) Compass		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
h) Protractors		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
i) Office furniture		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
j) Computers		1. Yes [] 0. No []	1. Yes [] 0. No []	[]
16	How many students of your organization have stationery for their own use in this school year (2012/2013)?			
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None			
a) Pencil		[] []		
b) Notebook		[] []		
c) Chalks and slates		[] []		

More about teacher training and workshop in your province

17	How many teachers and school directors participated in in-service teacher training in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
18	How many teachers and school directors participated in in-service teacher training on community participation in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
19	How many teachers participated in in-service teacher training on inclusion (boys and girls equity in the classroom) in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
20	How many teachers participated in trial lesson conducted by your organization this school year (2012/2013)?	0. No such activity. 1. [] teachers

More about services

21	Please answer these two questions for each of the following resources or services to schools. 1) Has your organization received any request from schools? 2) How many schools did your organization provide support for this year (2013)?		
		1) Received request?	2) How many schools did you support?
a) Hiring non-teaching staff	1. Yes [] 0. No []	[]	[]
b) Providing ingredients or cash for school meals	1. Yes [] 0. No []	[]	[]
c) Building additional classrooms	1. Yes [] 0. No []	[]	[]
d) In-service training or workshop for teachers	1. Yes [] 0. No []	[]	[]
e) Training or workshop for school directors	1. Yes [] 0. No []	[]	[]
f) Training or workshop for parents or communities	1. Yes [] 0. No []	[]	[]

22*	Have the schools in your province participated in a particular program supported by the following donors and NGOs this year or the last year (2011/2012 or 2012/2013)? Check all relevant answers under each column [Multiple choice]. If there is no program or no support, please go to the next question. (1. Yes 0. No)					
	Training, workshop	Equipment	Stationery	Construction	Food	Other (please specify)
a) Support from the WFP (World Food Program)	()	()	()	()	()	() []
b) Support from the CRS (Cathwel)	()	()	()	()	()	() []
c) Plan Burkina	()	()	()	()	()	() []
d) UNICEF	()	()	()	()	()	() []
e) World Bank	()	()	()	()	()	() []
f) CIDA, Canada	()	()	()	()	()	() []
g) USAID, US	()	()	()	()	()	() []
h) JICA, Japan	()	()	()	()	()	() []
i) AFD, France	()	()	()	()	()	() []

23	Is schools' capacity to provide a quality teaching in your province affected by a shortage or inadequacy of any of the following? [Single Choice]	
a) Teaching materials (e.g. textbooks)	1. A lot 2. Somewhat 3. A little 0. None	[]
b) Budget for stationery (e.g. paper, pencils)	1. A lot 2. Somewhat 3. A little 0. None	[]
c) Teachers	1. A lot 2. Somewhat 3. A little 0. None	[]
d) School buildings and grounds	1. A lot 2. Somewhat 3. A little 0. None	[]
e) Educational space (e.g. classrooms)	1. A lot 2. Somewhat 3. A little 0. None	[]
f) Lighting systems	1. A lot 2. Somewhat 3. A little 0. None	[]
g) Drinking water	1. A lot 2. Somewhat 3. A little 0. None	[]

h) Toilet facilities	1. A lot 2. Somewhat 3. A little 0. None	[]
i) Security	1. A lot 2. Somewhat 3. A little 0. None	[]
j) Special equipment for disabled students	1. A lot 2. Somewhat 3. A little 0. None	[]

Section E: Information on schools in your province

1	How many schools are there in your province?	
a)	Public primary schools	[]
b)	Private primary schools	[]
c)	Public lower secondary schools	[]
d)	Private lower secondary schools	[]
e)	Public upper secondary schools	[]
f)	Private upper secondary schools	[]
g)	Kindergarten or nursery schools	[]
2	For how many schools in your province do you have the following information?	
a)	Number of students	0.None 1. Some 2. Most or all []
b)	Number of teachers	0.None 1. Some 2. Most or all []
c)	Results of graduation examination (CEP)	0.None 1. Some 2. Most or all []
d)	Teacher attendance/absenteeism	0.None 1. Some 2. Most or all []
e)	School director's name and contact	0.None 1. Some 2. Most or all []
f)	Name of COGES president	0.None 1. Some 2. Most or all []
g)	Name of APE president	0.None 1. Some 2. Most or all []
3	Does your office have a hard or soft copy of annual education statistics report (published by Ministry of Education) ?	1. Yes 0. No []
4	Does your organization have its own regulation/procedure of monitoring for public primary schools?	1. Yes 0. No []
5	By what kind of means is your office generally informed about schools and students?	
a)	Reports from local education administrations (CEB)	0.Never 1. Sometimes 2. Often []
b)	Phone call or email from local education administrations (CEB)	0.Never 1. Sometimes 2. Often []
c)	Meeting with local education administrations (CEB)	0.Never 1. Sometimes 2. Often []

d) Reports from school directors	0.Never 1. Sometimes 2. Often	[]
e) Phone call from school directors	0.Never 1. Sometimes 2. Often	[]
f) Meeting with school directors	0.Never 1. Sometimes 2. Often	[]
g) Meeting with school councils' representatives (COGES or UCOGES)	0.Never 1. Sometimes 2. Often	[]
h) Meeting with parental associations' representatives (APE or UAPE)	0.Never 1. Sometimes 2. Often	[]
i) Visit to schools	0.Never 1. Sometimes 2. Often	[]
j) Other to specify []	0.Never 1. Sometimes 2. Often	[]

More about visiting schools

6	What is the distance from your office to the following facilities?	(a) About [] km to DREBA (b) About [] km to the nearest CEB (c) About [] km to the Mayor's office (d) About [] km to the nearest school
7	On average, how many times did your office's administrators or inspectors visit public primary schools the last year(2011/2012)?	0. None 1. Once a year 2. Twice a year 3. Three times a year or more
8	What is the proportion of public primary schools which received at least one visit from your office last year (2011/2013)?	0. None 1. Less than 50% 2. 50% - 80% 3. More than 80%
9	Did the purposes of school visits include the following:	
a)	Inspection of schools (school directors and school environment)	1. Yes 0. No []
b)	Inspection of teachers	1. Yes 0. No []
c)	Inspection of facilities	1. Yes 0. No []
d)	Inspection of canteens	1. Yes 0. No []
e)	Advice on community participation	1. Yes 0. No []
f)	Monitoring on pedagogical animation activities	1. Yes 0. No []

More about students' assessment

10	Is the following criteria used to decide the promotion of students from CP1 to CP2 or from CM1 to CM2 in your province ?		
		1) From CP1 to CP2	2) From CM1 to CM2
a)	Number of attendance days	1. Yes [] 0. No []	1. Yes [] 0. No []
b)	Daily behavior in classroom	1. Yes [] 0. No []	1. Yes [] 0. No []
c)	Classroom exercises or tests	1. Yes [] 0. No []	1. Yes [] 0. No []
d)	Trimester exams	1. Yes [] 0. No []	1. Yes [] 0. No []
e)	End of the year exam	1. Yes [] 0. No []	1. Yes [] 0. No []
f)	Other, please specify	1. Yes [] 0. No []	1. Yes [] 0. No []
		[]	[]
11	How frequent do teachers of CP2 and CM2 in your province provide classroom tests other than trimester or end of the year exams?	4. Every week or more [] 3. A few times per month [] 2. A few times per trimester [] 0. None []	a) CP2 [] b) CM2 []

12	How do school teachers in your province prepare the content of end-of-the-year exams ? Please choose all relevant options.		
		1. Yes 0. No	
	0. There are no end-of-the-year exams	[]	[]
	1. Prepare problems by themselves using textbooks and teaching guides	[]	[]
	2. Use a set of problems (or tests) provided by others (e.g. inspectors)	[]	[]
	3. Use a set of problems (or tests) from private publications in the market	[]	[]
	4. Other, specify []	[]	[]
13	What kind of actions have schools in your province typically taken for enhancing student achievements (e.g. CEP scores) in the past two years (2011/2012 or 2012/2013)?		
	a) Increasing teaching hours	1. Yes 0. No	[] []
	b) Supplemental lessons	1. Yes 0. No	[] []
	c) Increasing the opportunity for students to take mock exams of CEP	1. Yes 0. No	[] []
	d) Increasing number of teachers	1. Yes 0. No	[] []
	e) Teacher training	1. Yes 0. No	[] []
	f) Changing teaching style in the classrooms	1. Yes 0. No	[] []
	g) Trial Lessons (pedagogical animation lesson)	1. Yes 0. No	[] []
	h) Improving the content of classroom exercises and tests	1. Yes 0. No	[] []
	i) Increasing homework	1. Yes 0. No	[] []
	j) Providing stationery to students	1. Yes 0. No	[] []
	k) Providing workbooks to students	1. Yes 0. No	[] []

(14) How often and how have schools and students in your province been assessed in the last few years? Please choose one from the options below. [Single choice]

	1	2	3	4
[4A1]	School has <u>not been assessed</u> by anyone.	School was <u>assessed every few years</u> .	School was <u>assessed every few years</u> using Ministry of Education criteria.	School was <u>assessed every year</u> using Ministry of Education criteria.
a) School			[]	
[4A1, 4C] ○	Students <u>do not take standardized tests</u> .	Assessments of student in primary schools are done <u>every few years using representative samples of students</u> .	Assessments of student in all or in selected grades of primary school are done <u>every few years for all students in the country</u> .	Assessments of student in all or in selected grades of primary school are done <u>every year for all students in the country</u> .
b) Students			[]	

(15) Have schools in your province received and **used** schools or students' assessment results and recommendations in the last few years? Please choose the most relevant answer from the options below. [Single choice].

	1	2	3	4
[4B/D1] ○	School has never received schools or students' assessment results.	School has received schools' assessment results.	School has received schools' assessment results and direct recommendations.	[Not applicable]
a) CEP	[]	[]	[]	
b) Mock exam (CEP)	[]	[]	[]	
c) Harmonized examinations	[]	[]	[]	
d) Survey on the knowledge acquired in school	[]	[]	[]	
e) PASEC	[]	[]	[]	

[4B/D2]	School has <u>not used the results of schools' assessments</u> to make pedagogical adjustments or to change school materials.	School has used the results of schools' <u>pedagogical and operational adjustments.</u>	School has used the <u>direct recommendations</u> based on schools' assessments from the MENA to make pedagogical and operational adjustments.	School has used information based on schools' assessments to make pedagogical, operational, and <u>personnel</u> adjustments.
a) CEP	[]	[]	[]	[]
b) Mock exam (CEP)	[]	[]	[]	[]
c) Harmonized examinations	[]	[]	[]	[]
d) Survey on the knowledge acquired in school	[]	[]	[]	[]
e) PASEC	[]	[]	[]	[]

(16) What comparisons are made using assessments' results in your province? Please choose all relevant answers from the options below according to your knowledge. [Multiple choice] (1.Yes 0.No)

	1	2	3	4
[5C] ○	<u>Comparisons are never made</u> among different types of schools, different regions, or previous years.	<u>Comparisons are made</u> among different types of schools, with different regions or municipalities, and with previous years.	Comparisons are made <u>with previous years for each school.</u>	<u>School produced</u> students' reports.
a) CEP	()	()	()	()
b) Mock exam (CEP)	()	()	Not applicable.	Not applicable.
c) Harmonized examinations	()	()	()	()
d) Survey on the knowledge acquired in school	()	()	()	()
e) PASEC	()	()	()	()
f) Other []	()	()	()	()

(17) Who has access to the results of schools and students' assessments published in the past few years? Please select all relevant answers from the options below [Multiple choice by each row]. (1.Yes 0.No)

	0	1	2	3	4
[4E]	Administration of the inspection	School director	Teachers	Parents or students	Any community members
a) CEP	()	()	()	()	()
b) Mock exam (CEP)	()	()	()	()	()
c) Harmonized examinations	()	()	()	()	()
d) Survey on the knowledge acquired in school	()	()	()	()	()
e) PASEC	()	()	()	()	()
f) Other to specify []	()	()	()	()	()

(18) Who decided the following aspects of schools in your province for this school year (2012/2013)? Please select all relevant answers from the options below [Multiple choice by each row] (1. Yes 0.No)

	1	2	3	4	5	6	7	8
[4B2]	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
1) School calendar	()	()	()	()	()	()	()	()
2) Number of hours of subjects	()	()	()	()	()	()	()	()

Section F: School councils and parental associations in primary education

Existing school councils and parental associations

1	Approximately what proportion of public primary schools have the following organizations?		
a)	Parental associations (APE)	0.None 1. Some 2. Most or all	[]
b)	Mothers' associations (AME)	0.None 1. Some 2. Most or all	[]
c)	School councils (COGES)	0.None 1. Some 2. Most or all	[]
2	In your province, is there a union or federation of the following organizations?		
a)	Parental associations (APE)	1. Yes 0. No	[]
b)	Mothers' associations (AME)	1. Yes 0. No	[]
c)	School councils (COGES)	1. Yes 0. No	[]

About school councils (COGES) for public primary schools in your province (If there is no COGES in your province, please skip this sub-section)

3	On average, how many times do you think the COGES have general assemblies (meetings with all members) per school year?	1.None 2. Once 3. Two or three times 4. More.	[]
4	How often are your organization's officials present at the general assemblies of the COGES?	0.Never 1. Sometimes 2. Often	[]
5	Approximately what proportion of the COGES include a representative from your province office in the boards of the COGES (other than mayor as official president)?	0.None 1. A few 2. Most or all	[]
6	Approximately what proportion of school councils (COGES) submitted or presented the following documents to your organization in the last year or this year (2011/12 or 2012/13)?		
a)	Plan of actions	0.None 1. Some 2. Most or all	[]
b)	Financial report	0.None 1. Some 2. Most or all	[]
c)	Progress report	0.None 1. Some 2. Most or all	[]
7	Has your organization provided financial support to COGES?	1. Yes 0. No	[]

About school councils and parental associations in your province. Please choose one response which you think represents the status in your province the most. If you have no information, please write NP.

(8) How have the **parent representatives** of the APE/COGES board been selected in the schools of your province for this school year (2012/2013) (or the last year(2011/2012) if they are not yet selected for this year)? Please choose one answer from the options below for each of APE and COGES. [Single choice]

	1	2	3	4
[Plus1A2]	No APE/COGES exists.	Parents' representatives were <u>selected by the school director or community leaders (e.g. mayor).</u>	Parents' representatives were <u>selected by parents but not elected.</u>	Parents' representatives <u>were elected by parents.</u>
a) APE			[]	
b) COGES			[]	

(9) How have **APE/COGES board members been selected** in the schools of your province? Please choose one answer from the options below for each of APE and COGES. [Single choice]

	1	2	3	4
[Plus1A3] ○	No such APE/COGES board position exists.	No selection process for the APE/COGES board's members. It has been assumed by a person in a predetermined position (e.g. school director).	The APE/COGES board's members was selected without election by the APE/COGES members.	The APE/COGES board's members was selected through election by the APE/COGES members.
(a) APE				
1) Chair/President			[]	[]
2) Secretary general			[]	[]
3) Treasurer			[]	[]
4) Auditor			[]	[]
(b) COGES				
1) Chair/President			[]	[]
2) Secretary general			[]	[]
3) Treasurer			[]	[]
4) Auditor			[]	[]

(10) Who **provide funds to APE/COGES**? Please choose all stakeholders who participated. If there is no such fund, please choose "1". [Multiple choice] (1. Yes 0.No)

	1	2	3	4	5	6
[Plus1B2] ○	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. MENA, DREBA, DEPBA, etc.)	Local governments (e.g., Commune)	Others (e.g. NGO, donors)
a)APE	()	()	()	()	()	()
b)COGES	()	()	()	()	()	()

(11) What kind of **expenditure does** the APE/COGES's action plan and budget include? Please choose all relevant answer from the options below. If there is no such fund, please choose "1". [Multiple choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B3] ○	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plan has included expenditure items related to " <u>operational budgets</u> " (e.g. textbook distribution cost)	The APE/COGES's periodic action plan has included expenditure items related to <u>civil works or infrastructure</u> .	The APE/COGES's periodic action plan has <u>included</u> teachers' salary or allowances.
a)APE	()	()	()	()
b)COGES	()	()	()	()

(12) What **target indicators** does the APE/COGES's periodic action plan (e.g. yearly) refer to? Please choose all relevant answers from the options below. If there is no such plan, please choose "1". [Single choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B4]	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of existing examination) (last and/or this school year).	The APE/COGES 's periodic action plans and budget plan have <u>referred to target indicators of access</u>	The APE/COGES's periodic action plans and budget plan have <u>referred to target indicators of learning achievement (last and/or this school year)</u> .
a)APE	()	()	()	()
b)COGES	()	()	()	()

(13) Who has access to the APE/COGES's **financial report**, which provides information on the planned budget and actual expenditure? Please choose the most relevant answer from the below options. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C1] ○	<u>APE/COGES did not have any financial report.</u>	<u>APE/COGES had a financial report.</u> The report has been shared with board members.	<u>APE/COGES had a financial report.</u> The report has been shared among APE/COGES members (e.g. at the general assembly, posting on the board).	<u>APE/COGES had a financial report.</u> The report has been shared among the SC members and other stakeholders (e.g. sub-national administration and APE/COGES federation).
a)APE			[]	[]
b)COGES			[]	[]

(14) Who has access to the APE/COGES's **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the last year targeted education results (2011/2012)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2] ○	<u>APE/COGES did not have any progress report.</u>	<u>APE/COGES had a periodic progress report.</u> The report has been shared with board members.	<u>APE/COGES had a periodic progress report.</u> The report has been shared among the APE/COGES members (e.g. at the general assembly or posting on the board).	<u>APE/COGES had a periodic progress report.</u> The report has been shared among the APE/COGES members and other stakeholders (e.g. sub-national administration and APE/COGES federation).
a)APE			[]	[]
b)COGES			[]	[]

(15) What kind of **monitoring** does CEB, the commune, DREBA and DPEBA conduct for the schools of your province? Please choose the most relevant answer from the options below. If there is no monitoring, please choose "1". [Single choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring and no guidance</u> was provided by the administration to schools on any topic	<u>Monitoring and guidance were provided</u> to schools. But it <u>did not include topics related to the APE, COGES or community, parent affairs/participation</u> (e.g. the monitoring is only for pedagogical part).	<u>Monitoring and guidance was provided</u> to schools which <u>included topics related to the APE, COGES or community, parent affairs/participation.</u>	<u>Monitoring and guidance was provided</u> to schools which <u>included topics related to the APE, COGES or community, parent affairs/participation and provided suggestions for improvement.</u>
a) CEB			[]	[]
b) Commune			[]	[]
c) DREBA			[]	[]
d) DPEBA			[]	[]

(16) How is the APE/COGES's action plan used in requesting and planning the official government budget for the schools in your province? Please choose the most relevant answer from the below options for each of APE and COGES. Please choose "1" if there is no action plan of APE/COGES. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/COGES does not have such a plan.	<u>The APE/COGES action plan has not been utilized by authorities.</u>	<u>The school action plans have been compiled and utilized by local governments.</u>	<u>The school action plans have been compiled and utilized both by local and central governments.</u>
a) APE			[]	[]
b) COGES			[]	[]

Section G: Location and area

1	Approximately what is the population of your province?	a) Rural []	b) Urban []
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Section H: Documents available at the DPEBA

NOTE: Please show the following documents. Interviewers would like to take photos of some pages.

	Title or description of the document (There is a document's sample that we can refer to)	a) Availability and collect of documents in DPEBA visited 2: Collected 1: The document exists, but couldn't be collected 0: The document doesn't exist	b) Size of the document depending of its support type (in case the document is collected)	c) Photo's ID and file's name in the USB key	d) Comments (Reasons why the document couldn't be collected, name slightly different, to follow-up, etc.)
1	List of staff's names/ List of staff*, 2013	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
2	Annual action plan of DPEBA's activities, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
3	Annual report of DPEBA's activities*, 2011-2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
4	Letter to report the start of the year from DPEBA to DREBA*, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
5	Statistic report of the school end-of-the-year from the DPEBA*, 2011-2012 (every pages)	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
6	Annual action plan of DPEBA's activities, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
7	Statistic results of CEP examination by school*, 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
8	Sheet of the official number of hour done (DPEBA level)*, 2011-2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
9	Sheet to express needs of manuals* and guides by CEB, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
10	Status of the textbooks' distribution by CEB and the school*, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
11	Sheet to express needs of school stationery by CEB*, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		

12	Status of the minimum school stationery and/or school bags' distribution*, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
		[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
		[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
		[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
		[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		

Report of visits

Visit's day		Survey team's name in the field	
Target's ID		Type	
Target's name			
Interviewees			
Starting time		Ending time	
Need to visit again and reason			
Number of missing answers		Number of documentary evidences	
Comments about the interview			
Incidents and problems			
Other comments			

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System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA) :

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for Region-Level Education Office (DREBA)**

(A) Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting the regions**]

		(a) Name	(b) Check if correct
1	DREBA		[]

(B) Identification of contact: Before starting the interview, please check whether the following information is correct. [Fill the names in the column (a) **before visiting the DREBA.**]

		(a) Information	(b) Check if correct
1	Name		[]
2	Gender	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	DREBA telephone number (Please write "None" if there is no phone number)		[]

(C) Field Survey Team [The team will fill in this section just after the survey is finished and then the regional coordinator will check and fill in this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed (1. Yes 0.No)	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Surveyor 3				
5	Regional Coordinator			[]	
6	Central member			[]	

(D) Data Entry Team [The team will fill in this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of achievement of the task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leaderships

About the Head of Office (DREBA)

1	What is your age (the head of office)?	[] years old
2	How many years have you (the head of office) been in the current position?	[] years

3	What is the highest academic degree of the head of office?	1. Junior Secondary (7-10) 2. Senior Secondary (11-13) 3. University/College (14-) 0. No Schooling	[]
4	Has the head of office worked in the following positions or sectors?		
a)	Personnel of other educational administration	1. Yes 0. No	[]
b)	Personnel of other public administration	1. Yes 0. No	[]
c)	Director of school	1. Yes 0. No	[]
d)	Teacher	1. Yes 0. No	[]
e)	Private formal sector	1. Yes 0. No	[]
f)	Farming or agriculture sector	1. Yes 0. No	[]
5*	What is the employment status of the head of office?	1. Civil servant/permanent 2. Contract 3. Volunteer	[]
6	Have you (the head of office) received an initial training for your current position?	1. Yes 0. No	[]
7	Do you (the head of office) speak the main local language?	1. Yes 0. No	[]
8	Do you (the head of office) often use a mobile phone to communicate with school directors?	2. Yes 1. Rarely 0. Never	[]

Section B: Organizational capacity (organization, staffing)

Staffing

1*	What is the number of staff by gender?	a) Male [] b) Female []	
2*	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []	
3*	What is the number of staff in the following departments or equivalent functions at your office?		
a)	Secretariat	[]	
b)	Department of administration and finance	[]	
c)	Department of human resources	[]	
d)	Department of statistics and planning	[]	
e)	Department of teaching promotion	[]	
f)	Other. Specify[]	[]	
4*	*Has your organization's staff received training on the following topics this year or last year? If yes, please write down the number of staff who was trained.		
a)	Community participation including education	1. Yes 0. No	[]staff
b)	Equity and inclusion (e.g. education for girls and the disabled)	1. Yes 0. No	[]staff
c)	Planning, managing and/or monitoring in primary education	1. Yes 0. No	[]staff
5#	Does this office keep a record of staff's absences and presence?	1. Yes 0. No	[]

Operations

6*	Since when has this organization started to operate?	Year []	
7*	Does your office perform the following tasks for primary schools in your region?		
a)	Providing operational budget and grants to schools	1. Yes 0. No	[]
b)	Providing educational resources to school	1. Yes 0. No	[]
c)	Paying the teachers' salary	1. Yes 0. No	[]
d)	Employment of permanent teachers	1. Yes 0. No	[]
e)	Employment of contract teachers	1. Yes 0. No	[]

f) Monitoring schools and teachers	1. Yes 0. No	[]
g) Supporting school councils (COGES)	1. Yes 0. No	[]
h) Supporting parental associations (APE/AME)	1. Yes 0. No	[]
i) Other, please specify	1. Yes 0. No	[]

Office conditions

8* Does your organization have the following facilities and equipment? Please also indicate the quantity of equipment for items (d) to (k)

Facilities		
a) Lighting system	1. Yes [] 0. No []	
b) Running water	1. Yes [] 0. No []	
c) Air conditioners	1. Yes [] 0. No []	
Equipment		
	1. Availability	2. Quantity
d) Light cars	1. Yes [] 0. No []	[] cars
e) Vehicle 4X4	1. Yes [] 0. No []	[]
f) Motor bicycle	1. Yes [] 0. No []	[]
g) Telephone	1. Yes [] 0. No []	[]
h) Fax	1. Yes [] 0. No []	[]
i) Photocopier	1. Yes [] 0. No []	[]
j) PC	1. Yes [] 0. No []	[]
k) Laptop	1. Yes [] 0. No []	[]

Section C: Finance and budget

1. Financing sources

(1) What were the financing sources for education last year (2012)?

a)	Sources		Education in general		Primary education	
			Planned budget (FCFA)	Actual budget (FCFA)	Planned budget (FCFA)	Actual budget (FCFA)
b)	Government	Ministry of Education				
		Other				
c)	Local governments	Region				
		Communes				
d)	School's partners	Private persons (deputies, former students of the school, etc.)				
		APE				
		COGES				
		Religious institution				
		Firms				
e)	Other partners (technical and financial) Other sources					

2. Spending

(2) How much was spent for education in your region last year (2012)?

			Basic education and literacy	
			Planned spending (FCFA)	Actual spending (FCFA)
a) Salary	Teachers	Total		
		Civil servant/permanent		
		Contract teachers		
		Volunteer teachers		

	Non-teaching staff	Total		
		Other administrative and educational staff		
		Support staff (caretaker, cleaning, etc.)		
		Other		

b) Facilities	Construction of educational facilities	Total		
		Schools		
		Classrooms		
		Other (latrines, accommodation, drilling, etc.)		
		Transfer to communes		
	Renovation of educational facilities	Total		
		Schools		
		Classrooms		
		Other (latrines, accommodation, drilling, etc.)		
		Transfer to communes		

c) Equipment (purchase and maintenance)	Teaching materials and aids	Total		
		School textbooks (students)		
		Teaching manuals (teachers)		
		School stationery		
		Classrooms' equipment		
		Other (specify)		
	Computer's equipment	Total		
	Other (specify)			

d) Services		Total		
	Cultural and sport activities			
	Training (seminars, etc.)			
	Health and nutrition (canteen, etc.)			
	Other (specify)			

(3) How much did you spend for your organization last year (2012) ?

		Planned spending (FCFA)	Actual spending (FCFA)
a) Salary	Administrative		
	Other		
b) Administrative facilities	Construction		
	Renovation		
c) Equipment (purchase and maintenance)	Computer's equipment		
	Vehicles		
	Office stationery and materials		
	Other (specify)		
d) Services	Organization of exams, tests, competitive examination	Total	
		National examination	
		Standardized tests	
	Transport and travelling expenses		
		Fuel	
	Other (specify)		

Section D: Resources for public primary education

About management of the operation budget and resources for public primary schools

(1) Who purchased and distributed textbooks to primary schools in your region for this school year (2012/2013)? Please choose all relevant answers from the options below. If the schools have not received any textbook this year, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A1]	None	MEN A	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()	()

(2) Who purchased and distributed non-textbook educational materials to the schools in your region for this school year (2012/2013)? Please choose all relevant answers from the below options. If the schools have not received any non-textbook educational materials this year, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A2]	None	MEN A	DREBA	DEPB A	CEB	Commune	School director	APE	COGES
a) Purchase	()	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()	()

(3) From whom have the schools in your region received additional funds for the school this or last school year (2011/2012 or 2012/2013)? If the schools have not received any additional funds, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1C]	None	MEN A	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
Additional funds	()	()	()	()	()	()	()	()	()

(4) Who has managed the budget of the "school project" (e.g. block, caption, or competitive school grant) provided to the schools in your region this school year or last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If no school grant has been received, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[1A4]	None	MEN A	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
School grant	()	()	()	()	()	()	()	()	()

About personnel management for public primary schools

(5) Who hire and appoint the permanent teachers in the schools in your region? [Multiple choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8	9
[2 A]	None	MEN A	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	School Director	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()	()
b) Hiring	()	()	()	()	()	()	()	()	()	()

(6) Who hire and appoint the contract teachers in the schools in your region? [Multiple choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8	9
[2 A]	None	MEN A	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) Appointment	()	()	()	()	()	()	()	()	()	()
b) Hiring	()	()	()	()	()	()	()	()	()	()

(7) What do the school councils in your region do in matters of keeping or transferring teachers? Please answer each case of APE and COGES [single choice]

	1	2	3	4
[2 B]	School Councils do not have a voice in matters of school personnel	School Councils are <u>consulted over the appointment of teachers or have veto power.</u> Or/and School Councils <u>request the transfer of a teacher for non-performance or for serious violations of personnel rules.</u>	School Councils <u>appoint teachers.</u> School Councils <u>request the transfer of a teacher for non-performance or for serious violations of personnel rules</u>	School Councils do <u>not supervise teachers because formal accountability mechanisms already work well.</u> Occasionally School Councils <u>use those formal mechanisms to demand management actions regarding teachers.</u>
a) APE	[]	[]	[]	[]
b) COGES	[]	[]	[]	[]

(8) Who manage the following school directors' affairs in your region? [multi choice as needed] (1. Yes 0. No)

	0	1	2	3	4	5	6	7	8
[2C]	None	MENA	Ministry's HR Department	DREBA	DEPBA	CEB	Commune	APE	COGES
a) Hiring	()	()	()	()	()	()	()	()	()
b) Appointment	()	()	()	()	()	()	()	()	()
c) Performance evaluation	()	()	()	()	()	()	()	()	()
d) Removal	()	()	()	()	()	()	()	()	()

More about textbooks and teaching guides

9	What is the norm for use of French and Mathematics textbooks in your region for CP2 and CM2? Please choose the most representative answer from the following 6 options by grade and subject. [Single choice per column]				
		CP2-French	CP2-Math	CM2-French	CM2-Math
	1) One book owned by each student. 2) One book rented by each student 3) One book for two students. 4) One book for three or more students 5) No book for any student 6) Other				
10	Are the students (of the CP2 and CM2 classes) permitted to take French textbooks home to study this school year (2012/2013)?		a) CP2: 1. Yes 0. No		[]
			b) CM2: 1. Yes 0. No		[]
11	How many textbooks did schools in your region receive in total for CP2 and CM2 (Math and French) for this school year (2012/2013)?		a) Math of CP2 [] b) Math of CM2 [] c) French of CP2 [] d) French of CM2 []		
12	How many of the following textbooks or teaching guides did your organization provide this year (2012/13)?				
a)	Textbooks (in total for all subjects and grades in primary education)		[]		
b)	Textbook-CP2, French		[]		
c)	Textbook-CP2, Math		[]		
d)	Textbook-CM2, French		[]		
e)	Textbook-CM2, Math		[]		
f)	Teaching guides(in total for all subjects and grades in primary education)		[]		
13	How many students in your region use Math and French textbooks in CP2/CM2 classes this school year (2012/2013)?				
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None				
a)	Math for CP2		[]		
b)	Math for CM2		[]		
c)	French for CP2		[]		
d)	French for CM2		[]		
14	How many teachers of CP2/CM2 in your region have MENA's teaching guide for Math and French this school year (2012/2013)?				
	2. All 1. Some 0. None				
a)	Math for CP2		[]		
b)	Math for CM2		[]		
c)	French for CP2		[]		
d)	French for CM2		[]		

More about non-textbook learning materials and stationery

15	Please answer three questions for each of the following education materials or school stationery. 1) Has your organization received any request from schools this year or last year (2011/2012 or 2012/2013)? 2) Has your organization provided the materials for schools this year or last year(2011/2012 or 2012/2013)? 3) How many materials, books, or equipment was provided to schools ?			
		1)Received request?	2)Provided?	3) How many?
a) Notebooks	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
b) Erasers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
c) Pencils/pens	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
d) Slates	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
e) Chalks	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
f) Set squares	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
g) Compass	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
h) Protractors	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
i) Office furniture	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
j) Computers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
16	How many students of your organization have stationery for their own use in this school year (2012/2013)?			
	4. All 3. Almost all 2. 80% - 50% 1. Less than 50% 0. None			
a) Pencil		[]	[]	
b) Notebook		[]	[]	
c) Chalks and slates		[]	[]	

More about teacher training and workshop in your region

17	How many teachers and school directors participated in in-service teacher training in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
18	How many teachers and school directors participated in in-service teacher training on community participation in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
19	How many teachers participated in in-service teacher training on inclusion (boys and girls equity in the classroom) in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers and school directors (2011/2012) [] b) Number of teachers and school directors (2012/2013) []
20	How many teachers participated in trial lesson conducted by your organization this school year (2012/2013)?	0. No such activity. 1. [] teachers

More about services

21	Please answer these two questions for each of the following resources or services to schools. 1) Has your organization received any request from schools? 2) How many schools did your organization provide support for this year (2013)?		
		1) Received request?	2) How many schools did you support?
a) Hiring non-teaching staff	1. Yes [] 0. No []	[]	
b) Providing ingredients or cash for school meals	1. Yes [] 0. No []	[]	
c) Building additional classrooms	1. Yes [] 0. No []	[]	
d) In-service training or workshop for teachers	1. Yes [] 0. No []	[]	
e) Training or workshop for school directors	1. Yes [] 0. No []	[]	
f) Training or workshop for parents or communities	1. Yes [] 0. No []	[]	

22*	Have the schools in your region participated in a particular program supported by the following donors and NGOs this year or the last year (2011/2012 or 2012/2013)? Check all relevant answers under each column [Multiple choice]. If there is no program or no support, please go to the next question. (1. Yes 0. No)					
	Training, workshop	Equipment	Stationery	Construction	Food	Other (please specify)
a) Support from the WFP (World Food Program)	()	()	()	()	()	() []
b) Support from the CRS (Cathwel)	()	()	()	()	()	() []
c) Plan Burkina	()	()	()	()	()	() []
d) UNICEF	()	()	()	()	()	() []
e) World Bank	()	()	()	()	()	() []
f) CIDA, Canada	()	()	()	()	()	() []
g) USAID, US	()	()	()	()	()	() []
h) JICA, Japan	()	()	()	()	()	() []
i) AFD, France	()	()	()	()	()	() []

23	Is schools' capacity to provide a quality teaching in your region affected by a shortage or inadequacy of any of the following? [Single Choice]	
a) Teaching materials (e.g. textbook)	1. A lot 2. Somewhat 3. A little 0. None	[]
b) Budget for stationery (e.g. paper, pencils)	1. A lot 2. Somewhat 3. A little 0. None	[]
c) Teachers	1. A lot 2. Somewhat 3. A little 0. None	[]
d) School buildings and grounds	1. A lot 2. Somewhat 3. A little 0. None	[]
e) Educational space (e.g. classrooms)	1. A lot 2. Somewhat 3. A little 0. None	[]
f) Lighting systems	1. A lot 2. Somewhat 3. A little 0. None	[]
g) Drinking water	1. A lot 2. Somewhat 3. A little 0. None	[]
h) Toilet facilities	1. A lot 2. Somewhat 3. A little 0. None	[]
i) Security	1. A lot 2. Somewhat 3. A little 0. None	[]
j) Special equipment for disabled students	1. A lot 2. Somewhat 3. A little 0. None	[]

Section E: Information on schools in your region

1	How many schools are there in your region?		
a)	Public primary schools	[]	[]
b)	Private primary schools	[]	[]
c)	Public lower secondary schools	[]	[]
d)	Private lower secondary schools	[]	[]
e)	Public upper secondary schools	[]	[]
f)	Private upper secondary schools	[]	[]
g)	Kindergarten or nursery schools	[]	[]
2	For how many schools in your region do you have the following information?		
a)	Number of students	0.None 1. Some 2. Most or all	[]
b)	Number of teachers	0.None 1. Some 2. Most or all	[]
c)	Results of graduation examination (CEP)	0.None 1. Some 2. Most or all	[]
d)	Teacher attendance/absenteeism	0.None 1. Some 2. Most or all	[]
e)	School director's name and contact	0.None 1. Some 2. Most or all	[]
f)	Name of COGES president	0.None 1. Some 2. Most or all	[]
g)	Name of APE president	0.None 1. Some 2. Most or all	[]
3	Does your office have a hard or soft copy of annual education statistics report (published by Ministry of Education) ?	1. Yes 0. No	[]
4	Does your organization have its own regulation/procedure of monitoring for public primary schools?	1. Yes 0. No	[]
5	By what kind of means is your office generally informed about schools and students?		
		0.Never 1. Sometimes 2. Often	
a)	Reports from school local education administrations (DPEBA or CEB)		[]
b)	Phone call or email from local education administrations (DPEBA or CEB)		[]
c)	Meeting with local education administrations (DPEBA or CEB)		[]
d)	Reports from school directors		[]
e)	Phone calls from school directors		[]
f)	Meeting with school directors		[]
g)	Meeting with school councils' representatives (COGES or UCOGES)		[]
h)	Meeting with parental associations' representatives (APE or UAPE)		[]
i)	Visit to schools		[]
j)	Other (to specify) []		[]

More about visiting schools

6	What is the distance from your office to the following facilities? (A)	(a) About [] km to DPEBA (b) About [] km to the nearest CEB (c) About [] km to the Mayor's office (d) About [] km to the nearest school
---	------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------

7	On average, how many times did your office's administrators or inspectors visit public primary schools the last year(2011/2012)?	0. None 1. Once a year 2. Twice a year 3. Three times a year or more	[]
8	What is the proportion of public primary schools which received at least one visit from your office last year (2011/2013)?	0. None 1. Less than 50% 2. 50% - 80% 3. More than 80%	[]
9	Did the purposes of school visits include the following:		
a)	Inspection of schools (school directors and school environment)	1. Yes 0. No	[]
b)	Inspection of teachers	1. Yes 0. No	[]
c)	Inspection of facilities	1. Yes 0. No	[]
d)	Inspection of canteens	1. Yes 0. No	[]
e)	Advice on community participation	1. Yes 0. No	[]
f)	Monitoring on pedagogical animation activities	1. Yes 0. No	[]

More about students' assessment

10	Is the following criteria used to decide the promotion of students from CP1 to CP2 or from CM1 to CM2 in your region ?				
		1) From CP1 to CP2		2) From CM1 to CM2	
a)	Number of attendance days	1. Yes []	0. No []	1. Yes []	0. No []
b)	Daily behavior in classroom	1. Yes []	0. No []	1. Yes []	0. No []
c)	Classroom exercises or tests	1. Yes []	0. No []	1. Yes []	0. No []
d)	Trimester exams	1. Yes []	0. No []	1. Yes []	0. No []
e)	End of the year exam	1. Yes []	0. No []	1. Yes []	0. No []
f)	Other, please specify	1. Yes []	0. No []	1. Yes []	0. No []
		[]	[]	[]	[]
11	How frequent do teachers of CP2 and CM2 in your region provide classroom tests other than trimester or end of the year exams?	a) CP2		b) CM2	
		4. Every week or more 3. A few times per month 2. A few times per trimester 1. None	[]	4. Every week or more 3. A few times per month 2. A few times per trimester 1. None	[]
12	How do school teachers in your region prepare the content of end-of-the-year exams ? Please choose all relevant options.				
		1. Yes 0. No			
	0. There are no end-of-the-year exams	[]	[]	[]	[]
	1. Prepare problems by themselves using textbooks and teaching guides	[]	[]	[]	[]
	2. Use a set of problems (or tests) provided by others (e.g. inspectors)	[]	[]	[]	[]
	3. Use a set of problems (or tests) from private publications in the market	[]	[]	[]	[]
	4. Other, specify []	[]	[]	[]	[]
13	What kind of actions have schools in your region typically taken for enhancing student achievements (e.g. CEP scores) in the past two years (2011/2012 or 2012/2013)?				
a)	Increasing teaching hours	1. Yes 0. No	[]	[]	[]
b)	Supplemental lessons	1. Yes 0. No	[]	[]	[]
c)	Increasing the opportunity for students to take mock exams of CEP	1. Yes 0. No	[]	[]	[]
d)	Increasing number of teachers	1. Yes 0. No	[]	[]	[]
e)	Teacher training	1. Yes 0. No	[]	[]	[]
f)	Changing teaching style in the classrooms	1. Yes 0. No	[]	[]	[]
g)	Trial Lessons (pedagogical animation lesson)	1. Yes 0. No	[]	[]	[]
h)	Improving the content of classroom exercises and tests	1. Yes 0. No	[]	[]	[]
i)	Increasing homework	1. Yes 0. No	[]	[]	[]
j)	Providing stationery to students	1. Yes 0. No	[]	[]	[]
k)	Providing workbooks to students	1. Yes 0. No	[]	[]	[]

(14) How often and how have schools and students in your region been assessed in the last few years? Please choose one from the options below. [Single choice]

	1	2	3	4
[4A1]	School has <u>not been assessed</u> by anyone.	School was <u>assessed every few years</u> .	School was <u>assessed every few years</u> using Ministry of Education criteria.	School was <u>assessed every year</u> using Ministry of Education criteria.
a) School				
[4A1, 4C] ○	Students <u>do not take standardized tests</u> .	Assessments of student in primary schools are done <u>every few years using representative samples of students</u> .	Assessments of student in all or in selected grades of primary school are done <u>every few years for all students in the country</u> .	Assessments of student in all or in selected grades of primary school are done <u>every year for all students in the country</u> .
b) Students				

(15) Have schools in your region received and **used** schools or students' assessment results and recommendations in the last few years? Please choose the most relevant answer from the options below. [Single choice].

	1	2	3	4
[4B/D1]	School has never received schools or students' assessment results.	School has received schools' assessment results.	School has received schools' assessment results and direct recommendations.	[Not applicable]
a) CEP	[]	[]	[]	
b) Mock exam (CEP)	[]	[]	[]	
c) Harmonized examinations	[]	[]	[]	
d) Survey on the knowledge acquired in school	[]	[]	[]	
e) PASEC	[]	[]	[]	
[4B/D2]	School has <u>not used the results of schools' assessments</u> to make pedagogical adjustments or to change school materials.	School has used the results of schools' assessments to make <u>pedagogical and operational adjustments</u> .	School has used the <u>direct recommendations</u> based on schools' assessments from the MENA to make pedagogical and operational adjustments.	School has used information based on schools' assessments to make pedagogical, operational, and <u>personnel</u> adjustments.
a) CEP	[]	[]	[]	[]
b) Mock exam (CEP)	[]	[]	[]	[]
c) Harmonized examinations	[]	[]	[]	[]
d) Survey on the knowledge acquired in school	[]	[]	[]	[]
e) PASEC	[]	[]	[]	[]

(16) What comparisons are made using assessments' results in your region? Please choose all relevant answers from the options below according to your knowledge. [Multiple choice] (1.Yes 0.No)

	1	2	3	4
[5C]	<u>Comparisons are never made</u> among different types of schools, different regions, or previous years.	<u>Comparisons are made</u> among different types of schools, with different regions or municipalities, and with previous years.	Comparisons are made <u>with previous years for each school</u> .	<u>School produced students' reports</u> .
a) CEP	()	()	()	()
b) Mock exam (CEP)	()	()	Not applicable.	Not applicable.

c) Harmonized examinations	()	()	()	()
d) Survey on the knowledge acquired in school	()	()	()	()
e) PASEC	()	()	()	()
f) Other []	()	()	()	()

(17) Who has access to the results of schools and students' assessments published in the past few years? Please select all relevant answers from the options below [Multiple choice by each row]. (1.Yes 0.No)

	0	1	2	3	4
[4E]	Administration of the inspection	School director	Teachers	Parents or students	Any community members
a) CEP	()	()	()	()	()
b) Mock exam (CEP)	()	()	()	()	()
c) Harmonized examinations	()	()	()	()	()
d) Survey on the knowledge acquired in school	()	()	()	()	()
e) PASEC	()	()	()	()	()
f) Other to specify	()	()	()	()	()

(18) Who decided the following aspects of schools in your region for this school year (2012/2013)? Please select all relevant answers from the options below [Multiple choice by each row] (1. Yes 0.No)

	1	2	3	4	5	6	7	8
[4B2]	MENA	DREBA	DEPBA	CEB	Commune	School director	APE	COGES
a) School calendar	()	()	()	()	()	()	()	()
b) Number of hours of subjects	()	()	()	()	()	()	()	()

Section F: School councils and parental associations in primary education

Existing school councils and parental associations

1	Approximately what proportion of public primary schools have the following organizations?		
a)	Parental associations (APE)	0.None 1. Some 2. Most or all	[]
b)	Mothers' associations (AME)	0.None 1. Some 2. Most or all	[]
c)	School councils (COGES)	0.None 1. Some 2. Most or all	[]
2	In your region, is there a union or federation of the following organizations?		
a)	Parental associations (APE)	1. Yes 0. No	[]
b)	Mothers' associations (AME)	1. Yes 0. No	[]
c)	School councils (COGES)	1. Yes 0. No	[]

About school councils (COGES) for public primary schools in your region (If there is no COGES in your region, please skip this sub-section)

3	On average, how many times do you think the COGES have general assemblies (meetings with all members) per school year?	1.None 2. Once 3. Two or three times 4. More.	[]
4	How often are your organization's officials present at the general assemblies of the COGES?	0.Never 1. Sometimes 2. Often	[]

5	Approximately what proportion of the COGES include a	0.None	
---	------------------------------------------------------	--------	--

	representative from your district office in the boards of the COGES (other than mayor as official president)?	1. A few 2. Most or all 3. More.	[]
6	Approximately what proportion of school councils (COGES) submitted or presented the following documents to your organization in the last year or this year (2011/12 or 2012/13)?		
a)	Plan of actions	0.None 1. Some 2. Most or all	[]
b)	Financial report	0.None 1. Some 2. Most or all	[]
c)	Progress report	0.None 1. Some 2. Most or all	[]
7	Has your organization provided financial support to COGES?	1. Yes 0. No	[]

About school councils and parental associations in your region. Please choose one response which you think represents the status in your region the most. If you have no information, please write NP.

(8) How have the **parent representatives** of the APE/COGES board been selected in the schools of your region for this school year (2012/2013) (or the last year(2011/2012) if they are not yet selected for this year)? Please choose one answer from the options below for each of APE and COGES. [Single choice]

	1	2	3	4
[Plus1A2]	No APE/COGES exists.	Parents' representatives were <u>selected by the school director or community leaders (e.g. mayor).</u>	Parents' representatives were <u>selected by parents but not elected.</u>	Parents' representatives <u>were elected by parents.</u>
a) APE			[]	
b) COGES			[]	

(9) How have **APE/COGES board members** been selected in the schools of your region? Please choose one answer from the options below for each of APE and COGES. [Single choice]

	1	2	3	4
[Plus1A3]	No such APE/COGES board position exists.	No selection process for the APE/COGES board's members. It has been assumed by a person in a predetermined position (e.g. school director).	The APE/COGES board's members was selected without election by the APE/COGES members.	The APE/COGES board's members was selected through election by the APE/COGES members.
(a) APE				
1) Chair/President			[]	
2) Secretary general			[]	
3) Treasurer			[]	
4) Auditor			[]	
(b) COGES				
1) Chair/President			[]	
2) Secretary general			[]	
3) Treasurer			[]	
4) Auditor			[]	

(10) Who **provide funds to APE/COGES**? Please choose all stakeholders who participated. If there is no such fund, please choose "1". [Multiple choice] (1.Yes 0.No)

	1	2	3	4	5	6
[Plus1B2]	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. MENA, DREBA, DEPBA, etc.)	Local governments (e.g., Commune)	Others (e.g. NGO, donors)
a)APE	()	()	()	()	()	()
b)COGES	()	()	()	()	()	()

(11) What kind of **expenditure does** the APE/COGES's action plan and budget include? Please choose all relevant answer from the options below. If there is no such fund, please choose "1". [Multiple choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B3]	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plan has included expenditure items related to " <u>operational budgets</u> " (e.g. textbook distribution cost)	The APE/COGES's periodic action plan has included expenditure items related to <u>civil works or infrastructure</u> .	The APE/COGES's periodic action plan has <u>included</u> teachers' salary or allowances.
a)APE	()	()	()	()
b)COGES	()	()	()	()

(12) What **target indicators** does the APE/COGES's periodic action plan (e.g. yearly) refer to? Please choose all relevant answers from the options below. If there is no such plan, please choose "1". [Single choice] (1.Yes 0.No)

	1	2	3	4
[Plus1B4]	The APE/COGES does not have such a plan.	The APE/COGES's periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of existing examination) (last and/or this school year).	The APE/COGES 's periodic action plans and budget plan have <u>referred to target indicators of access</u>	The APE/COGES's periodic action plans and budget plan have <u>referred to target indicators of learning achievement (last and/or this school year)</u> .
a)APE	()	()	()	()
b)COGES	()	()	()	()

(13) Who has access to the APE/COGES's **financial report**, which provides information on the planned budget and actual expenditure? Please choose the most relevant answer from the below options. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C1] ○	<u>APE/COGES did not have any financial report.</u>	<u>APE/COGES had a financial report.</u> The report has been shared with board members.	<u>APE/COGES had a financial report.</u> The report has been <u>shared among APE/COGES members</u> (e.g. at the general assembly, posting on the board).	<u>APE/COGES had a financial report.</u> The report has been <u>shared among the SC members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE			[]	
b)COGES			[]	

(14) Who has access to the APE/COGES's **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the last year targeted education results (2011/2012)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2] ○	<u>APE/COGES did not have any progress report.</u>	<u>APE/COGES had a periodic progress report.</u> The report has been shared with board members.	<u>APE/COGES had a periodic progress report.</u> The report has been <u>shared among the APE/COGES members</u> (e.g. at the general assembly or posting on the board).	<u>APE/COGES had a periodic progress report.</u> The report has been <u>shared among the APE/COGES members and other stakeholders</u> (e.g. sub-national administration and APE/COGES federation).
a)APE			[]	
b)COGES			[]	

(15) What kind of **monitoring** does CEB, the commune, DREBA and DPEBA conduct for the schools of your region? Please choose the most relevant answer from the options below. If there is no monitoring, please choose "1". [Single choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring and no guidance</u> was provided by the administration to schools on any topic	<u>Monitoring and guidance were provided to schools. But it did not include topics related to the APE, COGES or community, parent affairs/participation</u> (e.g. the monitoring is only for pedagogical part).	<u>Monitoring and guidance was provided to schools which included topics related to the APE, COGES or community, parent affairs/participation.</u>	<u>Monitoring and guidance was provided to schools which included topics related to the APE, COGES or community, parent affairs/participation and provided suggestions for improvement.</u>
a) CEB			[]	
b) Commune			[]	
c) DREBA			[]	
d) DPEBA			[]	

(16) How is the APE/COGES's action plan used in requesting and planning the official government budget for the schools in your region? Please choose the most relevant answer from the below options for each of APE and COGES. Please choose "1" if there is no action plan of APE/COGES. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/COGES does not have such a plan.	<u>The APE/COGES action plan has not been utilized by authorities.</u>	<u>The school action plans have been compiled and utilized by local governments.</u>	<u>The school action plans have been compiled and utilized both by local and central governments.</u>
a) APE			[]	
b) COGES			[]	

Section G: Location and area

1	Approximately what is the population of your region?	a) Rural [] b) Urban []	
2	What is the distribution of population according to the most spoken language in your region? Please write down the approximate percentage.	a) Moore []% b) Dioula []% c) Fulfulde []% d) French []% e) Gourounsi []% f) Gourmantche []% g) Bwan []% h) Other []%	
3	What is the distribution of population according to the religion in your region? Please write down the approximate percentage.	a) Muslim []% b) Christian []% c) Animism []% d) Other []% e) No religion []%	
4	What is the ratio of adult literacy in your region?	[] %	
5	Approximately what percentage of households are economically disadvantaged homes?	1. 0 to 10% 2. 11 to 25% 3. 26 to 50% 4. More than 50%	[]
6	Approximately what percentage of households are economically affluent homes?	1. 0 to 10% 2. 11 to 25% 3. 26 to 50% 4. More than 50%	[]

Section H: Documents available at the DREBA

NOTE: Please show the following documents. Interviewers would like to take photos of some pages.

	Title or description of the document (There is a document's sample that we can refer to)	a) Availability and collect of documents in DREBA visited 2: Collected 1: The document exists, but couldn't be collected 0: The document doesn't exist	b) Size of the document depending of its support type (in case the document is collected)	c) Photo's ID and file's name in the USB key	d) Comments (Reasons why the document couldn't be collected, name slightly different, to follow-up, etc.)
1	List of staff's names/ List of staff*, 2012-2013	[]	1) Copied [] pages 2) Photo [] file 3) USB [] file		
2	Annual action plan of DREBA, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
3	Annual report of DREBA's activities*, 2011-2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
4	Letter to report the start of the year from DPEBA to DREBA*, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
5	Statistic report of the school end-of-the-year from the DREBA*, 2011-2012 (every pages)	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
6	Ministerial draft for DREBA or Annual action plan of DREBA, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
7	Statistic results of CEP examination by school*, 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
8	Sheet of the official number of hour done (DREBA level)*, 2011-2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
9	Sheet to express needs of manuals* and guides by DPEBA or CEB, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
10	Status of the textbooks' distribution by DPEBA or CEB*, 2012-2013	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		
11	Exact status of textbooks in stock*, 2012	[ ]	) Copied [] pages 2) Photo [] file 3) USB [] file		

Report of visits

Visit's day		Survey team's name in the field	
Target's ID		Type	
Target's name			
Interviewees			
Starting time		Ending time	
Need to visit again and reason			
Number of missing answers		Number of documentary evidences	
Comments about the interview			
Incidents and problems			
Other comments			

System Evaluation for Best Education Results (SABER): In-depth Study of the Autonomy and the Responsibility of Schools (AAS)

SABER-SAA PLUS OF POLICY IMPLEMENTATION ASSESSMENT TOOL:
Questionnaire for the Union of Associations of Schools Management Councils and/or Associations of Parents and Students (UCGE and/or UAPE)

12/08/2013

(A) Identification of the UAPE/UCGE: before starting the interview, check if the following information is correct and put a check mark in column (b). [Complete names in column (a) **before visiting the UAPE/UCOGES**]

		(a) Name	(b) Check if it is correct
1	DREBA		[]
2	DPEBA		[]
3	Community		[]

(B) Identification of the President and another contact person: before starting the interview, check if the following information is correct. [Complete names in column (a) **before visiting UAPE/UCOGES.**]

		(a) Information	(b) Check if it is correct
1	Organization to interview with this questionnaire	1. UAPE only [], 2. UCOGES only [], 3. Only one person is President of the UAPE and UCOGES []	[]
1	Name of the President		[]
2	Sex of the President	1. Male [] 2. Female []	[]
3	Mobile number of the President		[]
4	(If another person) the name of the other person to contact		[]
5	(If someone else) the telephone number of the person to contact		[]

(C) The team will complete this section just after the end of the questionnaire and the regional coordinator will verify and will complete this section. In addition, a member of the central team can verify during the evaluation visits.

	Position/Task	(a) Name	(b) Date of visits	(c) Check if it is filled	(d) Remarks (for example need to do follow-up visit)
1	Team Leader			[]	
2	Interviewer 1			[]	
3	Interviewer 2			[]	
4	Regional Coordinator			[]	
5	Member of Central Team			[]	

(D) Team of control of data [The team will complete this section while performing their tasks.]

	Position/Task	(a) Name	(b) Date of execution of the task	(c) Note (for example need clarification)
1	Data control			
2	Control of document			
3	Data entry			
4	Data entry control			

*** NOTE: If the interview is only for the UAPE or the UCOGES, skip the questions concerning other organization.**

Section A - Organizational Structure

1	When the UAPE or the UCOGES was created?	a) APEs [] b) COGESs []	
2	How many APEs/COGES are in the local community (area of the UAPE/UCOGES)?	a) APEs [] b) COGESs []	
3	How many APE/COGES are members of the UAPE/UCOGES?	a) APEs [] b) COGESs []	
4	How many times the UAPE/UCOGES held a General Assembly of the UAPE/UCOGES with all representatives of the EPA/COGES during the current school year (2012-2013)?	a) UAPE [] times b) UCOGES [] times	
5	How many times the office of the UAPE/UCOGES met during this school year (2012-2013)? (a) UAPE [times]	a) UAPE [] times b) UCOGES [] times	
6	The officers and inspectors of the DPEBA/CEB have participated in the last General Assembly of the UAPE/UCOGES?	a) UAPE 1. Yes 0. No b) UCOGES 1. Yes 0. No	<input type="checkbox"/> <input type="checkbox"/>
7	The officers and inspectors of the DREBA/CEB have participated in the last meeting of the office of the UAPE/UCOGES?	a) UAPE 1. Yes 0. No b) UCOGES 1. Yes 0. No	<input type="checkbox"/> <input type="checkbox"/>
8	What was the approximately percentage of the APE who were present at the last General Assembly of the UAPE? Please choose an option.	1. Approximately equal to or less than 50% 2. Between 50% – 80% 3. More than 80% 0. Not applicable because there is not a General Assembly this year	<input type="checkbox"/>
9	Approximately what was the percentage of the COGES who were present at the last General Assembly of the UCOGES? Please choose an option	1. Approximately equal to or less than 50% 2. Between 50% – 80% 3. More than 80% 0. Not applicable because there is not a General Assembly this year	<input type="checkbox"/>

10	Who holds the following positions in the office of the UCOGES this school year (2012-2013)? Please choose [unique choice by row]		
	0) Person 1) Responsible of the Community 2) School Director 3) Student's Father 4) Student's Mother 5) Another member of the community, please specify who		
a)	President	<input type="checkbox"/> If other member please specify []	
b)	Secretary general Secretary Executive/Secretary administrative	<input type="checkbox"/> If other member please specify []	
c)	Treasurer	<input type="checkbox"/> If other member please specify []	
d)	Public relations officer	<input type="checkbox"/> If other member please specify []	
e)	Auditor/ financial controller/external auditor	<input type="checkbox"/> If other member please specify []	
f)	Other, specify	If other member please specify []	
11	How many members the office of the UAPE have and by sex? Write "0" if it is not member of the office	a) Total [] b) Males [] c) Females []	
12	How many members the office of the UCOGES have and by sex? Write "0" if it is not member of the office	a) Total [] b) Males [] c) Females []	

About the President of the UAPE

13	What is the age of the President?	[] years
14	For how many years have you served in the current position as President?	[] years
15	The President speaks French?	1. Yes 0. No <input type="checkbox"/>
16	What is the highest level of instruction of the President?	1. Primary School (1-6) 2. Lower Secondary (7-10) 3. Upper Secondary (11-13) 4. University/Superior School (14-) 0 = No instruction <input type="checkbox"/>
17	Did you (President) occupied the following positions or worked in the fields mentioned?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes [] 0. No []

About the President of the UCGE

18	What is the age of the President?	[] years
19	For how many years have you served in the current position as President?	[] years
20	The President speaks French?	1. Yes 0. No <input type="checkbox"/>
21	What is the highest level of instruction of the President?	1. Primary School (1-6) 2. Lower Secondary (7-10) 3. Upper Secondary (11-13) 4. University/Superior School (14-) 0 = No instruction <input type="checkbox"/>
22	Did you (President) occupied the following positions or worked in the fields mentioned?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes [] 0. No []

Section B - Budget, Resources of the UAPE, UCOGES, APE and COGES

Budget of the UAPE:

1	What was the income of the UAPE last year (2011/2012) from the following sources?	Total [] FCFA
a)	APE	[] FCFA
b)	Contribution of other social groups in the community	[] FCFA
c)	Contribution of the educational administrations (for example MENA, DREBA, DPEBA, CEB)	[] FCFA
d)	Contribution of local government (for example, local communities)	[] FCFA
e)	Other contributions (for example NGOs)	[] FCFA
f)	Other (specify) []	
2	What was the amount of expenses incurred by the UAPE last year (2011/2012) for:	Total [] FCFA
a)	Provision of liquidity of the APEs	[] FCFA
b)	Provision of gifts in kind to the APEs	[] FCFA
c)	Holding of general meetings	[] FCFA
d)	Training and monitoring	[] FCFA
e)	Special events (sports, competition, etc.)	
f)	Promotion and awareness campaign about girls' education	

g) Infrastructures' construction and repairing	[	] FCFA
h) Other (specify) [	]	] FCFA
i) Other (specify) [	]	] FCFA

Budget of the UCOGES:

3	What was the income of the UCOGES last year (2011/2012) from the following sources?	Total [	] FCFA
a)	Assessment of the APEs	[	] FCFA
b)	Contribution of other social groups in the community	[	] FCFA
c)	Contribution of the educational administrations (for example MENA, DREBA, DPEBA, CEB)	[	] FCFA
d)	Contribution of local government (for example, local communities)	[	] FCFA
e)	Other contributions (for example NGOs)	[	] FCFA
j)	Other (specify) [	]	] FCFA
4	What was the amount of expenses incurred by the UCOGES last year (2011/2012) for:	Total [	] FCFA
a)	Provision of liquidity of the COGES	[	] FCFA
b)	Provision of gifts in kind to the COGES	[	] FCFA
c)	Holding of general meetings	[	] FCFA
d)	Training and monitoring	[	] FCFA
e)	Special events (sports, competition, etc.)		
f)	Promotion and awareness campaign about girls' education		
g)	Infrastructures' construction and repairing		
h)	Other (specify) [	]	] FCFA
i)	Other (specify) [	]	] FCFA

Budget of the APE and the COGES:

About the APE and COGES of the local community (the UAPE/UCOGES area). Please choose the answer that you think best describes the situation in your area. If you have any information, please write NP.

(5) Who **participated in the approval and execution** of the action plan and of the budget of the APE/CGE during the current school year (2012-2013) (or last school year (2011/2012)? Please select all relevant stakeholders who participated by checking in each column. If such a periodic plan does not exist, please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus 1B1-M]	There is no plan or periodic budget of the APE/COGES	Members of the office of the APE/COGES	Parents of students	Members of the community who are not parents of students	School Director	Teachers
a) APE						
(1) Approval						
(2) Execution						
b) COGES						
(1) Approval						
(2) Execution						

(6) Who **awarded funds to the APE/COGES** during the last two school years (2011/2012 and 2012/2013)? Please choose all stakeholders that have allocated funds by checking in the (or the) column (s) that suit. In the case where such a fund does not exist please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus 1B2]	There is no budget or funds	Parents of students	Members of the community who are not parents of students	Educational Government officials (for example MENA, DREBA, DPEBA, CEB)	Local community (e.g. rural community or municipality)	Other (e.g. NGOs, donors, OSC)
a) APE						
b) COGES						

(7) What **types of expenditure** the action plan or the budget of the APE/COGES has taken into account this year or last year (2011/2012 and 2012/2013)? Please choose the most appropriate answer from the options below. [Multiple choice] If such a fund does not exist then please mention "1".

	1	1	3	4
[Plus1B3]	The APE/COGES did not have plan or budget.	The APE/COGES periodic action plan included categories of expenditure relating " <u>to the operational budgets</u> " (for example, textbooks, furniture and teaching materials)	APE/COGES periodic action plan included categories of expenditure on civil engineering or infrastructure	The APE/CGE periodic action plan <u>included</u> salary or allowances of teachers
a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C - Activities (Action Plan) of UAPE, UCOGES, APEs and COGESs

Action Plan of the UAPE:

1	The UAPE has developed a plan of action of the UAPE for the current school year (2012-2013)?	1. Yes [<input type="checkbox"/>], 0. No [<input type="checkbox"/>]
2	The UAPE submitted the action plan to the IDEN for the current school year (2012-2013)?	1. Yes [<input type="checkbox"/>], 0. No [<input type="checkbox"/>]
3	The UAPE held a general meeting to approve the plan of action of the UAPE this school year (2012/2013)?	1. Yes [<input type="checkbox"/>], 0. No [<input type="checkbox"/>]
4	How many of the APE submitted action plans to the UAPE during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [<input type="text"/>] b) 2012/2013 [<input type="text"/>]
5	How many of APE submitted a final report / financial report action plan of the UAPE last school year (2011/2012)?	[<input type="text"/>]
6	What are the APE actions that have been recommended in the plan of action of the UAPE this school year or in the last (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Infrastructure to be built or renovated	1. Yes 0. No <input type="checkbox"/>
b)	Contract to recruit faculty	1. Yes 0. No <input type="checkbox"/>
c)	School meals (food, cooking, etc.)	1. Yes 0. No <input type="checkbox"/>
d)	Support to education (remedial classes, additional lessons for exams, etc.)	1. Yes 0. No <input type="checkbox"/>
e)	Teaching materials and furniture to acquire	1. Yes 0. No <input type="checkbox"/>
f)	Water supply at the disposal of schools	1. Yes 0. No <input type="checkbox"/>
g)	Environment (cleaning, planting, etc.)	1. Yes 0. No <input type="checkbox"/>
h)	Special events (sport, festival, etc.)	1. Yes 0. No <input type="checkbox"/>
i)	Promotion and awareness of girls education	1. Yes 0. No <input type="checkbox"/>
j)	Special program for children with disabilities	1. Yes 0. No <input type="checkbox"/>
k)	Special program for children culturally or economically disadvantaged	1. Yes 0. No <input type="checkbox"/>
l)	Transportation of Inspectors for the schools visits	1. Yes 0. No <input type="checkbox"/>

Action Plan of the UCOGES:

7	Has the UCOGES developed an action plan of the COGES this school year (2012-2013)?	1. Yes [<input type="checkbox"/>], 0. No [<input type="checkbox"/>]
8	Has the COGES submitted the plan of action to the DPEBA this school year (2012-2013)?	1. Yes [<input type="checkbox"/>], 0. No [<input type="checkbox"/>]
9	The UCOGES held a general assembly to approve the plan of action in this school year (2012-2013)?	1. Yes [<input type="checkbox"/>], 0. No [<input type="checkbox"/>]
10	How many COGES submitted action plans to the UCOGES during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [<input type="text"/>] b) 2012/2013 [<input type="text"/>]
11	How many of COGES submitted a final report/financial report of the UCOGES action plan last school year (2011/2012)?	[<input type="text"/>]
12	What were the actions of the COGES recommended in the action plan of the UCOGES during the last school year or the current school year (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Infrastructure to be built or renovated	1. Yes 0. No <input type="checkbox"/>
b)	Contract to recruit faculty	1. Yes 0. No <input type="checkbox"/>
c)	School meals (food, cooking, etc.)	1. Yes 0. No <input type="checkbox"/>
d)	Support to education (remedial classes, additional lessons for exams, etc.)	1. Yes 0. No <input type="checkbox"/>
e)	Teaching materials and furniture to acquire	1. Yes 0. No <input type="checkbox"/>
f)	Water supply at the disposal of schools	1. Yes 0. No <input type="checkbox"/>
g)	Environment (cleaning, planting, etc.)	1. Yes 0. No <input type="checkbox"/>
h)	Special events (sport, festival, etc.)	1. Yes 0. No <input type="checkbox"/>
i)	Promotion and awareness of girls in education	1. Yes 0. No <input type="checkbox"/>

j) Special program for children with disabilities	1. Yes 0. No	<input type="checkbox"/>
k) Special program for children culturally or economically disadvantaged	1. Yes 0. No	<input type="checkbox"/>
l) Transportation of Inspectors for the schools visits	1. Yes 0. No	<input type="checkbox"/>

Action Plan of the APEs and the COGES:

About the APEs and COGES members of the UAPE/UCOGES. Please choose the answer that you think best describes the situation in your zone. If you have any information, please contact NP.

(13) To which **target indicators** the action plan of the APE/COGES are periodic related (e.g. annually) this school year or the last (2011/2012 and 2012/2013)? Please select the appropriate options below. If such a fund does not exist then please mention «1». **[Multiple choice]**

	1	2	3	4
[Plus1B4]	The APE/COGES does not have such a plan of action	The action plans and/or periodic budgetary plans of the APE/COGES do not relate to an indicator target (for example the inscriptions and the existing exam success rate) (last or current school year).	<u>Action plan and periodic budgets of the APE/COGES include indicators targets in terms of access</u>	Action plans and periodic budget plan the APE/COGES <u>relate to indicators targets of learning achievements (results CFEE for example - current year or last year).</u>
a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(14) There is access to the **financial report** of the EPA/CGE which gives information on the budget and actual expenditure during the last academic year (2011/12)? Please choose the most appropriate answer from the options below. If such a report does not exist then please put “1”. **[Unique choice]**

[Plus 1C1]	<ol style="list-style-type: none"> 1. <u>APE/COGES do not produced progress report.</u> 2. <u>APE/COGES had a financial report.</u> The report was shared with the members of the office 3. <u>APE/COGES had a financial report. The report was shared with members of the APE/COGES</u> (for example to the General Assembly or by posting to the table). 4. <u>APE/COGES had a financial report. The report was shared with members of the stakeholders</u> (for example, local government and federation of the APE/COGES).
a) APE	<input type="checkbox"/>
b) COGES	<input type="checkbox"/>

(15) That has access **to the report on the status of periodic of the APE/COGES**, which informs on the state of implementation of the actions foreseen and, where appropriate, on the evaluation of the results of education targeted during the last academic year (2011/2012)? Please choose the answer the more appropriate options below. If such a report does not exist, please choose “1”. **[Unique choice]**

[Plus 1C2]	<ol style="list-style-type: none"> 1. The <u>APE/COGES had not a periodic report on the state of progress</u> 2. The APE/COGES <u>had a periodic report on the state of progress.</u> The report was shared with the members of the office 3. The APE/COGES <u>had a periodic report on the State of progress. The report has been shared with the members of the APE/COGES for example to the General Assembly or by posting to the table).</u> 4. The APE/COGES <u>has had a periodic report on the state of progress. The report has been shared with the members of the APE/COGES and other stakeholders (for example, regional authorities – CEB/DPEBA/DREBA- and the federation of the APE/COGES)</u>
a) APE	<input type="checkbox"/>
b) COGES	<input type="checkbox"/>

More Details on the APE:

16	The APE provides financial support and/or in-kind to the schools for the following activities during the last school year or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below.
a) Construction/rehabilitation of infrastructure	1. Oui 0. Non <input type="checkbox"/>
b) Contract teachers recruitment	1. Oui 0. Non <input type="checkbox"/>
c) School meals (food, cooking, etc.)	1. Oui 0. Non <input type="checkbox"/>
d) Support to education (remedial classes, additional lessons for examinations, etc.)	1. Oui 0. Non <input type="checkbox"/>
e) Equipment and teaching materials	1. Oui 0. Non <input type="checkbox"/>
f) Water supply	1. Oui 0. Non <input type="checkbox"/>
g) Environment (cleaning, planting, etc.)	1. Oui 0. Non <input type="checkbox"/>

h) Special events (sport, festival, etc.)	1. Oui	0. Non		
i) Promotion and awareness of girls in education	1. Oui	0. Non		
j) Special program for children with disabilities	1. Oui	0. Non		
k) Special program for children culturally or economically disadvantaged	1. Oui	0. Non		
l) Transportation of Inspectors for the schools visits	1. Oui	0. Non		

More Details on the COGES:

17	The COGES provides financial support and/or in-kind to the schools for the following activities during the last school year or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below			
a)	Construction/rehabilitation of infrastructure	1. Oui	0. Non	
b)	Contract teachers recruitment	1. Oui	0. Non	
c)	School meals (food, cooking, etc.)	1. Oui	0. Non	
d)	Support to education (remedial classes, additional lessons for examinations, etc.)	1. Oui	0. Non	
e)	Equipment and teaching materials	1. Oui	0. Non	
f)	Water supply	1. Oui	0. Non	
g)	Environment (cleaning, planting, etc.)	1. Oui	0. Non	
h)	Special events (sport, festival, etc.)	1. Oui	0. Non	
i)	Promotion and awareness of girls in education	1. Oui	0. Non	
j)	Special program for children with disabilities	1. Oui	0. Non	
k)	Special program for children culturally or economically disadvantaged	1. Oui	0. Non	
l)	Transportation of Inspectors for the schools visits	1. Oui	0. Non	
18	Do the plans of the COGES established targets indicators following this school year or last year (2011/2012 and 2012/2013)? If such a plan does not exist, please choose the answer “no”.			
a)	Increased attendance of students	1. Oui	0. Non	
b)	Reduction of grade repetition	1. Oui	0. Non	
c)	Réduction des renvois Reduction of references	1. Oui	0. Non	
d)	Improvement of the results of the entrance examination	1. Oui	0. Non	
e)	Improvement of the results of other examinations	1. Oui	0. Non	
f)	Effectiveness of teachers (e.g. presence or absence)	1. Oui	0. Non	

Section D - Support to APE, the COGES and the Schools

(1) What kind of support or **training** the UAPEs or the UCOGESs brought to school principals and teachers over the past two years? Please choose the most appropriate option in the options below. If there's no information, please choose “1”. [Unique choice]

[Plus 1D1]	1. There is no union of APE/COGES. 2. The federation of the APE/COGES has not organized training activities, follow-up, or other equivalent activities in favor of stakeholders (APE, COGES, schools) at the level of school 3. The federation of the APE/COGES organized training activities, follow-up, or other equivalent activities in favor of stakeholders (APE, COGES, schools) at the level of schools
a) APE	
b) COGES	

(2) About the training and guidance on the part of the UAPE or the UCOGES, please choose the most relevant opinion among the options below. [Unique choice]

[Plus 1D 1]	1. There is no such thing as such federation. Even if it exists, <u>the APEs federation or of CGEs led no activity to facilitate</u> parents and community participation in school management 2. The federation of <u>the APEs and the COGESs gave information or training to stakeholders of the school</u> on the participation of the APE/COGES or/and the community in the management of the school 3. The <u>APEs federation or of COGES gave information or training to stakeholders in school</u> on the participation of the APE/COGES or/ and the community in the management of the school. The APEs federation or of COGES assured the also monitored the functioning of EPAs and the CGE. 4. The <u>APEs federation or of COGES has given information or training to stakeholders of the school</u> on the participation of the APE/COGES or/and the community in the management of the school. The APEs federation or the COGES <u>has also monitored the functioning of EPAs and the COGES and also had to provide guidance and make suggestions for improvement.</u>
a) APE	
b) COGES	

(3) On training and orientation on the part of the local administration (DREBA/CEB and/or the community), please select the most relevant response from the options below. **[Unique choice]**

[Plus 1D 1]	<ol style="list-style-type: none"> The local administration conducted any activity to facilitate the participation of parents and community in the management of school The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/COGES or the community in the management of the school. <u>The local administration gave information or training to stakeholders in school</u> on the participation of the APE/COGES or/and the community in the management of the school. <u>Local administration has also monitored the functioning of APE/COGES</u> The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/COGES or/and the community in the management of the school. <u>Local administration has also monitored the functioning of the APE/CGE provided guidance and made a refund improve their functioning.</u>
a) APE	|__|
b) COGES	|__|

(4) What kind of **monitoring** local administration (DPEBA/CEB, and/or the community) has conducted in schools in your local community these last two years? Please choose the most appropriate answer from the options below. If there is no monitoring, please choose “1”. **[Unique choice]**

[Plus 1D3]	<ol style="list-style-type: none"> There have <u>not been monitoring of schools and directions</u> on the part of the local administration on any theme There was monitoring and guidance given to schools by the local administration. But they have not included themes related to the participation of the APE/CGE, parents or the community in the management of schools. (e.g. monitoring is only educational). A follow-up was done and guidance was provided by the local authority to schools <u>on themes</u> related to the participation of the APE/CGE, parents or <u>the community in the management of schools</u>. A follow-up was done and guidance was provided by the local authority to schools on themes related to the participation of the APES/CGES, <u>parents or the community in the management of schools. Suggestions for improvement were also made.</u>
a) DPEBA	|__|
b) CEB	|__|
c) Community	|__|

More Details on the UAPE:

5	How many times the UAPE has conducted trainings during the current school year (2012-2013)?	[_____]
6	What is the content of the training provided by the UAPE? If there is no training, simply choose “a”	
a)	No training	[_____]
b)	Organizational characteristics of the School Council (APE or COGES), including the process for the election of the members of the office	1. Yes [], 0. No []
c)	Management of the action plan and the school budget	1. Yes [], 0. No []
d)	Financial management	1. Yes [], 0. No []
e)	Monitoring tool and mechanism	1. Yes [], 0. No []
f)	Guidelines	1. Yes [], 0. No []
7	What are the monitoring targets and/or reimbursement the UAPE? If there is no monitoring, please choose “a”?	
a)	No monitoring	[_____]
b)	Organizational structure of School Council	1. Yes [], 0. No []
c)	Action plan/periodic budget	1. Yes [], 0. No []
d)	Technical report on results	1. Yes [], 0. No []
e)	Financial report	1. Yes [], 0. No []
f)	Other (please provide details) [_____]	1. Yes [], 0. No []

More Details on the UCOGES:

8	How many times the UCOGES held training courses this school year (2012-2013)?	[_____]
9	What is the content of training provided by the UCOGES? If there's no training, set only “a”.	
a)	No training	[_____]
b)	Organizational characteristics of the School Council (APE or COGES), including the process for the election of the members of the office	1. Yes [], 0. No []
c)	Management of the action plan and the school budget	1. Yes [], 0. No []
d)	Financial management	1. Yes [], 0. No []
e)	Monitoring tool and mechanism	1. Yes [], 0. No []
f)	Guidelines	1. Yes [], 0. No []

10	What are the monitoring targets and/or compensation the UAPE? If there is no monitoring, please choose "a"?	
a) No monitoring		[_____]
b) Organizational structure of School Council (APE or COGES)		1. Yes [], 0. No []
c) Action plan/periodic budget		1. Yes [], 0. No []
d) Technical report on results		1. Yes [], 0. No []
e) Financial report		1. Yes [], 0. No []
f) Other (please provide details) [_____]		1. Yes [], 0. No []

Section E - Voice and Role Played by the EPA and the COGES in the Management of Public Budget

About EPAs and the members of the UAPE/UCOGES. Please choose the answer that you think best describes the situation in your area. If you have any information, please contact NP.

(1) How the action plans APES/COGESs were used by the local or central authorities in the demand and budgetary planning of the Government for schools? Please choose the most appropriate answer from the options below for the APE and CGE. Please choose "1" if there is no action plan of the APE/COGES. **[Unique choice]**

[Plus 1E1]	<ol style="list-style-type: none"> 1. The APE/COGES does not have action plan 2. <u>The action plans APES/ COGES were not used by the authorities for budget planning.</u> 3. <u>School action plans were compiled and used by the local authorities (local community) at the time of budget planning.</u> 4. <u>School action plans were compiled and used by the local authorities (local community) and the central administration at the time of budget planning.</u>
(a) APE	[____]
(b) COGES	[____]

Please answer the 4 questions ((2), (3), (4) and (5)) concerning the role of the APE/COGES in the school budget (not the budget of the APES/COGESs based on their own incomes).

(2) What was the role of the APE/COGES **in the preparation of the budget of the school** this school year (2012-2013)? Please choose one of the options below for each of the APE and COGES. **[Unique choice]**

[3A]	<ol style="list-style-type: none"> 1. The APE/COGES played no role, budgets have been prepared by MENA (central level) 2. <u>The APE/COGES has a voice in the planning and preparation of the budget at the level of the school, but the final responsibility lies with the school director</u> 3. <u>The APE/COGES has formal mechanisms for participation in the school's budget if they wish.</u>
(a) APE	[____]
(b) COGES	[____]

(3) What was the role of the APE/COGES **in the approval of the budget of the school** this school year (2012-2013)? Please choose one of the four options for each of the APE and COGES. **[Unique choice]**

[3B]	<ol style="list-style-type: none"> 1. MENA/DREBA, DPEBA/CEB have the authority to approve the budget of the school. The APE/COGES does not participate. 2. The APE/CGE can be consulted but the DREBA, DPEBA and/or the Mayor are responsible for the approval of the school's budget 3. The approval of the budget is made by the school principal. The APE/COGES can be accessed but does not have authority for approval 4. <u>The APE/COGES may be responsible for the approval of the budget.</u>
(a) APE	[____]
(b) COGES	[____]

(4) What is the role of the APE/COGES **in the implementation of the budget of the school** for the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the COGES **[Unique choice]**

[3D]	<ol style="list-style-type: none"> 1. The implementation of the budget is the responsibility of the DREBA, DPEBA, CEB or MENA. APE/COGES does not supervise the budget 2. The implementation of the budget is supervised at the level of the DREBA/DPEBA. The APE/CGE <u>requests only on additional funding accounts from parents and other fund off-budget</u> 3. The APE/COGES is responsible for executing the budget and demand from time to time formal audits with the competent authorities. 4. <u>The APE/COGES is not specific on the school's budget reports since it is public information that is always available. Formal monitoring systems work well.</u>
(a) APE	[____]
(b) COGES	[____]

(5) How national and decentralized and decentralized authorities **have used the school's budget** prepared with the participation of the APE/COGES during the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the COGES. [Unique choice] Please choose "1". "If there is no budget to school prepared with the participation of the APE/COGES.

[3E]	<ol style="list-style-type: none"> 1. Budgetary decisions are made to MENA/DREBA/DPEBA/CEB without the participation of the APE/COGES 2. MENA/DREBA/DPEBA/CEB utilizes the request or the proposal sent by schools as recommendations for the final allocation of resources. 3. MENA/DREBA/DPEBA/CEB utilizes the request or the proposal sent by the schools as their main source of recommendation for the transfer of resources to the school. 4. MENA/DREBA/DPEBA/CEB utilizes the request or the proposal sent by the schools as their main source of recommendation for the final transfer of resources to the school.
(a) APE	|__|
(b) COGES	|__|

Section F - More Information on Schools and APE/COGES

About the APE/COGES in your UAPE/UCOGES area. Please choose an option that best represents the situation in your area. If there's no information, please register NP.

(1) How the **representatives of parents** of the APE/COGES office were chosen during the current school year (2012-2013) and the last year (2011/2012)? If they are not yet chosen for this year, please choose an option from the options below. [Unique choice]

[Plus1A2]	<ol style="list-style-type: none"> 1. The APE ad the COGES does not exist. 2. The representatives of the parents <u>were chosen by school directors or community leaders (e.g. PCR/Mayor)</u> 3. The representatives of the parents <u>were chosen by the parents but are not elected.</u> 4. The representatives of the parents were elected by the parents.
(a) APE	|__|
(b) COGES	|__|

(2) How **the members of the office of the APE/COGES** were selected in the current year and the last year (2012/2013) If they are not yet chosen for this year, please choose an option from the options below. [Unique choice per rank]

[Plus1A3]	<ol style="list-style-type: none"> 1. The position does not exist in the office of the APE/COGES 2. There is no process of selection of the members of the office of the APE/COGES. The positions are occupied by predetermined individuals (for example the school principal) 3. Members of the office of the APE/COGES were chosen without election by the members of the APE/CGE. 4. The position in the office of the APE/ COGES was awarded after election by the members of the APE /COGES.
(a) APE	
1) President	|__|
2) Secretary general/ Executive or administrative Secretary	|__|
3) Treasurer	|__|
4) Auditor/ financial control /auditor / Board of auditor	|__|
(b) COGES	
1) President	|__|
2) Secretary general/ Executive or administrative Secretary	|__|
3) Treasurer	|__|
4) Auditor/ financial control /auditor / Board of auditor	|__|

(3) Who decided the aspects below from the school in your local community (UAPE/UCOGES area) during the academic year 2012/2013? Please choose all answers that are appropriate from options below [Multiple choice] (1. Yes 0. No)

	1	2	3	4	5	6	7	8
[4B2]	ME	DREBA, DPEBA	CEB	Community (Mayor)	School director	APE	COGES	Teachers Union
a) School Calendar	|__|	|__|	|__|	|__|	|__|	|__|	|__|	|__|
b) Hourly volume of subjects	|__|	|__|	|__|	|__|	|__|	|__|	|__|	|__|

Information about the School:

4	What is the degree of severity of the absenteeism of pupils at the school in your local community (UAPE/UCOGES area)? Please answer according to the sex of the students	a) Girls: 1. No problem [], 2. Minor [], 3. Grave. [] b) Boys: 1. No problem [], 2. Minor [], 3. Grave. []
5	What is the degree of severity of the absenteeism of teachers at the school in your local community (UAPE/UCOGES area)?	1. No problem [], 2. Minor [], 3. Grave. []
6	The capacity of the schools in the area of the UAPE/UCOGES to give lessons of quality is affected by the lack or insufficiency of any of the following? Please choose one for each row.	
a) Didactic materials (par exemple textbooks)	1. Much [], 2. Some [], 3. A bit [], 4. None []	
b) Budget for teaching materials (e.g. paper, pencils)	1. Much [], 2. Some [], 3. A bit [], 4. None []	
c) Teachers	1. Much [], 2. Some [], 3. A bit [], 4. None []	
d) School buildings and grounds	1. Much [], 2. Some [], 3. A bit [], 4. None []	
e) The instruction area (e.g. classrooms)	1. Much [], 2. Some [], 3. A bit [], 4. None []	
f) Lighting	1. Much [], 2. Some [], 3. A bit [], 4. None []	
g) Water	1. Much [], 2. Some [], 3. A bit [], 4. None []	
h) Toilet facilities	1. Much [], 2. Some [], 3. A bit [], 4. None []	
i) Security	1. Much [], 2. Some [], 3. A bit [], 4. None []	
j) Special equipment for the students with disabilities	1. Much [], 2. Some [], 3. A bit [], 4. None []	

Report of visits

Day of visit		Name of the team of interviewers	
ID de the target		Type	
Name of the target			
Interviewed			
Start time		End time	
Needs to be visit again and reason			
Number of responses (NP)		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			

Appendix 1 Burkina Faso

Appendix 1-2 Remarks on Questionnaires for Field Survey

SD
APE and COGES
Commune
CEB
DPEBA
DREBA

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabel

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. SDSB03A01)

Number of Cases per Remark

e: 806

n1: 1

n2: 142

n3: 22

ew: 0

ec: 29

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSB03A01	n2	SDSB03A-H in the data do not differentiate among variables, unlike SN-SD (variables for SN are defined based on the combinations of the multi-grade, such as sdsb03a1=CI&CP. See examples on Row 214-250, Colum 0-V). 01 in the data corresponding to the combination and 02 is corresponding to the number of the class in the questionnaire. (no numbering in the questionnaire)
SDSB03A02	n2	same as above
SDSB03B01	n2	same as above
SDSB03B02	n2	same as above
SDSB03C01	n2	same as above
SDSB03C02	n2	same as above
SDSB03D01	n2	same as above
SDSB03D02	n2	same as above
SDSB03E01	n2	same as above
SDSB03E02	n2	same as above
SDSB03F01	n2	same as above

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSB03F02	n2	same as above
SDSB03G01	n2	same as above
SDSB03G02	n2	same as above
SDSB03H01	n2	same as above
SDSB03H02	n2	same as above
SDSC01CA1	ec	SDSC01CA-H in the data do not differentiate among variables, unlike SN-SD (variables for SN are defined based on the combinations of the multi-grade, such as sdsb03a1=CI&CP. See examples on Row 216-251, Colum 0-V).
SDSC01CA2	ec	same as above
SDSC01CB1	ec	same as above
SDSC01CB2	ec	same as above
SDSC01CC1	ec	same as above
SDSC01CC2	ec	same as above
SDSC01CD1	ec	same as above
SDSC01CD2	ec	same as above
SDSC01CE1	ec	same as above
SDSC01CE2	ec	same as above
SDSC01CF1	ec	same as above
SDSC01CF2	ec	same as above
SDSC01CG1	ec	same as above
SDSC01CG2	ec	same as above
SDSC01CH1	ec	same as above
SDSC01CH2	ec	same as above
SDSC07A1	n2	Responses of multiple choice(1-4) & amount (min.) are divided in 1 & 2 in the data. No numbering in the questionnaire.
SDSC07A2	n2	same as above
SDSC07B1	n2	same as above

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSC07B2	n2	same as above
SDSD02	ec	Not clear what this variable for. The range of response is 110-3010 for date/month. The data for Date month is divided into SDSD02JJ & SDSD02MM in data.
SDSD02JJ	n2	SDSD02JJ in the data is corresponding to the "date" for "SDSD02"
SDSD02MM	n2	SDSD02MM in the data is corresponding to the "Month" for "SDSD02"
SDSD09A1	n2	Each SDSD09(A-J) created 2 variables: 1=yes/no, 2=amount. The questionnaire does not have numbering.
SDSD09A2	n2	same as above
SDSD09B1	n2	same as above
SDSD09B2	n2	same as above
SDSD09C1	n2	same as above
SDSD09C2	n2	same as above
SDSD09D1	n2	same as above
SDSD09D2	n2	same as above
SDSD09E1	n2	same as above
SDSD09E2	n2	same as above
SDSD09F1	n2	same as above
SDSD09F2	n2	same as above
SDSD09G1	n2	same as above
SDSD09G2	n2	same as above
SDSD09H1	n2	same as above
SDSD09H2	n2	same as above
SDSD09I1	n2	same as above
SDSD09I2	n2	same as above
SDSD09J1	n2	same as above
SDSD09J2	n2	same as above
SDSD10A51	n3	The questionnaire does not have numbering for "other" of "SDSD10". SDSD10A51 is corresponding to Yes/No, SDSD10A52 is corresponding to types of students with code.
SDSD10A52	n3	same as above
SDSD10B51	n3	The questionnaire does not have numbering for "other" of "SDSD10". SDSD10B51 is corresponding to Yes/No, SDSD10B52 is corresponding to types of students with code.
SDSD10B52	n3	same as above
SDSD10C51	n3	The questionnaire does not have numbering for "other" of "SDSD10". SDSD10C51 is corresponding to Yes/No, SDSD10C52 is corresponding to types of students with code.
SDSD10C52	n3	same as above
SDSD10D0	n3	"Specify other type of the fees" is SDSD10D0 in the Data, but no numbering in the questionnaire.
SDSD10D51	n3	The questionnaire does not have numbering for "other" of "SDSD10". SDSD10D51 is corresponding to Yes/No, SDSD10D52 is corresponding to types of students with code.
SDSD10D52	n3	same as above
SDSD11A	n2	SDSD11 has sub numbering A-D for grade & subject (e.g., CP2-French) in the data, but no numbering in the questionnaire.
SDSD11B	n2	same as above
SDSD11C	n2	same as above
SDSD11D	n2	same as above
SDSD23A	n2	SDSD23 in the data has subsections of A-E, but the questionnaire has subsections of 1-5.

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSD23B	n2	same as above
SDSD23C	n2	same as above
SDSD23D	n2	same as above
SDSD23E	n2	same as above
SDSD26A	n2	SDSD26 created 2 variables: A=yes/no, B=amount. The questionnaire does not have numbering.
SDSD26B	n2	same as above
SDSD27A	n2	SDSD27 created 2 variables: A=yes/no, B=amount. The questionnaire does not have numbering.
SDSD27B	n2	same as above
SDSD28A	n2	SDSD28 in the data has subsections of A-G, but the questionnaire has subsections of 1-7
SDSD28B	n2	same as above
SDSD28C	n2	same as above
SDSD28D	n2	same as above
SDSD28E	n2	same as above
SDSD28F	n2	same as above
SDSD28G1	n3	same as above Also, SDSD28G created 2 variables in the data: a= specify other, 2= QTTY of others, but no numbering in the questionnaire.
SDSD28G2	n3	same as above
SDSD32A1	n2	SDSD32A in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32A2	n2	same as above
SDSD32A3	n2	same as above
SDSD32A4	n2	same as above
SDSD32A5	n2	same as above
SDSD32A6	n2	same as above
SDSD32A7	n2	same as above
SDSD32B1	n2	SDSD32B in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32B2	n2	same as above
SDSD32B3	n2	same as above
SDSD32B4	n2	same as above
SDSD32B5	n2	same as above
SDSD32B6	n2	same as above
SDSD32B7	n2	same as above
SDSD32C1	n2	SDSD32C in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32C2	n2	same as above
SDSD32C3	n2	same as above
SDSD32C4	n2	same as above
SDSD32C5	n2	same as above
SDSD32C6	n2	same as above
SDSD32C7	n2	same as above
SDSD32D1	n2	SDSD32D in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32D2	n2	same as above
SDSD32D3	n2	same as above

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSD32D4	n2	same as above
SDSD32D5	n2	same as above
SDSD32D6	n2	same as above
SDSD32D7	n2	same as above
SDSD32E1	n2	SDSD32E in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32E2	n2	same as above
SDSD32E3	n2	same as above
SDSD32E4	n2	same as above
SDSD32E5	n2	same as above
SDSD32E6	n2	same as above
SDSD32E7	n2	same as above
SDSD32F1	n2	SDSD32F in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32F2	n2	same as above
SDSD32F3	n2	same as above
SDSD32F4	n2	same as above
SDSD32F5	n2	same as above
SDSD32F6	n2	same as above
SDSD32F7	n2	same as above
SDSD32G1	n2	SDSD32G in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32G2	n2	same as above
SDSD32G3	n2	same as above
SDSD32G4	n2	same as above
SDSD32G5	n2	same as above
SDSD32G6	n2	same as above
SDSD32G7	n2	same as above
SDSD32H1	n2	SDSD32H in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32H2	n2	same as above
SDSD32H3	n2	same as above
SDSD32H4	n2	same as above
SDSD32H5	n2	same as above
SDSD32H6	n2	same as above
SDSD32H7	n2	same as above
SDSD32I1	n2	SDSD32I in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32I2	n2	same as above
SDSD32I3	n2	same as above
SDSD32I4	n2	same as above
SDSD32I5	n2	same as above
SDSD32I6	n2	same as above

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSD32I7	n2	same as above
SDSD32J1	n2	SDSD32J in the data has subsections of 1-7, but the questionnaire has no numbering for the "type of support".
SDSD32J2	n2	same as above
SDSD32J3	n2	same as above
SDSD32J4	n2	same as above
SDSD32J5	n2	same as above
SDSD32J6	n2	same as above
SDSD32J7	n2	same as above
SDSE03B6	n3	(specify other) other purpose of school visits (code 6-30)
SDSF01F	n3	(specify other) Specify other types of criteria
SDSF034	ec	(Specify other) code for types of preparation for class room exam. No numbering in the questionnaire
SDSF0341	n3	(specify other) Yes/No for other way of preparation. No numbering in the questionnaire.
SDSF044	ec	(specify other) code for other way of preparation for trimester exam. No numbering in the questionnaire.
SDSF0441	n3	(specify other) yes/no for other way of preparation for trimester exam. No numbering in the questionnaire.
SDSF054	ec	(specify other) code for other way of preparation for year-end exam. No numbering in the questionnaire.
SDSF0541	n3	(specify other) Yes/No for other way of preparation for year end exam. No numbering in the questionnaire.
SDSF06L	ec	(specify other) code for specify other actions for improvement. No numbering in the questionnaire.
SDSF06L1	n3	(specify other) yes/no for specify other actions for improvement. No numbering in the questionnaire.
SDSF08A	ec	SDSF08A-E is corresponding to "SDS08-4B/D1-a)-e)" in the questionnaire. NO numbering for [4B/D1] in the questionnaire.
SDSF08B	ec	same as above
SDSF08C	ec	same as above
SDSF08D	ec	same as above
SDSF08E	ec	same as above
SDSF082A	n2	SDSF082A-E is corresponding to "SDS08-4B/D2-a)-e)" in the questionnaire. NO numbering for [4B/D2] in the questionnaire.
SDSF082B	n2	same as above
SDSF082C	n2	same as above
SDSF082D	n2	same as above
SDSF082E	n2	same as above
SDSG026A	n3	(specify other) SDSG026 has 2 variables. A=code for "Specify Other ethnic Group". B=%. No numbering A&B in the questionnaire.
SDSG026B	n3	same as above
SDSG07E	ec	(specify other) SDSG7 has 2 variables. E=code for "Specify Other way of communication". E1=Yes/NO. No numbering E&E1 in the questionnaire.
SDSG07E1	n3	same as above
SDSH10F	ec	(specify other) SDSH10F has 2 variables. F=code for "Specify Other positions of COGES board". F1=Yes/NO. No numbering F&F1 in the questionnaire.
SDSH10F1	n3	same as above
SDSH11A	n2	SDSH11 in the data has 3 subsections, and they are corresponding to: A= Total, B=Male, C=Female in the questionnaire. No numbering (A-C) in the questionnaire.
SDSH11B	n2	same as above
SDSH11C	n2	same as above
SDSH12A	n2	SDSH12 in the data has 3 subsections, and they are corresponding to: A= Total, B=Male, C=Female in the questionnaire. No numbering (A-C) in the questionnaire.

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SDSH12B	n2	same as above
SDSH12C	n2	same as above
SDSH305	ec	(specify other) SDSH305 has 2 variables. 305=code for "Specify Other way of communication". 3051=Yes/NO. No numbering 305&3051 in the questionnaire.
SDSH3051	n3	same as above
SDSH33B	n1	There is no question asking about budget for COGES in questionnaire

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabeled

ec: Exist but with Comments

****** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. SCSA01A)

Number of Cases per Remark

e: 437

n1: 6

n2: 53

n3: 5

ew: 0

ec: 5

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SCSA01A	ec	not clear what values are entered. Some are year, some are other values (9.90e+07)
SCSA01AMM	n1	this variable is created for Date, but only 1 sample responded value label "1", 431/432 responded -99 or -88
SCSA01AJJ	n1	this variable is created for Date, but only 1 sample responded value label "10", 431/432 responded -99 or -88
SCSA01AYY	n1	this variable is created for Year, but 144/432 are -99 or -88
SCSA01B	ec	not clear what values are entered. Some year, some other values (9.90e+07)
SCSA01BMM	n1	this variable is created for Date, but only 1 sample responded value label "6", 431/432 responded -99 or -88
SCSA01BJJ	n1	this variable is created for Date, but the value labels "10" "4" for 1 sample each, 430/432 responded -99 or -88
SCSA01BYY	n1	this variable is created for Year, but 303/432 are -99 or -88
SCSA09A1	n2	Each SCSA09(A-G) has 2 variables. Variable in the data [1] = "0-4" in the questionnaire, [2]="5(other)" No numbering in the questionnaire.
SCSA09A2	n2	same as above
SCSA09B1	n2	same as above
SCSA09B2	n2	same as above
SCSA09C1	n2	same as above
SCSA09C2	n2	same as above
SCSA09D1	n2	same as above
SCSA09D2	n2	same as above
SCSA09E1	n2	same as above
SCSA09E2	n2	same as above
SCSA09F	n3	(specify other)
SCSA09F1	n2	Each SCSA09(A-G) has 2 variables. Variable in the data [1] = "0-4" in the questionnaire, [2]="5(other)" No numbering in the questionnaire.
SCSA09F2	n2	same as above
SCSA09G	n3	(specify other)
SCSA09G1	n2	Each SCSA09(A-G) has 2 variables. Variable in the data [1] = "0-4" in the questionnaire, [2]="5(other)" No numbering in the questionnaire.
SCSA09G2	n2	same as above
SCSA13A	n2	SCSA13 has 2 subsection. A=Year, B=Month. No numbering in the questionnaire.
SCSA13B	n2	same as above
SCSA18A	n2	SCSA18 has 2 subsection. A=Year, B=Month. No numbering in the questionnaire.
SCSA18B	n2	same as above
SCSD05F	ec	(specify other) other targets for monitoring - code 0,1 but no label
SCSD05F1	n2	yes/no for other target for monitoring
SCSF09F	ec	Specify other criteria to decide promotion (code) but no label for code--> -88:4, 0:265, 1:15, ".":148
SCSF20	ec	not clear what values are entered. The range is between 110-9910
SCSF20JJ	n2	SCSF20JJ in the data is for Date for "DATE" for the first day of the school 2012/13. No numbering in the questionnaire.
SCSF20MM	n2	SCSF20JJ MM in the data is for "Month" for the first day of the school 2012/13. No numbering in the questionnaire.
SCSF24A1	n2	Each SCSF24 (A-J) has 2 variables. 1=yes/no, 2=amount. No numbering in the questionnaire.
SCSF24A2	n2	same as above
SCSF24B1	n2	same as above
SCSF24B2	n2	same as above

<i>vars</i>	<i>Remarks</i>	<i>Reasons</i>
SCSF24C1	n2	same as above
SCSF24C2	n2	same as above
SCSF24D1	n2	same as above
SCSF24D2	n2	same as above
SCSF24E1	n2	same as above
SCSF24E2	n2	same as above
SCSF24F1	n2	same as above
SCSF24F2	n2	same as above
SCSF24G1	n2	same as above
SCSF24G2	n2	same as above
SCSF24H1	n2	same as above
SCSF24H2	n2	same as above
SCSF24I1	n2	same as above
SCSF24I2	n2	same as above
SCSF24J1	n2	same as above
SCSF24J2	n2	same as above
SCSF25A51	n3	(specify other) SCSF25A5 has 2 variables. A51=yes/NO, A52= codes for specify other types of student. No numbering in the questionnaire.
SCSF25A52	n3	same as above. The codes 0, 6, 9 are entered, but No value labels
SCSF25B51	n2	(specify other) SCSF25A5 has 2 variables. B51=yes/NO, B52= codes for specify other types of student. No numbering in the questionnaire.
SCSF25B52	n2	same as above. The codes 0, 6, 9 are entered, but No value labels
SCSF25C51	n2	(specify other) SCSF25A5 has 2 variables. C51=yes/NO, C52= codes for specify other types of student. No numbering in the questionnaire.
SCSF25C52	n2	same as above. The codes 0, 5, 6, 7, 8, 10, "." but No value labels
SCSF25D0	n3	(specify other) types of fee: should be code, but Non/Oui, 2, "." are entered.
SCSF25D51	n2	(specify other) SCSF25A5 has 2 variables. D51=yes/NO, D52= codes for specify other types of student. No numbering in the questionnaire.
SCSF25D52	n2	same as above. The codes 0, 1 are enterd, but No value labels
SCSF26A	n2	SCSF26 has sub sections of A-D based on the grade level and subject:A="CP2 French", B=CP2 Math, C=CM2, D=CM2 French. NO numbering in questionnaire.
SCSF26B	n2	same as above
SCSF26C	n2	same as above
SCSF26D	n2	same as above
SCSF30A	n2	SCSF30 has 2 variables. A="Yes/No", B="amount". No numbering in questionnaire.
SCSF30B	n2	same as above

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabel

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. COSA02A)

Number of Cases per Remark

e: 415

n1: 6

n2: 87

n3: 4

ew: 0

ec: 0

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
COSA02A	n1	The Question"COSA02" has two variables A=codes for month/year, B=number of month/year. No numbering in the questionnaire. For the data of COSA02A, the codes are assined based on how the sample responded to the question. With # of "months"(1) or with # of "years"(2). 42 samples responded # of "months" & 52 samples responded with # of "years". See cross tab at column L
COSA02B	n1	Same as above. The number of either month or year is entered in the COSA02B, thus the value label "3" could indicate "3 months" or "3 years". See cross tab at column N
COSA07A	n1	The Question"COSA07" has two variables A=codes for month/year, B=number of month/year. No numbering in the questionnaire. For the data of COSA07A, the codes are assined based on how the sample responded to the question. With # of "months"(1) or with # of "years"(2). 42 samples responded # of "months" & 52 samples responded with # of "years". See cross tab at column L
COSA07B	n1	Same as above. The number of either month or year is entered in the COSA07B, thus the value label "3" could indicate "3 months" or "3 years". See cross tab at column N
COSA12A	n1	The Question"COSA12" has two variables A=codes for month/year, B=number of month/year. No numbering in the questionnaire. For the data of COSA12A, the codes are assined based on how the sample responded to the question. With # of "months"(1) or with # of "years"(2). 42 samples responded # of "months" & 52 samples responded with # of "years". See cross tab at column L
COSA12B	n1	Same as above. The number of either month or year is entered in the COSA12B, thus the value label "3" could indicate "3 months" or "3 years". See cross tab at column N
COSB04A1	n2	Each COSB04(A-C) has 2 variables in the data. 1=yes/no, 2= Qty of the staff. No numbering in the questionnaire.
COSB04A2	n2	same as above
COSB04B1	n2	same as above
COSB04B2	n2	same as above
COSB04C1	n2	same as above
COSB04C2	n2	same as above
COSB06L1	n3	(Specify others) Code for specify others. The codes are 0-15, but no value labels.
COSB06L2	n3	Specify others Yes/No
COSC02T	n3	(specify other) specify other teaching materials. The codes/value labels are are: 0, 2, 4, 8; thus not clear what they are.
COSC02V	n3	(specify other) specify other teaching materials. The codes/value labels are are: 0, 1, 2, 3, 6, thus not clear what they are.
COSD03A1	n2	COSD03A has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03A2	n2	same as above
COSD03A3	n2	same as above
COSD03A4	n2	same as above
COSD03A5	n2	same as above
COSD03A6	n2	same as above
COSD03B1	n2	COSD03B has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03B2	n2	same as above
COSD03B3	n2	same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
COSD03B4	n2	same as above
COSD03B5	n2	same as above
COSD03B6	n2	same as above
COSD03C1	n2	COSD03C has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03C2	n2	same as above
COSD03C3	n2	same as above
COSD03C4	n2	same as above
COSD03C5	n2	same as above
COSD03C6	n2	same as above
COSD03D1	n2	COSD03D has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03D2	n2	same as above
COSD03D3	n2	same as above
COSD03D4	n2	same as above
COSD03D5	n2	same as above
COSD03D6	n2	same as above
COSD03E1	n2	COSD03E has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03E2	n2	same as above
COSD03E3	n2	same as above
COSD03E4	n2	same as above
COSD03E5	n2	same as above
COSD03E6	n2	same as above
COSD03F1	n2	COSD03F has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03F2	n2	same as above
COSD03F3	n2	same as above
COSD03F4	n2	same as above
COSD03F5	n2	same as above
COSD03F6	n2	same as above
COSD03G1	n2	COSD03G has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03G2	n2	same as above
COSD03G3	n2	same as above
COSD03G4	n2	same as above
COSD03G5	n2	same as above
COSD03G6	n2	same as above
COSD03H1	n2	COSD03H has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03H2	n2	same as above
COSD03H3	n2	same as above
COSD03H4	n2	same as above
COSD03H5	n2	same as above
COSD03H6	n2	same as above
COSD03I1	n2	COSD03I has subsection of a-6 in the data. 1="training", 2=Equipment, 3=stationary, 4= construction, 5=meal, 6=others. No numbering in the questionnaire.
COSD03I2	n2	same as above
COSD03I3	n2	same as above
COSD03I4	n2	same as above
COSD03I5	n2	same as above
COSD03I6	n2	same as above
COSD10A0	n2	COSD10A(0-8) in the data is corresponding to "COSD10-1)(0-8)" in the questionnaire. (The Appointment matter is [A] in the data, but "1" in the questionnaire.
COSD10A1	n2	same as above
COSD10A2	n2	same as above
COSD10A3	n2	same as above
COSD10A4	n2	same as above
COSD10A5	n2	same as above
COSD10A6	n2	same as above
COSD10A7	n2	same as above
COSD10A8	n2	same as above
COSD10B0	n2	COSD10B(0-8) in the data is corresponding to "COSD10-2)(0-8)" in the questionnaire. (The Evaluation matter is [B] in the data, but "2" in the questionnaire.

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
COSD10B1	n2	same as above
COSD10B2	n2	same as above
COSD10B3	n2	same as above
COSD10B4	n2	same as above
COSD10B5	n2	same as above
COSD10B6	n2	same as above
COSD10B7	n2	same as above
COSD10B8	n2	same as above
COSD10C0	n2	COSD10C(0-8) in the data is corresponding to "COSD10-3)(0-8)" in the questionnaire. (The transfer matter is [C] in the data, but "3" in the questionnaire.
COSD10C1	n2	same as above
COSD10C2	n2	same as above
COSD10C3	n2	same as above
COSD10C4	n2	same as above
COSD10C5	n2	same as above
COSD10C6	n2	same as above
COSD10C7	n2	same as above
COSD10C8	n2	same as above

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabeled

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. GESA02)

Number of Cases per Remark

e: 547

n1: 22

n2: 220

n3: 19

ew: 0

ec: 1

<i>vars</i>	<i>Remark</i>	<i>reasons</i>
CESA02	ec	Not clear what is var for. Value labels are 0, 210, 211, 213.
CESA02A	n1	The Question "CESA02" has two sub-variables A=codes for month/year, B=number of month/year. No numbering in the questionnaire. For the data of CESA02A, the codes are assigned based on how the sample responded to the question i.e., with # of "months"(1) or with # of "years"(2). 6 samples responded # of "months" & 87 samples responded with # of "years". See cross tab at column L
CESA02B	n1	Same as above. The number of either month or year is entered in the CESA02B, thus the value label "3" could indicate "3 months" or "3 years". See cross tab at column N
CESB03F1	n3	(specify other) types of employee: code/value labels are 0-5,7, 8; thus not clear what they are. Not Yes/No
CESB03F2	n3	same as above: code/value labels are 0-8 & 11; thus not clear what they are. Not Yes/No
CESB04A1	n2	Each SESB04A-SESB04C has 2 variables in the data. 1=Yes/No, 2=Qty. No numbering in the questionnaire
CESB04A2	n2	same as above
CESB04B1	n2	same as above
CESB04B2	n2	same as above
CESB04C1	n2	same as above
CESB04C2	n2	same as above
CESB07G1	n3	(specify other) types of employee: codes and value labels are 0-10; thus not clear what they are.
CESB07G2	n3	(specify other) Yes/No
CESC01A1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. A=Ministry of Education
CESC01A2	n2	same as above
CESC01A3	n2	same as above
CESC01A4	n2	same as above
CESC01B1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. B=Other state
CESC01B2	n2	same as above
CESC01B3	n2	same as above
CESC01B4	n2	same as above
CESC01C1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. C=Local gov. Region
CESC01C2	n2	same as above
CESC01C3	n2	same as above
CESC01C4	n2	same as above
CESC01D1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. D=Local gov. Communes
CESC01D2	n2	same as above
CESC01D3	n2	same as above
CESC01D4	n2	same as above
CESC01E1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. E=Private person
CESC01E2	n2	same as above
CESC01E3	n2	same as above
CESC01E4	n2	same as above

<i>vars</i>	<i>Remark</i>	<i>reasons</i>
CESC01F1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. F=APE
CESC01F2	n2	same as above
CESC01F3	n2	same as above
CESC01F4	n2	same as above
CESC01G1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. G=COGES
CESC01G2	n2	same as above
CESC01G3	n2	same as above
CESC01G4	n2	same as above
CESC01H1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. H=Religious Institution
CESC01H2	n2	same as above
CESC01H3	n2	same as above
CESC01H4	n2	same as above
CESC01I1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. I=Firm
CESC01I2	n2	same as above
CESC01I3	n2	same as above
CESC01I4	n2	same as above
CESC01J1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. J=Other partner
CESC01J2	n2	same as above
CESC01J3	n2	same as above
CESC01J4	n2	same as above
CESC01K1	n2	SESC01 has 11 subsections based on the type of financial source (A-K) in the data. No numbering in the questionnaire. K=Other source
CESC01K2	n2	same as above
CESC01K3	n2	same as above
CESC01K4	n2	same as above
CESC02AA1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. A=Total
CESC02AA2	n2	same as above
CESC02AB1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. B=Enseignants, Fonctionnaire
CESC02AB2	n2	same as above
CESC02AC1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. C= Enseignants, Contractuel
CESC02AC2	n2	same as above
CESC02AD1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. D=Enseignants, Volontaire
CESC02AD2	n2	same as above
CESC02AE1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. E=Non-Enseignants, Total
CESC02AE2	n2	same as above.
CESC02AF1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. F=Non-Enseignants, Autre administratif
CESC02AF2	n2	same as above.
CESC02AG1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. G= Non-Enseignants, Personnel d'appui
CESC02AG2	n2	same as above.
CESC02AH1	n2	SESC02A has 8 subsections based on the type of employee (A-H) in the data. No numbering in the questionnaire. H= Non-Enseignants, Autres
CESC02AH2	n2	same as above.
CESC02BA1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. A=Construction, Total
CESC02BA2	n2	same as above.

BF_CEB

<i>vars</i>	<i>Remark</i>	<i>reasons</i>
CESC02BB1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. B=Construction, Ecoles
CESC02BB2	n2	same as above.
CESC02BC1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. C=Construction, Salles de class
CESC02BC2	n2	same as above.
CESC02BD1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. D=Construction, Autres
CESC02BD2	n2	same as above.
CESC02BE1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. E=Construction, Transfert communes
CESC02BE2	n2	same as above.
CESC02BF1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. F= Réhabilitation, Total
CESC02BF2	n2	same as above.
CESC02BG1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. G=Réhabilitation, Ecoles
CESC02BG2	n2	same as above.
CESC02BH1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. H=Réhabilitation, Salles de classe
CESC02BH2	n2	same as above.
CESC02BI1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. I=Réhabilitation, Autres
CESC02BI2	n2	same as above.
CESC02BJ1	n2	SESC02B has 10 subsections based on the type of infrastructure (A-J) in the data. No numbering in the questionnaire. J=Réhabilitation, Transfert communes
CESC02BJ2	n2	same as above.
CESC02CA1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. A=Total
CESC02CA2	n2	same as above.
CESC02CB1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. B=Matériel pédagogique, Manuels élèves
CESC02CB2	n2	same as above.
CESC02CC1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. C=Matériel pédagogique, Manuels enseignants
CESC02CC2	n2	same as above.
CESC02CD1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. D=Matériel pédagogique, Fournitures scolaires
CESC02CD2	n2	same as above.
CESC02CE1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. E=Matériel pédagogique, Equipements classes
CESC02CE2	n2	same as above.
CESC02CF	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. F= Matériel pédagogique, Autres (code)
CESC02CF1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. F= Matériel pédagogique, Autres
CESC02CF2	n2	same as above.
CESC02CG1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. G=Matériel pédagogique, Matériels et consommables informatiques
CESC02CG2	n2	same as above.
CESC02CH	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. H=Matériel informatique, Autres (code)

<i>vars</i>	<i>Remark</i>	<i>reasons</i>
CESC02CH1	n2	SESC02C has 8 subsections based on the type of teaching materials (A-H) in the data. No numbering in the questionnaire. H=Matériel informatique, Autres
CESC02CH2	n2	same as above.
CESC02DA1	n2	SESC02D has 5 subsections based on the type of services (A-e) in the data. No numbering in the questionnaire. A=total
CESC02DA2	n2	same as above
CESC02DB1	n2	SESC02D has 5 subsections based on the type of services (A-e) in the data. No numbering in the questionnaire. B=Activités culturelles
CESC02DB2	n2	same as above
CESC02DC1	n2	SESC02D has 5 subsections based on the type of services (A-e) in the data. No numbering in the questionnaire. C=Formation
CESC02DC2	n2	same as above
CESC02DD1	n2	SESC02D has 5 subsections based on the type of services (A-e) in the data. No numbering in the questionnaire. D=Santé et nutrition
CESC02DD2	n2	same as above
CESC02DE	n2	SESC02D has 5 subsections based on the type of services (A-e) in the data. No numbering in the questionnaire. E= Autres (code)
CESC02DE1	n2	SESC02D has 5 subsections based on the type of services (A-e) in the data. No numbering in the questionnaire. E= Autres
CESC02DE2	n2	same as above
CESC03SA1	n2	SESC03SA is corresponding to "SESC03, Salaries". A=Administrative staff, B= others. No numbering for Salary and types of employees in the questionnaire.
CESC03SA2	n2	same as above
CESC03SB1	n2	same as above
CESC03SB2	n2	same as above
CESC03AA1	n2	SESC03A has 2 subsections. A=Construction, B=Rehabilitationi. NO numbering in the questionnaire.
CESC03AA2	n2	same as above
CESC03AB1	n2	same as above
CESC03AB2	n2	same as above
CESC03BA1	n2	SESC03B has 4 subsections. A=Matériels et consommables informatiques, B=Véhicules, C=atériels et fournitures bureau, D=Autres. No numbering in the questionnaire.
CESC03BA2	n2	same as above
CESC03BB1	n2	same as above
CESC03BB2	n2	same as above
CESC03BC1	n2	same as above
CESC03BC2	n2	same as above
CESC03BD	n2	same as above
CESC03BD1	n2	same as above
CESC03BD2	n2	same as above
CESC03CA1	n2	SESC03C has C subsections. A: Examens, Total, B=Examens nationaux, C= Tests standardisés, D=Transport et frais de voyage, E=Carburant, F=Autres. No numbering in the questionnaire.
CESC03CA2	n2	same as above
CESC03CB1	n2	same as above
CESC03CB2	n2	same as above
CESC03CC1	n2	same as above
CESC03CC2	n2	same as above
CESC03CD1	n2	same as above
CESC03CD2	n2	same as above
CESC03CE1	n2	same as above
CESC03CE2	n2	same as above
CESC03CF	n2	SESC03C has C subsections. A: Examens, Total, B=Examens nationaux, C= Tests standardisés, D=Transport et frais de voyage, E=Carburant, F=Autres. No numbering in the questionnaire. (code)
CESC03CF1	n2	SESC03C has C subsections. A: Examens, Total, B=Examens nationaux, C= Tests standardisés, D=Transport et frais de voyage, E=Carburant, F=Autres. No numbering in the questionnaire.
CESC03CF2	n2	same as above
CESD05B0	n1	CESD05B is a variable for "Embauche=hiring", but no printed question/space exist in the questionnaire.
CESD05B1	n1	same as above
CESD05B2	n1	same as above
CESD05B3	n1	same as above
CESD05B4	n1	same as above

<i>vars</i>	<i>Remark</i>	<i>reasons</i>
CESD05B5	n1	same as above
CESD05B6	n1	same as above
CESD05B7	n1	same as above
CESD05B8	n1	same as above
CESD05B9	n1	same as above
CESD06B0	n1	CESD06B is a variable for "Embauche=hiring", but no printed question/space exist in the questionnaire.
CESD06B1	n1	same as above
CESD06B2	n1	same as above
CESD06B3	n1	same as above
CESD06B4	n1	same as above
CESD06B5	n1	same as above
CESD06B6	n1	same as above
CESD06B7	n1	same as above
CESD06B8	n1	same as above
CESD06B9	n1	same as above
CESD09A	n2	CESD09 has 4 subsections (A-D), defined with grade level and subject. No numbering in the questionnaire.
CESD09B	n2	same as above
CESD09C	n2	same as above
CESD09D	n2	same as above
CESD22A1	n2	Each CESD22 (A-JI) has 6 sub sections based on the types of support. 1=Training, 2=Equipment, 3=stationary, 4= construction, 5=food, 6=other. No numbering in the questionnaire.
CESD22A2	n2	same as above
CESD22A3	n2	same as above
CESD22A4	n2	same as above
CESD22A5	n2	same as above
CESD22A6A	n2	same as above
CESD22A6B	n2	same as above
CESD22B1	n2	same as above
CESD22B2	n2	same as above
CESD22B3	n2	same as above
CESD22B4	n2	same as above
CESD22B5	n2	same as above
CESD22B6A	n2	same as above
CESD22B6B	n3	same as above
CESD22C1	n2	same as above
CESD22C2	n2	same as above
CESD22C3	n2	same as above
CESD22C4	n2	same as above
CESD22C5	n2	same as above
CESD22C6A	n2	same as above
CESD22C6B	n3	same as above
CESD22D1	n2	same as above
CESD22D2	n2	same as above
CESD22D3	n2	same as above
CESD22D4	n2	same as above
CESD22D5	n2	same as above
CESD22D6A	n2	same as above
CESD22D6B	n3	same as above
CESD22E1	n2	same as above
CESD22E2	n2	same as above
CESD22E3	n2	same as above
CESD22E4	n2	same as above
CESD22E5	n2	same as above
CESD22E6A	n2	same as above
CESD22E6B	n3	same as above
CESD22F1	n2	same as above
CESD22F2	n2	same as above
CESD22F3	n2	same as above
CESD22F4	n2	same as above
CESD22F5	n2	same as above
CESD22F6A	n2	same as above
CESD22F6B	n3	same as above
CESD22G1	n2	same as above
CESD22G2	n2	same as above
CESD22G3	n2	same as above

<i>vars</i>	<i>Remark</i>	<i>reasons</i>
CESD22G4	n2	same as above
CESD22G5	n2	same as above
CESD22G6A	n2	same as above
CESD22G6B	n3	same as above
CESD22H1	n2	same as above
CESD22H2	n2	same as above
CESD22H3	n2	same as above
CESD22H4	n2	same as above
CESD22H5	n2	same as above
CESD22H6A	n2	same as above
CESD22H6B	n3	same as above
CESD22I1	n2	same as above
CESD22I2	n2	same as above
CESD22I3	n2	same as above
CESD22I4	n2	same as above
CESD22I5	n2	same as above
CESD22I6A	n2	same as above
CESD22I6B	n3	same as above
CESE10F1	n3	(specify other) CESE10 has 2 variables. F1=ode for others, F1A= Yes/NO: codes/value labels are 0, 1, 2, 5, thus not clear what they are.
CESE10F1A	n3	(specify other) CESE10 has 2 variables. F1=ode for others, F1A= Yes/NO:
CESE10F2	n3	(specify other) CESE10 has 2 variables. F2=ode for others, F1A= Yes/NO: codes/value labels are 0, 1, 2, 3 thus not clear what they are.
CESE10F2A	n3	(specify other) CESE10 has 2 variables. F1=ode for others, F2A= Yes/NO:
CESE12A4A	n3	(specify other) CESE12A4 has 2 variables. A=ode for others, B= 0/1: codes/value labels are 0, 4, 5, 6, 7, 8, 9, 10, thus not clear what they are.
CESE12A4B	n3	(specify other) CESE12A4 has 2 variables. A=ode for others, B= 0/1:
CESE15AA	n2	CESE15A is corresponding to "SESE15-4B/D1" in the questionnaire. No numbering in the questionnaire.
CESE15AB	n2	same as above
CESE15AC	n2	same as above
CESE15AD	n2	same as above
CESE15AE	n2	same as above
CESE15BA	n2	CESE15B is corresponding to "SESE15-4B/D2" in the questionnaire. No numbering in the questionnaire.
CESE15BB	n2	same as above
CESE15BC	n2	same as above
CESE15BD	n2	same as above
CESE15BE	n2	same as above
CESE16F	n3	(Specify others) Code. The code/value label is "0", thus not sure what it is.
CESE17F	n2	CESE17F is corresponding to "Specify other". No numbering in the questionnaire. (Code) code/value label is "0", thus not sure what it is.
CESE17F0	n2	CESE17F is corresponding to "Specify other". No numbering in the questionnaire.
CESE17F1	n2	same as above
CESE17F2	n2	same as above
CESE17F3	n2	same as above
CESE17F4	n2	same as above

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabeled

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. DPSA02A)

Number of Cases per Remark

e: 517

n1: 22

n2: 220

n3: 21

ew: 0

ec: 0

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSA02A	n1	The Question "DPSA02" has two sub-variables A=codes for month/year, B=number of month/year. No numbering in the questionnaire. For the data of DPSA02A, the codes are assigned based on how the sample responded to the question i.e., with # of "months"(1) or with # of "years"(2). 13/14 samples responded code "2", but no value-label entered in dta. See cross tab at column L
DPSA02B	n1	same as above. The value label "3" in "B" could mean "3 months" or "3 years". See cross tab at column L
DPSB03F1	n3	Specify other. The codes/value labels are just # 1,2,3,4,5, thus its not clear what they are. (No "Yes/no= 0/1" in 03F1&03F2)
DPSB03F2	n2	Specify other. The codes/value labels are just #1, 2, 3, 4, 5, 6, 7, 19, 21 thus its not clear what they are. (No Yes/no in 03F1&03F2)
DPSB04A1	n2	Eac DPSB04 (A-C) has 2 variables in the data. 1=Yes/No, 2= # of employees.
DPSB04A2	n2	same as above.
DPSB04B1	n2	same as above
DPSB04B2	n2	same as above
DPSB04C1	n2	same as above
DPSB04C2	n2	same as above
DPSB07I1	n2	(Specify other) I1= code, I2= yes/no. No numbering in the questionnaire. The codes/value labels are 0, 1, 2, 3, 4, 5, 7; thus not clear what they are.
DPSB07I2	n2	(Specify other) I1= code, I2= yes/no.
DPSC1BA1	n2	No numbering for type of source. A="Ministry of Education", B= other. 1= planned budget, 2=actual budget, 3=planned budget for primary edu, 4=actual budget for primary edu. NO nubering in the questionnaire.
DPSC1BA2	n2	same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSC1BA3	n2	same as above
DPSC1BA4	n2	same as above
DPSC1BB	n2	same as above
DPSC1BB1	n2	same as above
DPSC1BB2	n2	same as above
DPSC1BB3	n2	same as above
DPSC1BB4	n2	same as above
DPSC1CA1	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for general edu, planned budget=1
DPSC1CA2	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for general edu, actual budget=2
DPSC1CA3	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for primary edu, planned budget=3
DPSC1CA4	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for primary edu, actual budget=4
DPSC1CB1	n2	No numbering for type of source. Communes=B, No numbering for general edu, planned budget=1
DPSC1CB2	n2	No numbering for type of source. Communes=B, No numbering for general edu, actual budget=2
DPSC1CB3	n2	No numbering for type of source. Communes=B, No numbering for primary edu, planned budget=3
DPSC1CB4	n2	No numbering for type of source. Communes=B, No numbering for primary edu, actual budget=4
DPSC1DA1	n2	No numbering for type of source. Private person=A, No numbering for general edu, planned budget=1
DPSC1DA2	n2	No numbering for type of source. Private person=A, No numbering for general edu, actual budget=2
DPSC1DA3	n2	No numbering for type of source. Private person=A, No numbering for primary edu, planned budget=3
DPSC1DA4	n2	No numbering for type of source. Private person=A, No numbering for primary edu, actual budget=4
DPSC1DB1	n2	No numbering for type of source. APE=B, No numbering for general edu, planned budget=1
DPSC1DB2	n2	No numbering for type of source. APE=B, No numbering for general edu, actual budget=2
DPSC1DB3	n2	No numbering for type of source. APE=B, No numbering for primary edu, planned budget=3
DPSC1DB4	n2	No numbering for type of source. APE=B, No numbering for primary edu, actual budget=4
DPSC1DC1	n2	No numbering for type of source. COGES=C, No numbering for general edu, planned budget=1
DPSC1DC2	n2	No numbering for type of source. COGES=C, No numbering for general edu, actual budget=2
DPSC1DC3	n2	No numbering for type of source. COGES=C, No numbering for primary edu, planned budget=3
DPSC1DC4	n2	No numbering for type of source. COGES=C, No numbering for primary edu, actual budget=4
DPSC1DD1	n2	No numbering for type of source. Religious instituion=D, No numbering for general edu, planned budget=1

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSC1DD2	n2	No numbering for type of source. Religious instituion=D, No numbering for general edu, actual budget=2
DPSC1DD3	n2	No numbering for type of source. Religious instituion=D, No numbering for primary edu, planned budget=3
DPSC1DD4	n2	No numbering for type of source. Religious instituion=D, No numbering for primary edu, actual budget=4
DPSC1DE1	n2	No numbering for type of source. Firms=E, No numbering for general edu, planned budget=1
DPSC1DE2	n2	No numbering for type of source. Firms=E, No numbering for general edu, actual budget=2
DPSC1DE3	n2	No numbering for type of source. Firms=E, No numbering for primary edu, planned budget=3
DPSC1DE4	n2	No numbering for type of source. Firms=E, No numbering for primary edu, actual budget=4
DPSC1EA1	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for general edu, planned budget=1
DPSC1EA2	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for general edu, actual budget=2
DPSC1EA3	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for primary edu, planned budget=3
DPSC1EA4	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for primary edu, actual budget=4
DPSC1EB	n3	specify other seource. The value labesl are just numbers (2, 3, 4) thus not clear what they are.
DPSC1EB1	n2	No numbering for type of source. Other source=B, No numbering for general edu, planned budget=1
DPSC1EB2	n2	No numbering for type of source. Other source=B, No numbering for general edu, actual budget=2
DPSC1EB3	n2	No numbering for type of source. Other source=B, No numbering for primary edu, planned budget=3
DPSC1EB4	n2	No numbering for type of source. Other source=B, No numbering for primary edu, actual budget=4
DPSC2AA1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Total=A No numbering for Plan=1/Actual=2
DPSC2AA2	n2	same as above
DPSC2AB1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Fonctionnaire=B No numbering for Plan=1/Actual=2
DPSC2AB2	n2	same as above
DPSC2AC1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Contractuel=C No numbering for Plan=1/Actual=2
DPSC2AC2	n2	same as above
DPSC2AD1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Volontaire=D No numbering for Plan=1/Actual=2
DPSC2AD2	n2	same as above
DPSC2AE1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Total=E No numbering for Plan=1/Actual=2
DPSC2AE2	n2	same as above
DPSC2AF1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Autre administratif=F No numbering for Plan=1/Actual=2
DPSC2AF2	n2	same as above
DPSC2AG1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Personnel d'appui= G No numbering for Plan=1/Actual=2
DPSC2AG2	n2	same as above
DPSC2AH1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Autre= H No numbering for Plan=1/Actual=2

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSC2AH2	n2	same as above
DPSC2BA1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Total=A No numbering for Plan=1/Actual=2
DPSC2BA2	n2	same as above
DPSC2BB1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Ecoles=B No numbering for Plan=1/Actual=2
DPSC2BB2	n2	same as above
DPSC2BC1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Salles de classe =C No numbering for Plan=1/Actual=2
DPSC2BC2	n2	same as above
DPSC2BD1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Autres=D No numbering for Plan=1/Actual=2
DPSC2BD2	n2	same as above
DPSC2BE1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Transfert communes=E No numbering for Plan=1/Actual=2
DPSC2BE2	n2	same as above
DPSC2BF1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Total=F No numbering for Plan=1/Actual=2
DPSC2BF2	n2	same as above
DPSC2BG1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Ecoles= G No numbering for Plan=1/Actual=2
DPSC2BG2	n2	same as above
DPSC2BH1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Salles de classe= H No numbering for Plan=1/Actual=2
DPSC2BH2	n2	same as above
DPSC2BI1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Autres= I No numbering for Plan=1/Actual=2
DPSC2BI2	n2	same as above
DPSC2BJ1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Transfert communes= J No numbering for Plan=1/Actual=2.
DPSC2BJ2	n2	same as above
DPSC2CA1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Total=A No numbering for Plan=1/Actual=2
DPSC2CA2	n2	same as above
DPSC2CB1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Manuels élèves =B No numbering for Plan=1/Actual=2
DPSC2CB2	n2	same as above
DPSC2CC1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Manuels enseignants=C No numbering for Plan=1/Actual=2
DPSC2CC2	n2	same as above
DPSC2CD1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Fournitures scolaires=D No numbering for Plan=1/Actual=2
DPSC2CD2	n2	same as above
DPSC2CE1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Equipements classes=E No numbering for Plan=1/Actual=2
DPSC2CE2	n2	same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSC2CF	n3	No numbering for types of Equipment (C). Matériel pédagogique, Autre (code)=F . Value label is #1, thus not clear what it is.
DPSC2CF1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Autre (code)=F No numbering for Plan=1/Actual=2
DPSC2CF2	n2	same as above
DPSC2CG1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Matériels et consommables informatiques=G No numbering for Plan=1/Actual=2
DPSC2CG2	n2	same as above
DPSC2CH	n3	No numbering for types of Equipment (C). Matériel informatique,= H Specify other, but value labels are just 0&1, thus not clear what they are.
DPSC2CH1	n2	No numbering for types of Equipment (C). Matériel informatique,= H No numbering for Plan=1/Actual=2
DPSC2CH2	n2	same as above
DPSC2DA1	n2	No numbering for types of service (D). Total=A No numbering for Plan=1/Actual=2
DPSC2DA2	n2	same as above
DPSC2DB1	n2	No numbering for types of service (D). Activités culturelles=B No numbering for Plan=1/Actual=2
DPSC2DB2	n2	same as above
DPSC2DC1	n2	No numbering for types of service (D). Formation =C No numbering for Plan=1/Actual=2
DPSC2DC2	n2	same as above
DPSC2DD1	n2	No numbering for types of service (D). Santé et nutrition=D No numbering for Plan=1/Actual=2
DPSC2DD2	n2	same as above
DPSC2DE	n3	No numbering for types of service (D). Autres=E specify other but only # value label (2,3,4) thus not clear what they are
DPSC2DE1	n2	No numbering for types of service (D). Autres=E No numbering for Plan=1/Actual=2
DPSC2DE2	n2	same as above
DPSC3AA1	n2	No numbering Spending for Salary =(S), Also No numbering for types of Salaries. Administrative staff=A. No numbering for Plan=1/Actual=2
DPSC3AA2	n2	same as above
DPSC3AB1	n2	No numbering Spending for Salary =(S), Also No numbering for types of Salaries. Other staff=B. No numbering for Plan=1/Actual=2
DPSC3AB2	n2	same as above
DPSC3BA1	n2	No numbering spending for Infrastructure (A). Construction=A. No numbering for Plan=1/Actual=2
DPSC3BA2	n2	same as above
DPSC3BB1	n2	No numbering spending for Infrastructure (A). Réhabilitation=B. No numbering for Plan=1/Actual=2
DPSC3BB2	n2	same as above
DPSC3CA1	n2	No numbering spending for Equipment (B). Matériels et consommables informatiques=A. No numbering for Plan=1/Actual=2
DPSC3CA2	n2	same as above
DPSC3CB1	n2	No numbering spending for Equipment (B). Véhicules=B. No numbering for Plan=1/Actual=2
DPSC3CB2	n2	same as above
DPSC3CC1	n2	No numbering spending for Equipment (B). Matériels et fournitures bureau / Dépenses prévues=C. No numbering for Plan=1/Actual=2

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSC3CC2	n2	same as above
DPSC3CD	n3	No numbering spending for Equipment (B). Autres=D. The value labels are #0-4, thus not clear what they are.
DPSC3CD1	n2	No numbering spending for Equipment (B). Autres=D. No numbering for Plan=1/Actual=2
DPSC3CD2	n2	same as above
DPSC3DA1	n2	No numbering spending for Service (C). Total =A. No numbering for Plan=1/Actual=2
DPSC3DA2	n2	same as above
DPSC3DB1	n2	No numbering spending for Service (C). Examens nationaux=B. No numbering for Plan=1/Actual=2
DPSC3DB2	n2	same as above
DPSC3DC1	n2	No numbering spending for Service (C). Tests standardisés=C. No numbering for Plan=1/Actual=2
DPSC3DC2	n2	same as above
DPSC3DD1	n2	No numbering spending for Service (C). Transport et frais de voyage =D. No numbering for Plan=1/Actual=2
DPSC3DD2	n2	same as above
DPSC3DE1	n2	No numbering spending for Service (C). Carburant=E. No numbering for Plan=1/Actual=2
DPSC3DE2	n2	same as above
DPSC3DF	n3	No numbering spending for Service (C). Autres=F. Specify others, but value labels are # 1,2, thus not clear what they are.
DPSC3DF1	n2	No numbering spending for Service (C). Autres=F. No numbering for Plan=1/Actual=2
DPSC3DF2	n2	same as above
DPSD05B0	n1	No printed question/space to answer about the "Embauche=hiring". Some samples added space to the questionnaire to respond.
DPSD05B1	n1	same as above
DPSD05B2	n1	same as above
DPSD05B3	n1	same as above
DPSD05B4	n1	same as above
DPSD05B5	n1	same as above
DPSD05B6	n1	same as above
DPSD05B7	n1	same as above
DPSD05B8	n1	same as above
DPSD05B9	n1	same as above
DPSD06B0	n1	No printed question/space to answer about the "Embauche=hiring". Some samples added space to the questionnaire to respond.
DPSD06B1	n1	same as above
DPSD06B2	n1	same as above
DPSD06B3	n1	same as above
DPSD06B4	n1	same as above
DPSD06B5	n1	same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSD06B6	n1	same as above
DPSD06B7	n1	same as above
DPSD06B8	n1	same as above
DPSD06B9	n1	same as above
DPSD09A	n2	No numbering for grade/subject type on questionnaire
DPSD09B	n2	same as above
DPSD09C	n2	same as above
DPSD09D	n2	same as above
DPSD20A	n2	No numbering ADPSD20A/B. 1/0=yes/No to participation
DPSD20B	n2	No numbering ADPSD20A, ADPSD20B. QTTY for DPSD20A
DPSD22A1	n2	No numbering for the types of support. Training=1
DPSD22A2	n2	No numbering for the types of support. Equipment=2
DPSD22A3	n2	No numbering for the types of support. Stationary=3
DPSD22A4	n2	No numbering for the types of support. Construction=4
DPSD22A5	n2	No numbering for the types of support. Food=5
DPSD22A6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22A7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22B1	n2	No numbering for the types of support. Training=1
DPSD22B2	n2	No numbering for the types of support. Equipment=2
DPSD22B3	n2	No numbering for the types of support. Stationary=3
DPSD22B4	n2	No numbering for the types of support. Construction=4
DPSD22B5	n2	No numbering for the types of support. Food=5
DPSD22B6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22B7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22C1	n2	No numbering for the types of support. Training=1
DPSD22C2	n2	No numbering for the types of support. Equipment=2
DPSD22C3	n2	No numbering for the types of support. Stationary=3
DPSD22C4	n2	No numbering for the types of support. Construction=4
DPSD22C5	n2	No numbering for the types of support. Food=5
DPSD22C6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22C7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22D1	n2	No numbering for the types of support. Training=1
DPSD22D2	n2	No numbering for the types of support. Equipment=2
DPSD22D3	n2	No numbering for the types of support. Stationary=3
DPSD22D4	n2	No numbering for the types of support. Construction=4
DPSD22D5	n2	No numbering for the types of support. Food=5
DPSD22D6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22D7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22E1	n2	No numbering for the types of support. Training=1
DPSD22E2	n2	No numbering for the types of support. Equipment=2
DPSD22E3	n2	No numbering for the types of support. Stationary=3
DPSD22E4	n2	No numbering for the types of support. Construction=4
DPSD22E5	n2	No numbering for the types of support. Food=5
DPSD22E6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22E7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22F1	n2	No numbering for the types of support. Training=1
DPSD22F2	n2	No numbering for the types of support. Equipment=2

BF_DP

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSD22F3	n2	No numbering for the types of support. Stationary=3
DPSD22F4	n2	No numbering for the types of support. Construction=4
DPSD22F5	n2	No numbering for the types of support. Food=5
DPSD22F6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22F7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22G1	n2	No numbering for the types of support. Training=1
DPSD22G2	n2	No numbering for the types of support. Equipment=2
DPSD22G3	n2	No numbering for the types of support. Stationary=3
DPSD22G4	n2	No numbering for the types of support. Construction=4
DPSD22G5	n2	No numbering for the types of support. Food=5
DPSD22G6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22G7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22H1	n2	No numbering for the types of support. Training=1
DPSD22H2	n2	No numbering for the types of support. Equipment=2
DPSD22H3	n2	No numbering for the types of support. Stationary=3
DPSD22H4	n2	No numbering for the types of support. Construction=4
DPSD22H5	n2	No numbering for the types of support. Food=5
DPSD22H6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22H7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSD22I1	n2	No numbering for the types of support. Training=1
DPSD22I2	n2	No numbering for the types of support. Equipment=2
DPSD22I3	n2	No numbering for the types of support. Stationary=3
DPSD22I4	n2	No numbering for the types of support. Construction=4
DPSD22I5	n2	No numbering for the types of support. Food=5
DPSD22I6	n2	No numbering for the types of support. Specify other (yes/no) =6
DPSD22I7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DPSE05J1	n3	No numbering for specify others. Value labels are #0,1,2,3, thus not clear what they are.
DPSE05J2	n2	No numbering for "Jamais/Pafois/Souvent" for specify others
DPSE10F	n3	Specify other with code. Value label are #0, 1 thus not clear what they are.
DPSE12A	n2	no end of yea exam is "0" in the questionnaire
DPSE12B	n2	prep by themselves is "1" in the questionnaire
DPSE12C	n2	use a set of problem provided by others is "2" in the questionnaire
DPSE12D	n2	use a set of problem from private pulicaion is "3" in the questionnaire
DPSE12E	n3	Specify other with code is "4" in the questionnaire. Value label are #0,4,5,6,7,1 thus not clear what they are.
DPSE12E1	n2	Specify other with Yes/No "4" in the questionnaire.
DPSE15AA	n2	SESE15(4B/D1)= SESE15A
DPSE15AB	n2	same as above
DPSE15AC	n2	same as above
DPSE15AD	n2	same as above
DPSE15AE	n2	same as above
DPSE15BA	n2	SESE15(4B/D3)= SESE15B
DPSE15BB	n2	same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DPSE15BC	n2	same as above
DPSE15BD	n2	same as above
DPSE15BE	n2	same as above
DPSE16F	n3	specify other types of assessment result. Value labels are #0,1 thus not clear what they are.
DPSE17F	n3	specify other types of assessment result. Value labels are #0,1 thus not clear what they are.

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabeled

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g., DRSA02A)

Number of Cases per Remark

e: 512

n1: 22

n2: 220

n3: 22

ew: 0

ec: 0

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSA02A	n1	The Question DRSA02A, DRSA02B) asks the length of the post (head of DREBA) one holds. It seems the codes are assigned based on how the sample responded to the question. With # of "months" or with # of "years" are entered in DRSA02A. 1 sample responded "1", 3 samples responded code "2", but no value-label entered in dta. See cross tab at column L
DRSA02B	n2	The Question(DRSA02) asks the length of the post (head of DREBA) one holds. The actual number is seems to be entered in "DRSA02B". If that is the case, the value label "3" in "B" could mean "3 months" or "3 years". See cross tab at column L
DRSB03F1	n3	Specify other. The value labels are just # 1,2,3,4,, thus it's not clear what they are. (No "Yes/no= 0/1" in 03F1&03F2)
DRSB03F2	n2	Specify other. The value labels are just #1,2,4, thus it's not clear what they are. (No Yes/no in 03F1&03F2)
DRSB04A1	n2	No numbering for Yes/No=1
DRSB04A2	n2	No numbering for # of employees
DRSB04B1	n2	No numbering for Yes/No=1
DRSB04B2	n2	No numbering for # of employees
DRSB04C1	n2	No numbering for Yes/No=1
DRSB04C2	n2	No numbering for # of employees
DRSB07I1	n2	No numbering for specify other. No value label is entered.
DRSB07I2	n2	No numbering for Yes/No=2
DRSC1BA1	n2	No numbering for type of source. Ministry of Education=A, No numbering for general edu, planned budget=1
DRSC1BA2	n2	No numbering for type of source. Ministry of Education=A, No numbering for general edu, actual budget=2
DRSC1BA3	n2	No numbering for type of source. Ministry of Education=A, No numbering for primary edu, planned budget=3
DRSC1BA4	n2	No numbering for type of source. Ministry of Education=A, No numbering for primary edu, actual budget=4
DRSC1BB	n3	specify other source from gov. The value labels are just numbers (0,1,2,3) thus not clear what they are.
DRSC1BB1	n2	No numbering for type of source. Other source from gov.=B, No numbering for general edu, planned budget=1
DRSC1BB2	n2	No numbering for type of source. Other source from gov.=B, No numbering for general edu, actual budget=2
DRSC1BB3	n2	No numbering for type of source. Other source from gov.=B, No numbering for primary edu, planned budget=3

vars	Remark	Reasons
DRSC1BB4	n2	No numbering for type of source. Other source from gov.=B, No numbering for primary edu, actual budget=4
DRSC1CA1	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for general edu, planned budget=1
DRSC1CA2	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for general edu, actual budget=2
DRSC1CA3	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for primary edu, planned budget=3
DRSC1CA4	n2	No numbering for type of source. Region (DREBA?DPEBA? in Eng ver)=A, No numbering for primary edu, actual budget=4
DRSC1CB1	n2	No numbering for type of source. Communes=B, No numbering for general edu, planned budget=1
DRSC1CB2	n2	No numbering for type of source. Communes=B, No numbering for general edu, actual budget=2
DRSC1CB3	n2	No numbering for type of source. Communes=B, No numbering for primary edu, planned budget=3
DRSC1CB4	n2	No numbering for type of source. Communes=B, No numbering for primary edu, actual budget=4
DRSC1DA1	n2	No numbering for type of source. Private person=A, No numbering for general edu, planned budget=1
DRSC1DA2	n2	No numbering for type of source. Private person=A, No numbering for general edu, actual budget=2
DRSC1DA3	n2	No numbering for type of source. Private person=A, No numbering for primary edu, planned budget=3
DRSC1DA4	n2	No numbering for type of source. Private person=A, No numbering for primary edu, actual budget=4
DRSC1DB1	n2	No numbering for type of source. APE=B, No numbering for general edu, planned budget=1
DRSC1DB2	n2	No numbering for type of source. APE=B, No numbering for general edu, actual budget=2
DRSC1DB3	n2	No numbering for type of source. APE=B, No numbering for primary edu, planned budget=3
DRSC1DB4	n2	No numbering for type of source. APE=B, No numbering for primary edu, actual budget=4
DRSC1DC1	n2	No numbering for type of source. COGES=C, No numbering for general edu, planned budget=1
DRSC1DC2	n2	No numbering for type of source. COGES=C, No numbering for general edu, actual budget=2
DRSC1DC3	n2	No numbering for type of source. COGES=C, No numbering for primary edu, planned budget=3
DRSC1DC4	n2	No numbering for type of source. COGES=C, No numbering for primary edu, actual budget=4
DRSC1DD1	n2	No numbering for type of source. Religious instituion=D, No numbering for general edu, planned budget=1
DRSC1DD2	n2	No numbering for type of source. Religious instituion=D, No numbering for general edu, actual budget=2
DRSC1DD3	n2	No numbering for type of source. Religious instituion=D, No numbering for primary edu, planned budget=3
DRSC1DD4	n2	No numbering for type of source. Religious instituion=D, No numbering for primary edu, actual budget=4
DRSC1DE1	n2	No numbering for type of source. Firms=E, No numbering for general edu, planned budget=1
DRSC1DE2	n2	No numbering for type of source. Firms=E, No numbering for general edu, actual budget=2
DRSC1DE3	n2	No numbering for type of source. Firms=E, No numbering for primary edu, planned budget=3
DRSC1DE4	n2	No numbering for type of source. Firms=E, No numbering for primary edu, actual budget=4
DRSC1EA1	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for general edu, planned budget=1
DRSC1EA2	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for general edu, actual budget=2
DRSC1EA3	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for primary edu, planned budget=3

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSC1EA4	n2	No numbering for type of source. Other partner (tech & Finance)=A, No numbering for primary edu, actual budget=4
DRSC1EB	n3	specify other source. The value labels are just numbers (2,3,4) thus not clear what they are.
DRSC1EB1	n2	No numbering for type of source. Other source=B, No numbering for general edu, planned budget=1
DRSC1EB2	n2	No numbering for type of source. Other source=B, No numbering for general edu, actual budget=2
DRSC1EB3	n2	No numbering for type of source. Other source=B, No numbering for primary edu, planned budget=3
DRSC1EB4	n2	No numbering for type of source. Other source=B, No numbering for primary edu, actual budget=4
DRSC2AA1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Total=A No numbering for Plan=1/Actual=2
DRSC2AA2	n2	No numbering for type of employees within the salary spending (A). Enseignants, Total=A No numbering for Plan=1/Actual=2
DRSC2AB1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Fonctionnaire=B No numbering for Plan=1/Actual=2
DRSC2AB2	n2	Same as above
DRSC2AC1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Contractuel=C No numbering for Plan=1/Actual=2
DRSC2AC2	n2	Same as above
DRSC2AD1	n2	No numbering for type of employees within the salary spending (A). Enseignants, Volontaire=D No numbering for Plan=1/Actual=2
DRSC2AD2	n2	Same as above
DRSC2AE1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Total=E No numbering for Plan=1/Actual=2
DRSC2AE2	n2	Same as above
DRSC2AF1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Autre administratif=F No numbering for Plan=1/Actual=2
DRSC2AF2	n2	Same as above
DRSC2AG1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Personnel d'appui= G No numbering for Plan=1/Actual=2
DRSC2AG2	n2	Same as above
DRSC2AH1	n2	No numbering for type of employees within the salary spending (A). Non-Enseignants, Autre= H No numbering for Plan=1/Actual=2
DRSC2AH2	n2	Same as above
DRSC2BA1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Total=A No numbering for Plan=1/Actual=2
DRSC2BA2	n2	Same as above
DRSC2BB1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Ecoles=B No numbering for Plan=1/Actual=2
DRSC2BB2	n2	Same as above
DRSC2BC1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Salles de classe =C No numbering for Plan=1/Actual=2
DRSC2BC2	n2	Same as above
DRSC2BD1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Autres=D No numbering for Plan=1/Actual=2

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSC2BD2	n2	Same as above
DRSC2BE1	n2	No numbering for type of facilities within the Facility spending (B). Construction, Transfert communes=E No numbering for Plan=1/Actual=2
DRSC2BE2	n2	Same as above
DRSC2BF1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Total=F No numbering for Plan=1/Actual=2
DRSC2BF2	n2	Same as above
DRSC2BG1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Ecoles= G No numbering for Plan=1/Actual=2
DRSC2BG2	n2	Same as above
DRSC2BH1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Salles de classe= H No numbering for Plan=1/Actual=2
DRSC2BH2	n2	Same as above
DRSC2BI1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Autres= I No numbering for Plan=1/Actual=2
DRSC2BI2	n2	Same as above
DRSC2BJ1	n2	No numbering for type of facilities within the Facility spending (B). Réhabilitation, Transfert communes= J No numbering for Plan=1/Actual=2.
DRSC2BJ2	n2	Same as above
DRSC2CA1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Total=A No numbering for Plan=1/Actual=2
DRSC2CA2	n2	Same as above
DRSC2CB1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Manuels élèves =B No numbering for Plan=1/Actual=2
DRSC2CB2	n2	Same as above
DRSC2CC1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Manuels enseignants=C No numbering for Plan=1/Actual=2
DRSC2CC2	n2	Same as above
DRSC2CD1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Fournitures scolaires=D No numbering for Plan=1/Actual=2
DRSC2CD2	n2	Same as above
DRSC2CE1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Equipements classes=E No numbering for Plan=1/Actual=2
DRSC2CE2	n2	Same as above
DRSC2CF	n3	No numbering for types of Equipment (C). Matériel pédagogique, Autre (code)=F . Value label is #1, thus not clear what it is.
DRSC2CF1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Autre (code)=F No numbering for Plan=1/Actual=2
DRSC2CF2	n2	Same as above
DRSC2CG1	n2	No numbering for types of Equipment (C). Matériel pédagogique, Matériels et consommables informatiques=G No numbering for Plan=1/Actual=2
DRSC2CG2	n2	Same as above

BF_DR

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSC2CH	n3	No numbering for types of Equipment (C). Matériel informatique, = H Specify other, but value labels are just 0&1, thus not clear what they are.
DRSC2CH1	n2	No numbering for types of Equipment (C). Matériel informatique, = H No numbering for Plan=1/Actual=2
DRSC2CH2	n2	Same as above
DRSC2DA1	n2	No numbering for types of service (D). Total=A No numbering for Plan=1/Actual=2
DRSC2DA2	n2	Same as above
DRSC2DB1	n2	No numbering for types of service (D). Activités culturelles=B No numbering for Plan=1/Actual=2
DRSC2DB2	n2	Same as above
DRSC2DC1	n2	No numbering for types of service (D). Formation =C No numbering for Plan=1/Actual=2
DRSC2DC2	n2	Same as above
DRSC2DD1	n2	No numbering for types of service (D). Santé et nutrition=D No numbering for Plan=1/Actual=2
DRSC2DD2	n2	Same as above
DRSC2DE	n3	No numbering for types of service (D). Autres=E specify other but only # value label (2,3,4) thus not clear what they are
DRSC2DE1	n2	No numbering for types of service (D). Autres=E No numbering for Plan=1/Actual=2
DRSC2DE2	n2	Same as above
DRSC3AA1	n2	No numbering Spending for Salary =(S), Also No numbering for types of Salaries. Administrative staff=A. No numbering for Plan=1/Actual=2
DRSC3AA2	n2	Same as above
DRSC3AB1	n2	No numbering Spending for Salary =(S), Also No numbering for types of Salaries. Other staff=B. No numbering for Plan=1/Actual=2
DRSC3AB2	n2	Same as above
DRSC3BA1	n2	No numbering spending for Infrastructure (A). Construction=A. No numbering for Plan=1/Actual=2
DRSC3BA2	n2	Same as above
DRSC3BB1	n2	No numbering spending for Infrastructure (A). Réhabilitation=B. No numbering for Plan=1/Actual=2
DRSC3BB2	n2	Same as above
DRSC3CA1	n2	No numbering spending for Equipment (B). Matériels et consommables informatiques=A. No numbering for Plan=1/Actual=2
DRSC3CA2	n2	Same as above
DRSC3CB1	n2	No numbering spending for Equipment (B). Véhicules=B. No numbering for Plan=1/Actual=2
DRSC3CB2	n2	Same as above
DRSC3CC1	n2	No numbering spending for Equipment (B). Matériels et fournitures bureau / Dépenses prévue=C. No numbering for Plan=1/Actual=2
DRSC3CC2	n2	Same as above
DRSC3CD	n3	No numbering spending for Equipment (B). Autres=D. The value labels are #0-4, thus not clear what they are.
DRSC3CD1	n2	No numbering spending for Equipment (B). Autres=D. No numbering for Plan=1/Actual=2

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSC3CD2	n2	Same as above
DRSC3DA1	n2	No numbering spending for Service (C). Total =A. No numbering for Plan=1/Actual=2
DRSC3DA2	n2	Same as above
DRSC3DB1	n2	No numbering spending for Service (C). Examens nationaux=B. No numbering for Plan=1/Actual=2
DRSC3DB2	n2	Same as above
DRSC3DC1	n2	No numbering spending for Service (C). Tests standardisés=C. No numbering for Plan=1/Actual=2
DRSC3DC2	n2	Same as above
DRSC3DD1	n2	No numbering spending for Service (C). Transport et frais de voyage =D. No numbering for Plan=1/Actual=2
DRSC3DD2	n2	Same as above
DRSC3DE1	n2	No numbering spending for Service (C). Carburant=E. No numbering for Plan=1/Actual=2
DRSC3DE2	n2	Same as above
DRSC3DF	n3	No numbering spending for Service (C). Autres=F. Specify others, but value labels are # 1,2, thus not clear what they are.
DRSC3DF1	n2	No numbering spending for Service (C). Autres=F. No numbering for Plan=1/Actual=2
DRSC3DF2	n2	Same as above
DRSD05B0	n1	No printed question/space to answer about the "Embauche=hiring". Some samples added space to the questionnaire to respond.
DRSD05B1	n1	Same as above
DRSD05B2	n1	Same as above
DRSD05B3	n1	Same as above
DRSD05B4	n1	Same as above
DRSD05B5	n1	Same as above
DRSD05B6	n1	Same as above
DRSD05B7	n1	Same as above
DRSD05B8	n1	Same as above
DRSD05B9	n1	Same as above
DRSD06B0	n1	No printed question/space to answer about the "Embauche=hiring". Some samples added space to the questionnaire to respond.
DRSD06B1	n1	Same as above
DRSD06B2	n1	Same as above
DRSD06B3	n1	Same as above
DRSD06B4	n1	Same as above
DRSD06B5	n1	Same as above
DRSD06B6	n1	Same as above
DRSD06B7	n1	Same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSD06B8	n1	Same as above
DRSD06B9	n1	Same as above
DRSD09A	n2	No numbering for grade/subject type on questionnaire
DRSD09B	n2	Same as above
DRSD09C	n2	Same as above
DRSD09D	n2	Same as above
DRSD20A	n2	No numbering ADPSD20A/B. 1/0=yes/No to participation
DRSD20B	n2	No numbering ADPSD20A/B. QTTY for DPSD20A
DRSD22A1	n2	No numbering for the types of support. Training=1
DRSD22A2	n2	No numbering for the types of support. Equipment=2
DRSD22A3	n2	No numbering for the types of support. Stationary=3
DRSD22A4	n2	No numbering for the types of support. Construction=4
DRSD22A5	n2	No numbering for the types of support. Food=5
DRSD22A6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22A7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22B1	n2	No numbering for the types of support. Training=1
DRSD22B2	n2	No numbering for the types of support. Equipment=2
DRSD22B3	n2	No numbering for the types of support. Stationary=3
DRSD22B4	n2	No numbering for the types of support. Construction=4
DRSD22B5	n2	No numbering for the types of support. Food=5
DRSD22B6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22B7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22C1	n2	No numbering for the types of support. Training=1
DRSD22C2	n2	No numbering for the types of support. Equipment=2
DRSD22C3	n2	No numbering for the types of support. Stationary=3
DRSD22C4	n2	No numbering for the types of support. Construction=4
DRSD22C5	n2	No numbering for the types of support. Food=5
DRSD22C6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22C7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22D1	n2	No numbering for the types of support. Training=1
DRSD22D2	n2	No numbering for the types of support. Equipment=2
DRSD22D3	n2	No numbering for the types of support. Stationary=3
DRSD22D4	n2	No numbering for the types of support. Construction=4
DRSD22D5	n2	No numbering for the types of support. Food=5
DRSD22D6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22D7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22E1	n2	No numbering for the types of support. Training=1
DRSD22E2	n2	No numbering for the types of support. Equipment=2
DRSD22E3	n2	No numbering for the types of support. Stationary=3
DRSD22E4	n2	No numbering for the types of support. Construction=4
DRSD22E5	n2	No numbering for the types of support. Food=5
DRSD22E6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22E7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22F1	n2	No numbering for the types of support. Training=1
DRSD22F2	n2	No numbering for the types of support. Equipment=2
DRSD22F3	n2	No numbering for the types of support. Stationary=3
DRSD22F4	n2	No numbering for the types of support. Construction=4
DRSD22F5	n2	No numbering for the types of support. Food=5
DRSD22F6	n2	No numbering for the types of support. Specify other (yes/no) =6

BF_DR

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
DRSD22F7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22G1	n2	No numbering for the types of support. Training=1
DRSD22G2	n2	No numbering for the types of support. Equipment=2
DRSD22G3	n2	No numbering for the types of support. Stationary=3
DRSD22G4	n2	No numbering for the types of support. Construction=4
DRSD22G5	n2	No numbering for the types of support. Food=5
DRSD22G6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22G7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22H1	n2	No numbering for the types of support. Training=1
DRSD22H2	n2	No numbering for the types of support. Equipment=2
DRSD22H3	n2	No numbering for the types of support. Stationary=3
DRSD22H4	n2	No numbering for the types of support. Construction=4
DRSD22H5	n2	No numbering for the types of support. Food=5
DRSD22H6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22H7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSD22I1	n2	No numbering for the types of support. Training=1
DRSD22I2	n2	No numbering for the types of support. Equipment=2
DRSD22I3	n2	No numbering for the types of support. Stationary=3
DRSD22I4	n2	No numbering for the types of support. Construction=4
DRSD22I5	n2	No numbering for the types of support. Food=5
DRSD22I6	n2	No numbering for the types of support. Specify other (yes/no) =6
DRSD22I7	n3	No numbering for the types of support. Specify other=7 code. Label of the code is "0", not clear what it is.
DRSE06J1	n3	No numbering for "specify others. This variable should be "DRSE05J1". Value labels is missing (all didn't respond)
DRSE05J2	n2	No numbering for "Jamais/Pafois/Souvent" for specify others
DRSE10F	n3	Specify other with code. Value label are #1,2 thus not clear what they are.
DRSE12A	n2	no end of yea exam is "0" in the questionnaire
DRSE12B	n2	prep by themselves is "1" in the questionnaire
DRSE12C	n2	use a set of problem provided by others is "2" in the questionnaire
DRSE12D	n2	use a set of problem from private pulicaion is "3" in the questionnaire
DRSE12E	n3	Specify other with code is "4" in the questionnaire. Value label are #0, 4, 5, 6, 71 thus not clear what they are.
DRSE12E1	n2	Specify other with Yes/No "4" in the questionnaire.
DRSE15AA	n2	SESE15(4B/D1)= SESE15A
DRSE15AB	n2	Same as above
DRSE15AC	n2	Same as above
DRSE15AD	n2	Same as above
DRSE15AE	n2	Same as above
DRSE15BA	n2	SESE15(4B/D3)= SESE15B
DRSE15BB	n2	Same as above
DRSE15BC	n2	Same as above
DRSE15BD	n2	Same as above
DRSE15BE	n2	Same as above
DRSE16F	n3	specify other types of assesment result. No Value labels are as all samples did not respond to this question.
DRSE17F	n3	specify other types of assesment result. No Value labels are as all samples did no respond to this question.
DRSE06E	n1	No questions applicable for this variables. (DRSE06A-DRSE06D only). All did not respond, thus value level is missing data "."

Appendix 1 Burkina Faso

Appendix 1-3 List of Targets for Field Survey

DREBA
DPEBA
Commune
CEB
Union of APE and Union of COGES
School (SD)
APE and COGES

1. DREBA

QDR	ID	DREBA
101	DRE-CE-01	CENTRE-EST
201	DRE-CO-01	CENTRE-OUEST
301	DRE-PC-01	PLATEAU CENTRAL
401	DRE-SO-01	SUD-OUEST

2. DPEBA

QCO	ID	DRREBA	DPEBA
101	DPE-CE-02	CENTRE-EST	KOULPELOGO
102	DPE CE 01	CENTRE-EST	BOULGOU
103	DPE-CE-03	CENTRE-EST	KOURITTENGA
201	DPE CO 02	CENTRE-OUEST	SANGUIE
202	DPE CO 04	CENTRE-OUEST	ZIRO
203	DPE-CO-03	CENTRE-OUEST	SISSILI
204	DPE-CO-01	CENTRE-OUEST	BOULKIEMDE
301	DPE-PC-03	PLATEAU CENTRAL	OUBRITENGA
302	DPE-PC-01	PLATEAU CENTRAL	GANZOURGOU
303	DPE-PC-02	PLATEAU CENTRAL	KOURWEOGO
401	DPE-SO-03	SUD-OUEST	NOUMBIEL
402	DPE-SO-04	SUD-OUEST	PONI
403	DPE-SO-01	SUD-OUEST	BOUGOURIBA
404	DPE SO 02	SUD-OUEST	IOBA

3. Commune

QCO	ID	DRREBA	DPEBA	Commune
112	CR-CE-09	CENTRE-EST	BOULGOU	ZONSE
113	CR-CE-03	CENTRE-EST	BOULGOU	BEGUEDO
114	CR-CE-07	CENTRE-EST	BOULGOU	NIAOGHO
115	CR-CE-06	CENTRE-EST	BOULGOU	KOMTOEGA
116	CR-CE-10	CENTRE-EST	BOULGOU	ZOAGA
118	CR-CE-04	CENTRE-EST	BOULGOU	BISSIGA
119	CR-CE-08	CENTRE-EST	BOULGOU	ZABRE
121	CR-CE-05	CENTRE-EST	BOULGOU	BOUSSOUMA
122	CR-CE-01	CENTRE-EST	BOULGOU	BAGRE
123	CR-CE-02	CENTRE-EST	BOULGOU	BANE
101	CR-CE-16	CENTRE-EST	KOULPELOGO	YARGATENGA
102	CR-CE-12	CENTRE-EST	KOULPELOGO	DOURTENGA
105	CR-CE-15	CENTRE-EST	KOULPELOGO	SOUDOUGUI
107	CR-CE-14	CENTRE-EST	KOULPELOGO	SANGHA
108	CR-CE-13	CENTRE-EST	KOULPELOGO	LALGAYE
109	CR-CE-11	CENTRE-EST	KOULPELOGO	COMIN-YANGA
111	CR-CE-17	CENTRE-EST	KOULPELOGO	YONDE
103	CR-CE-21	CENTRE-EST	KOURITTENGA	GOUNGHIN
104	CR-CE-19	CENTRE-EST	KOURITTENGA	BASKOURE
106	CR-CE-18	CENTRE-EST	KOURITTENGA	ANDEMTENGA
110	CR-CE-20	CENTRE-EST	KOURITTENGA	DIALGAYE
117	CR-CE-24	CENTRE-EST	KOURITTENGA	TENSOBENTENGA
120	CR-CE-22	CENTRE-EST	KOURITTENGA	KANDO
219	CR-CO-04	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO
220	CR-CO-06	CENTRE-OUEST	BOULKIEMDE	NANORO
221	CR-CO-02	CENTRE-OUEST	BOULKIEMDE	IMASGO
222	CR-CO-01	CENTRE-OUEST	BOULKIEMDE	BINGO
223	CR-CO-11	CENTRE-OUEST	BOULKIEMDE	SIGLE
224	CR-CO-13	CENTRE-OUEST	BOULKIEMDE	SOURGOU
225	CR-CO-10	CENTRE-OUEST	BOULKIEMDE	SABOU
226	CR-CO-08	CENTRE-OUEST	BOULKIEMDE	POA
227	CR-CO-09	CENTRE-OUEST	BOULKIEMDE	RAMONGHO
228	CR-CO-07	CENTRE-OUEST	BOULKIEMDE	PELLA
229	CR-CO-05	CENTRE-OUEST	BOULKIEMDE	NANDIALA
230	CR-CO-03	CENTRE-OUEST	BOULKIEMDE	KINDI
231	CR-CO-12	CENTRE-OUEST	BOULKIEMDE	SOAW
232	CR-CO-14	CENTRE-OUEST	BOULKIEMDE	THYOU
208	CR-CO-19	CENTRE-OUEST	SANGUIE	KYON
211	CR-CO-17	CENTRE-OUEST	SANGUIE	GODYR
212	CR-CO-18	CENTRE-OUEST	SANGUIE	KORDIE
213	CR-CO-20	CENTRE-OUEST	SANGUIE	POUNI
214	CR-CO-21	CENTRE-OUEST	SANGUIE	TENADO
215	CR-CO-22	CENTRE-OUEST	SANGUIE	ZAMO
216	CR-CO-15	CENTRE-OUEST	SANGUIE	DASSA
217	CR-CO-23	CENTRE-OUEST	SANGUIE	ZAWARA
218	CR-CO-16	CENTRE-OUEST	SANGUIE	DIDYR
204	CR-CO-25	CENTRE-OUEST	SISSILI	BOURA
205	CR-CO-26	CENTRE-OUEST	SISSILI	NIABOURI
206	CR-CO-28	CENTRE-OUEST	SISSILI	TO
207	CR-CO-27	CENTRE-OUEST	SISSILI	SILLY
209	CR-CO-24	CENTRE-OUEST	SISSILI	BIEHA

201	CR-CO-29	CENTRE-OUEST	ZIRO	BAKATA
202	CR-CO-31	CENTRE-OUEST	ZIRO	BOUGNOUNOU
203	CR-CO-33	CENTRE-OUEST	ZIRO	GAO
210	CR-CO-32	CENTRE-OUEST	ZIRO	CASSOU
233	CR-CO-30	CENTRE-OUEST	ZIRO	DALO
301	CR-PC-05	PLATEAU CENTRAL	GANZOURGOU	SALOGO
302	CR-PC-01	PLATEAU CENTRAL	GANZOURGOU	BOUDRY
307	CR-PC-03	PLATEAU CENTRAL	GANZOURGOU	MEGUET
308	CR-PC-02	PLATEAU CENTRAL	GANZOURGOU	KOGHO
311	CR-PC-07	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU
312	CR-PC-06	PLATEAU CENTRAL	GANZOURGOU	ZAM
313	CR-PC-04	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO
314	CR-PC-11	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN
315	CR-PC-09	PLATEAU CENTRAL	KOURWEOGO	NIOU
316	CR-PC-10	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA
317	CR-PC-08	PLATEAU CENTRAL	KOURWEOGO	LAYE
303	CR-PC-14	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA
304	CR-PC-12	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA
305	CR-PC-17	PLATEAU CENTRAL	OUBRITENGA	ZITENGA
306	CR-PC-13	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2
309	CR-PC-16	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA
310	CR-PC-15	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO
409	CR-SO-04	SUD-OUEST	BOUGOURIBA	TIANKOURA
414	CR-SO-03	SUD-OUEST	BOUGOURIBA	IOLONIORO
416	CR-SO-01	SUD-OUEST	BOUGOURIBA	BONDIGUI
417	CR-SO-02	SUD-OUEST	BOUGOURIBA	DOLO
407	CR-SO-05	SUD-OUEST	IOBA	DISSIN
408	CR-SO-10	SUD-OUEST	IOBA	OUESSA
411	CR-SO-07	SUD-OUEST	IOBA	KOPER
412	CR-SO-06	SUD-OUEST	IOBA	GUEGUERE
413	CR-SO-08	SUD-OUEST	IOBA	ORONKUA
418	CR-SO-11	SUD-OUEST	IOBA	ZAMBO
419	CR-SO-09	SUD-OUEST	IOBA	NIEGO
403	CR-SO-13	SUD-OUEST	NOUMBIEL	LEGMOIN
406	CR-SO-12	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA
410	CR-SO-14	SUD-OUEST	NOUMBIEL	MIDEBDO
401	CR-SO-22	SUD-OUEST	PONI	MALBA
402	CR-SO-24	SUD-OUEST	PONI	PERIGBAN
404	CR-SO-16	SUD-OUEST	PONI	BOUSSERA
405	CR-SO-23	SUD-OUEST	PONI	NAKO
415	CR-SO-17	SUD-OUEST	PONI	DJIGOUE
420	CR-SO-19	SUD-OUEST	PONI	KAMPTI
421	CR-SO-21	SUD-OUEST	PONI	LOROPENI
422	CR-SO-18	SUD-OUEST	PONI	GBOMBLORA
423	CR-SO-15	SUD-OUEST	PONI	BOUROUM-BOUROUM

4. CEB

QCE	ID	DRREBA	DPEBA	Commune	CEB
102	CEB-CE-01	CENTRE-EST	BOULGOU	BAGRE	BAGRE
110	CEB-CE-02	CENTRE-EST	BOULGOU	BANE	BANE
111	CEB-CE-03	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO
101	CEB-CE-04	CENTRE-EST	BOULGOU	BISSIGA	BISSIGA
109	CEB-CE-05	CENTRE-EST	BOULGOU	BOUSSOUMA	BOUSSOUMA
104	CEB-CE-06	CENTRE-EST	BOULGOU	KOMTOEGA	KOMTOEGA
108	CEB-CE-07	CENTRE-EST	BOULGOU	NIAOGHO	NIAOGHO
105	CEB-CE-08	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1
107	CEB-CE-09	CENTRE-EST	BOULGOU	ZOAGA	ZABRE 2
113	CEB-CE-10	CENTRE-EST	KOULPELOGO	COMIN-YANGA	COMIN YANGA
119	CEB-CE-11	CENTRE-EST	KOULPELOGO	DOURTENGA	DOURTENGA
122	CEB-CE-12	CENTRE-EST	KOULPELOGO	LALGAYE	LALGAYE
115	CEB-CE-13	CENTRE-EST	KOULPELOGO	SANGHA	SANGHA
120	CEB-CE-14	CENTRE-EST	KOULPELOGO	SOUDOUGUI	SOUDOUGUI
117	CEB-CE-15	CENTRE-EST	KOULPELOGO	YARGATENGA	YARGATENGA
116	CEB-CE-16	CENTRE-EST	KOULPELOGO	YONDE	YONDE
118	CEB-CE-17	CENTRE-EST	KOURITTENGA	ANDEMTENGA	ANDEMTENGA
112	CEB-CE-18	CENTRE-EST	KOURITTENGA	BASKOURE	BASKOURE
114	CEB-CE-19	CENTRE-EST	KOURITTENGA	DIALGAYE	DIALGAYE
121	CEB-CE-20	CENTRE-EST	KOURITTENGA	GOUNGHIN	GOUNGHIN
106	CEB-CE-21	CENTRE-EST	KOURITTENGA	KANDO	KANDO
103	CEB-CE-22	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TENSOBTENGA
230	CEB-CO-01	CENTRE-OUEST	BOULKIEMDE	BINGO	BINGO
223	CEB-CO-02	CENTRE-OUEST	BOULKIEMDE	IMASGO	IMASGO
221	CEB-CO-03	CENTRE-OUEST	BOULKIEMDE	KINDI	KINDI
204	CEB-CO-04	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO
227	CEB-CO-05	CENTRE-OUEST	BOULKIEMDE	NANDIALA	NANDIALA
220	CEB-CO-06	CENTRE-OUEST	BOULKIEMDE	NANORO	NANORO
226	CEB-CO-07	CENTRE-OUEST	BOULKIEMDE	PELLA	PELLA
231	CEB-CO-08	CENTRE-OUEST	BOULKIEMDE	POA	POA
232	CEB-CO-09	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	RAMONGO
224	CEB-CO-10	CENTRE-OUEST	BOULKIEMDE	SABOU	SABOU 1
229	CEB-CO-11	CENTRE-OUEST	BOULKIEMDE	SIGLE	SIGLE 2
225	CEB-CO-12	CENTRE-OUEST	BOULKIEMDE	SOAW	SOAW
228	CEB-CO-13	CENTRE-OUEST	BOULKIEMDE	SOURGOU	SOURGOU
222	CEB-CO-14	CENTRE-OUEST	BOULKIEMDE	THYOU	THYOU
205	CEB-CO-15	CENTRE-OUEST	SANGUIE	DASSA	DASSA
203	CEB-CO-16	CENTRE-OUEST	SANGUIE	DIDYR	DIDYR
214	CEB-CO-17	CENTRE-OUEST	SANGUIE	GODYR	GODYR
213	CEB-CO-18	CENTRE-OUEST	SANGUIE	KORDIE	KORDIE
215	CEB-CO-19	CENTRE-OUEST	SANGUIE	KYON	KYON
219	CEB-CO-20	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA
202	CEB-CO-21	CENTRE-OUEST	SANGUIE	TENADO	TENADO
217	CEB-CO-22	CENTRE-OUEST	SANGUIE	ZAMO	ZAMO
218	CEB-CO-23	CENTRE-OUEST	SANGUIE	ZAWARA	ZAWARA
201	CEB-CO-24	CENTRE-OUEST	SISSILI	BIEHA	BIEHA
211	CEB-CO-25	CENTRE-OUEST	SISSILI	BOURA	BOURA
210	CEB-CO-26	CENTRE-OUEST	SISSILI	NIABOURI	NIABOURI
208	CEB-CO-27	CENTRE-OUEST	SISSILI	SILLY	SILLY
206	CEB-CO-28	CENTRE-OUEST	SISSILI	TO	TO
212	CEB-CO-29	CENTRE-OUEST	ZIRO	BAKATA	BAKATA
216	CEB-CO-30	CENTRE-OUEST	ZIRO	BOUGNOUNOU	BOUGNOUNOU
209	CEB-CO-31	CENTRE-OUEST	ZIRO	CASSOU	CASSOU
207	CEB-CO-32	CENTRE-OUEST	ZIRO	GAO	GAO
305	CEB-PC-01	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	BOUDRY II
310	CEB-PC-02	PLATEAU CENTRAL	GANZOURGOU	KOGHO	KOGHO
306	CEB-PC-03	PLATEAU CENTRAL	GANZOURGOU	MEGUET	MEGUET
308	CEB-PC-04	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	MOGTEDO I

309	CEB-PC-05	PLATEAU CENTRAL	GANZOURGOU	SALOGO	SALOGO
313	CEB-PC-06	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM
311	CEB-PC-07	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	ZOUNGOU
314	CEB-PC-08	PLATEAU CENTRAL	KOURWEOGO	LAYE	LAYE
315	CEB-PC-09	PLATEAU CENTRAL	KOURWEOGO	NIOU	NIOU
317	CEB-PC-10	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA
316	CEB-PC-11	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	TOEGHIN
302	CEB-PC-12	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	ABSOUYA
304	CEB-PC-13	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	DAPELOGO 2
307	CEB-PC-14	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	LOUMBILA
312	CEB-PC-15	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	NAGREONGO
303	CEB-PC-16	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	OURGOU-MANEGA
301	CEB-PC-17	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZITENGA
421	CEB-SO-01	SUD-OUEST	BOUGOURIBA	BONDIGUI	BONDIGUI
420	CEB-SO-02	SUD-OUEST	BOUGOURIBA	DOLO	DOLO
413	CEB-SO-03	SUD-OUEST	BOUGOURIBA	IOLONIORO	IOLONIORO
417	CEB-SO-04	SUD-OUEST	BOUGOURIBA	TIANKOURA	TIANKOURA
418	CEB-SO-05	SUD-OUEST	IOBA	DISSIN	DISSIN 2
415	CEB-SO-06	SUD-OUEST	IOBA	GUEGUERE	GUEGUERE
412	CEB-SO-07	SUD-OUEST	IOBA	KOPER	KOPER
414	CEB-SO-08	SUD-OUEST	IOBA	ORONKUA	ORONKUA
422	CEB-SO-09	SUD-OUEST	IOBA	OUESSA	OUESSA
419	CEB-SO-10	SUD-OUEST	IOBA	ZAMBO	ZAMBO
410	CEB-SO-11	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	BOUSSOUKOULA
401	CEB-SO-12	SUD-OUEST	NOUMBIEL	LEGMOIN	LEGMOIN
416	CEB-SO-13	SUD-OUEST	NOUMBIEL	MIDEBDO	MIDEBDO
408	CEB-SO-14	SUD-OUEST	PONI	BOUROUM-BOUROUM	BOUROUM-BOUROUM
407	CEB-SO-15	SUD-OUEST	PONI	BOUSSERA	BOUSSERA
402	CEB-SO-16	SUD-OUEST	PONI	DJIGUE	DJIGUE
404	CEB-SO-17	SUD-OUEST	PONI	GBOMBLORA	GBOMBLORA
406	CEB-SO-18	SUD-OUEST	PONI	KAMPTI	KAMPTI 1
405	CEB-SO-20	SUD-OUEST	PONI	LOROPENI	LOROPENI
411	CEB-SO-21	SUD-OUEST	PONI	MALBA	MALBA
409	CEB-SO-22	SUD-OUEST	PONI	NAKO	NAKO
403	CEB-SO-19	SUD-OUEST	PONI	PERIGBAN	KAMPTI 2

5. UAPE/UCOGES

QUC	ID	Type	DRREBA	DPEBA	Commune
101	UCO-CE-01	UCGE	CENTRE-EST	BOULGOU	BAGRE
110	UAP-CE-01	UAPE	CENTRE-EST	BOULGOU	BAGRE
111	UAP-CE-08	UAPE	CENTRE-EST	BOULGOU	BEGUEDO
112	UAP-CE-05	UAPE	CENTRE-EST	BOULGOU	BOUSSOUMA
113	UAP-CE-06	UAPE	CENTRE-EST	BOULGOU	KOMTOEGA
114	UAP-CE-08	UAPE	CENTRE-EST	BOULGOU	ZABRE
102	UCO-CE-10	UCGE	CENTRE-EST	KOULPELOGO	COMIN-YANGA
103	UCO-CE-11	UCGE	CENTRE-EST	KOULPELOGO	DOURTENGA
104	UCO-CE-12	UCGE	CENTRE-EST	KOULPELOGO	LALGAYE
105	UCO-CE-13	UCGE	CENTRE-EST	KOULPELOGO	SANGHA
106	UCO-CE-14	UCGE	CENTRE-EST	KOULPELOGO	SOUDOUGUI
115	UAP-CE-13	UAPE	CENTRE-EST	KOULPELOGO	SANGHA
116	UAP-CE-15	UAPE	CENTRE-EST	KOULPELOGO	YARGATENGA
107	UCO-CE-17	UCGE	CENTRE-EST	KOURITTENGA	ANDEMTENGA
108	UCO-CE-18	UCGE	CENTRE-EST	KOURITTENGA	BASKOURE
109	UCO-CE-19	UCGE	CENTRE-EST	KOURITTENGA	DIALGAYE
117	UAP-CE-19	UAPE	CENTRE-EST	KOURITTENGA	DIALGAYE
118	UAP-CE-21	UAPE	CENTRE-EST	KOURITTENGA	KANDO
201	UAP-CO-26	UAPE	CENTRE-OUEST	BOULKIEMDE	POA
202	UAP-CO-09	UAPE	CENTRE-OUEST	BOULKIEMDE	RAMONGHO
203	UAP-CO-05	UAPE	CENTRE-OUEST	BOULKIEMDE	NANDIALA
204	UAP-CO-14	UAPE	CENTRE-OUEST	BOULKIEMDE	THYOU
205	UAP-CO-12	UAPE	CENTRE-OUEST	BOULKIEMDE	SOAW
206	UAP-CO-10	UAPE	CENTRE-OUEST	BOULKIEMDE	SABOU
207	UAP-CO-07	UAPE	CENTRE-OUEST	BOULKIEMDE	PELLA
208	UAP-CO-01	UAPE	CENTRE-OUEST	BOULKIEMDE	BINGO
209	UAP-CO-02	UAPE	CENTRE-OUEST	BOULKIEMDE	IMASGO
210	UAP-CO-03	UAPE	CENTRE-OUEST	BOULKIEMDE	KINDI
213	UAP-CO-04	UAPE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO
225	UAP-CO-06	UAPE	CENTRE-OUEST	BOULKIEMDE	NANORO
211	UAP-CO-22	UAPE	CENTRE-OUEST	SANGUIE	ZAMO
218	UAP-CO-19	UAPE	CENTRE-OUEST	SANGUIE	KYON
219	UAP-CO-20	UAPE	CENTRE-OUEST	SANGUIE	POUNI
223	UAP-CO-17	UAPE	CENTRE-OUEST	SANGUIE	GODYR
224	UAP-CO-21	UAPE	CENTRE-OUEST	SANGUIE	TENADO
226	UAP-CO-15	UAPE	CENTRE-OUEST	SANGUIE	DASSA
227	UAP-CO-18	UAPE	CENTRE-OUEST	SANGUIE	KORDIE
229	UAP-CO-23	UAPE	CENTRE-OUEST	SANGUIE	ZAWARA
212	UAP-CO-26	UAPE	CENTRE-OUEST	SISSILI	NIABOURI
215	UAP-CO-24	UAPE	CENTRE-OUEST	SISSILI	BIEHA
216	UAP-CO-25	UAPE	CENTRE-OUEST	SISSILI	BOURA
221	UAP-CO-28	UAPE	CENTRE-OUEST	SISSILI	TO
228	UAP-CO-27	UAPE	CENTRE-OUEST	SISSILI	SILLY
214	UAP-CO-30	UAPE	CENTRE-OUEST	ZIRO	BOUGNOUNOU
217	UAP-CO-31	UAPE	CENTRE-OUEST	ZIRO	CASSOU
220	UAP-CO-29	UAPE	CENTRE-OUEST	ZIRO	BAKATA
222	UAP-CO-32	UAPE	CENTRE-OUEST	ZIRO	GAO
304	UCO-PC-07	UCGE	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU
305	UCO-PC-04	UCGE	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO
306	UCO-PC-02	UCGE	PLATEAU CENTRAL	GANZOURGOU	KOGHO
316	UAP-PC-07	UAPE	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU

317	UAP-PC-01	UAPE	PLATEAU CENTRAL	GANZOURGOU	BOUDRY
318	UAP-PC-06	UAPE	PLATEAU CENTRAL	GANZOURGOU	ZAM
319	UAP-PC-02	UAPE	PLATEAU CENTRAL	GANZOURGOU	KOGHO
321	UAP-PC-03	UAPE	PLATEAU CENTRAL	GANZOURGOU	MEGUET
303	UCO-PC-09	UCGE	PLATEAU CENTRAL	KOURWEOGO	NIOU
310	UCO-PC-08	UCGE	PLATEAU CENTRAL	KOURWEOGO	LAYE
311	UCO-PC-10	UCGE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA
312	UCO-PC-11	UCGE	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN
314	UAP-PC-11	UAPE	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN
315	UAP-PC-09	UAPE	PLATEAU CENTRAL	KOURWEOGO	DIDYR
320	UAP-PC-08	UAPE	PLATEAU CENTRAL	KOURWEOGO	LAYE
327	UAP-PC-10	UAPE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA
301	UCO-PC-13	UCGE	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2
302	UCO-PC-16	UCGE	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA
307	UCO-PC-15	UCGE	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO
308	UCO-PC-17	UCGE	PLATEAU CENTRAL	OUBRITENGA	ZITENGA
309	UCO-PC-14	UCGE	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA
313	UAP-PC-16	UAPE	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA
322	UAP-PC-15	UAPE	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO
323	UAP-PC-13	UAPE	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2
324	UAP-PC-12	UAPE	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA
325	UAP-PC-14	UAPE	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA
326	UAP-PC-17	UAPE	PLATEAU CENTRAL	OUBRITENGA	ZITENGA
412	UAP-SO-02	UAPE	SUD-OUEST	BOUGOURIBA	DOLO
401	UAP-SO-07	UAPE	SUD-OUEST	IOBA	KOPER
404	UAP-SO-08	UAPE	SUD-OUEST	IOBA	ORONKUA
407	UAP-SO-06	UAPE	SUD-OUEST	IOBA	GUEGUERE
414	UAP-SO-05	UAPE	SUD-OUEST	IOBA	DISSIN
406	UAP-SO-13	UAPE	SUD-OUEST	NOUMBIEL	MIDEBDO
413	UAP-SO-12	UAPE	SUD-OUEST	NOUMBIEL	LEGMOIN
402	UAP-SO-20	UAPE	SUD-OUEST	PONI	PERIGBAN
403	UAP-SO-15	UAPE	SUD-OUEST	PONI	BOUSSERA
405	UAP-SO-16	UAPE	SUD-OUEST	PONI	DJIGOUÉ
408	UAP-SO-20	UAPE	SUD-OUEST	PONI	LOROPENI
409	UAP-SO-17	UAPE	SUD-OUEST	PONI	GBOMBLORA
410	UAP-SO-18	UAPE	SUD-OUEST	PONI	KAMPTI
411	UAP-SO-21	UAPE	SUD-OUEST	PONI	MALBA
415	UAP-SO-14	UAPE	SUD-OUEST	PONI	BOUROUM-BOUROUM
416	UAP-SO-22	UAPE	SUD-OUEST	PONI	NAKO
901	DAP-CO-01	UAPE	CENTRE-OUEST	BOULKIEMDE	DREBA level
902	DAP-CO-02	UAPE	CENTRE-OUEST	BOULKIEMDE	DPEBA level
903	DAP-CO-33	UAPE	CENTRE-OUEST	ZIRO	DPEBA level
904	DAP-CO-25	UAPE	CENTRE-OUEST	SANGUIE	DPEBA level
905	DAP-CO-03	UAPE	CENTRE-OUEST	SISSILI	DPEBA level

6. School

QSD	ID	DRREBA	DPEBA	Commune	CEB	School
104	SD-CE-003	CENTRE-EST	BOULGOU	BAGRE	BAGRE	BAGRE VILLAGE
105	SD-CE-001	CENTRE-EST	BOULGOU	BAGRE	BAGRE	BAGRE PERIMETRE A
145	SD-CE-002	CENTRE-EST	BOULGOU	BAGRE	BAGRE	BAGRE RIVE DROITE V2
103	SD-CE-004	CENTRE-EST	BOULGOU	BANE	BANE	BANE MIXTE
115	SD-CE-006	CENTRE-EST	BOULGOU	BANE	BANE	OUMNOGHIN B
139	SD-CE-005	CENTRE-EST	BOULGOU	BANE	BANE	OUMNOGHIN A
106	SD-CE-007	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO	BEGUEDO A
143	SD-CE-008	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO	BEGUEDO C
156	SD-CE-009	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO	FINGLA
114	SD-CE-011	CENTRE-EST	BOULGOU	BISSIGA	BISSIGA	GODIN
138	SD-CE-010	CENTRE-EST	BOULGOU	BISSIGA	BISSIGA	BISSIGA A
150	SD-CE-012	CENTRE-EST	BOULGOU	BISSIGA	BISSIGA	POESTENGA
101	SD-CE-015	CENTRE-EST	BOULGOU	BOUSSOUMA	BOUSSOUMA	TENGSOBA
107	SD-CE-014	CENTRE-EST	BOULGOU	BOUSSOUMA	BOUSSOUMA	BATTO
141	SD-CE-013	CENTRE-EST	BOULGOU	BOUSSOUMA	BOUSSOUMA	BANGAGOU A
109	SD-CE-016	CENTRE-EST	BOULGOU	KOMTOEGA	KOMTOEGA	GOGHIN
126	SD-CE-017	CENTRE-EST	BOULGOU	KOMTOEGA	KOMTOEGA	GOULANDA
137	SD-CE-018	CENTRE-EST	BOULGOU	KOMTOEGA	KOMTOEGA	KOMTOEGA A
116	SD-CE-021	CENTRE-EST	BOULGOU	NIAOGHO	NIAOGHO	TANGSEGA
117	SD-CE-019	CENTRE-EST	BOULGOU	NIAOGHO	NIAOGHO	BASSINDINGO
119	SD-CE-020	CENTRE-EST	BOULGOU	NIAOGHO	NIAOGHO	NIARBA
108	SD-CE-027	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1	YOUNGOU A
110	SD-CE-024	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1	GON
111	SD-CE-022	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1	BANGO A
113	SD-CE-025	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1	SOUSSOULA
118	SD-CE-023	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1	BEKA
121	SD-CE-026	CENTRE-EST	BOULGOU	ZABRE	ZABRE 1	YOUGA
120	SD-CE-029	CENTRE-EST	BOULGOU	ZOAGA	ZABRE 2	ZOAGA A DE ZABRE
142	SD-CE-028	CENTRE-EST	BOULGOU	ZONSE	ZABRE 2	BAGRE V8
162	SD-CE-030	CENTRE-EST	BOULGOU	ZONSE	ZABRE 2	ZONSE
136	SD-CE-032	CENTRE-EST	KOULPELOGO	COMIN-YANGA	COMIN YANGA	LAMIOUGOU
144	SD-CE-033	CENTRE-EST	KOULPELOGO	COMIN-YANGA	COMIN YANGA	NABA KOUGRI DE DOGTENGA
149	SD-CE-031	CENTRE-EST	KOULPELOGO	COMIN-YANGA	COMIN YANGA	COMIN YANGA
129	SD-CE-036	CENTRE-EST	KOULPELOGO	DOURTENGA	DOURTENGA	KOBRE
135	SD-CE-034	CENTRE-EST	KOULPELOGO	DOURTENGA	DOURTENGA	DOURTENGA A
151	SD-CE-035	CENTRE-EST	KOULPELOGO	DOURTENGA	DOURTENGA	GOGO
134	SD-CE-038	CENTRE-EST	KOULPELOGO	LALGAYE	LALGAYE	LALGAYE
158	SD-CE-037	CENTRE-EST	KOULPELOGO	LALGAYE	LALGAYE	DIBLI
159	SD-CE-039	CENTRE-EST	KOULPELOGO	LALGAYE	LALGAYE	YALGO
131	SD-CE-040	CENTRE-EST	KOULPELOGO	SANGHA	SANGHA	GOUMSIN
152	SD-CE-042	CENTRE-EST	KOULPELOGO	SANGHA	SANGHA	ZOUBINI
165	SD-CE-041	CENTRE-EST	KOULPELOGO	SANGHA	SANGHA	TARAM-NOAGA
148	SD-CE-044	CENTRE-EST	KOULPELOGO	SOUDOUGUI	SOUDOUGUI	NAPADE
160	SD-CE-043	CENTRE-EST	KOULPELOGO	SOUDOUGUI	SOUDOUGUI	MODAOGO
166	SD-CE-045	CENTRE-EST	KOULPELOGO	SOUDOUGUI	SOUDOUGUI	NOULIBOULI
157	SD-CE-046	CENTRE-EST	KOULPELOGO	YARGATENGA	YARGATENGA	HORNOGO
161	SD-CE-048	CENTRE-EST	KOULPELOGO	YARGATENGA	YARGATENGA	TOUNI
164	SD-CE-047	CENTRE-EST	KOULPELOGO	YARGATENGA	YARGATENGA	SIBTENGA
133	SD-CE-049	CENTRE-EST	KOULPELOGO	YONDE	YONDE	DABOGO
146	SD-CE-050	CENTRE-EST	KOULPELOGO	YONDE	YONDE	KIDIBI
167	SD-CE-051	CENTRE-EST	KOULPELOGO	YONDE	YONDE	KOADIGA
127	SD-CE-052	CENTRE-EST	KOURITTENGA	ANDEMTENGA	ANDEMTENGA	OUENGA A
130	SD-CE-054	CENTRE-EST	KOURITTENGA	ANDEMTENGA	ANDEMTENGA	TANTAKO
153	SD-CE-053	CENTRE-EST	KOURITTENGA	ANDEMTENGA	ANDEMTENGA	TAMBELLA A
128	SD-CE-057	CENTRE-EST	KOURITTENGA	BASKOURE	BASKOURE	RENGA
140	SD-CE-055	CENTRE-EST	KOURITTENGA	BASKOURE	BASKOURE	BOUMDOUDOU
154	SD-CE-056	CENTRE-EST	KOURITTENGA	BASKOURE	BASKOURE	OUNNOUGOU
132	SD-CE-058	CENTRE-EST	KOURITTENGA	DIALGAYE	DIALGAYE	DAGAMTE NGA
147	SD-CE-060	CENTRE-EST	KOURITTENGA	DIALGAYE	DIALGAYE	ZEGUEDEGA
155	SD-CE-059	CENTRE-EST	KOURITTENGA	DIALGAYE	DIALGAYE	NENEOGO
163	SD-CE-062	CENTRE-EST	KOURITTENGA	GOUNGHIN	GOUNGHIN	DOUAMTENGA
168	SD-CE-061	CENTRE-EST	KOURITTENGA	GOUNGHIN	GOUNGHIN	BONESSIN MIXTE
169	SD-CE-063	CENTRE-EST	KOURITTENGA	GOUNGHIN	GOUNGHIN	PISSI ZAOCE

QSD	ID	DRREBA	DPEBA	Commune	CEB	School
102	SD-CE-065	CENTRE-EST	KOURITTENGA	KANDO	KANDO	LELKOM
112	SD-CE-064	CENTRE-EST	KOURITTENGA	KANDO	KANDO	KODE-MENDE
122	SD-CE-066	CENTRE-EST	KOURITTENGA	KANDO	KANDO	PISSI
123	SD-CE-069	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TENSOBTENGA	TOUGMETENGA
124	SD-CE-068	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TENSOBTENGA	TENSOBTENGA
125	SD-CE-067	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TENSOBTENGA	PISTENGA
284	SD-CO-003	CENTRE-OUEST	BOULKIEMDE	BINGO	BINGO	VILLA
291	SD-CO-001	CENTRE-OUEST	BOULKIEMDE	BINGO	BINGO	BINGO
292	SD-CO-002	CENTRE-OUEST	BOULKIEMDE	BINGO	BINGO	KALIGRI
283	SD-CO-004	CENTRE-OUEST	BOULKIEMDE	IMASGO	IMASGO	KANYALE
286	SD-CO-006	CENTRE-OUEST	BOULKIEMDE	IMASGO	IMASGO	RANA
287	SD-CO-005	CENTRE-OUEST	BOULKIEMDE	IMASGO	IMASGO	KOLOGWEOGO
280	SD-CO-008	CENTRE-OUEST	BOULKIEMDE	KINDI	KINDI	NASSOULOU A
281	SD-CO-007	CENTRE-OUEST	BOULKIEMDE	KINDI	KINDI	KINDI CENTRE A
603	SD-CO-009	CENTRE-OUEST	BOULKIEMDE	KINDI	KINDI	ZERKOUM
247	SD-CO-013	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO	PITMOAGA FILLES
249	SD-CO-012	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO	KOKOLOGHO B
250	SD-CO-015	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO	WEND RAABO A
265	SD-CO-011	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO	KOKOLOGHO A
267	SD-CO-014	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO	SAM
269	SD-CO-010	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO	DOURE A
602	SD-CO-018	CENTRE-OUEST	BOULKIEMDE	NANDIALA	NANDIALA	TAMPELGA
604	SD-CO-016	CENTRE-OUEST	BOULKIEMDE	NANDIALA	NANDIALA	GOURCY
606	SD-CO-017	CENTRE-OUEST	BOULKIEMDE	NANDIALA	NANDIALA	NANDIALA A
233	SD-CO-021	CENTRE-OUEST	BOULKIEMDE	NANORO	NANORO	SAINT JEAN-BAPTISTE
244	SD-CO-019	CENTRE-OUEST	BOULKIEMDE	NANORO	NANORO	DACISSE
253	SD-CO-020	CENTRE-OUEST	BOULKIEMDE	NANORO	NANORO	NANORO A
278	SD-CO-022	CENTRE-OUEST	BOULKIEMDE	PELLA	PELLA	BAPOULI
298	SD-CO-024	CENTRE-OUEST	BOULKIEMDE	PELLA	PELLA	PELLA B
299	SD-CO-023	CENTRE-OUEST	BOULKIEMDE	PELLA	PELLA	PELLA A
277	SD-CO-025	CENTRE-OUEST	BOULKIEMDE	POA	POA	LOAGA A
289	SD-CO-026	CENTRE-OUEST	BOULKIEMDE	POA	POA	POA A CENTRE
290	SD-CO-027	CENTRE-OUEST	BOULKIEMDE	POA	POA	YAOGUIN
274	SD-CO-028	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	RAMONGO	BOULOUM NABIYIRI A
275	SD-CO-029	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	RAMONGO	KAMSI
296	SD-CO-030	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	RAMONGO	RAMONGO A
294	SD-CO-033	CENTRE-OUEST	BOULKIEMDE	SABOU	SABOU 1	SABOU A
295	SD-CO-032	CENTRE-OUEST	BOULKIEMDE	SABOU	SABOU 1	PEZOULI
601	SD-CO-031	CENTRE-OUEST	BOULKIEMDE	SABOU	SABOU 1	KOUPELA
272	SD-CO-035	CENTRE-OUEST	BOULKIEMDE	SIGLE	SIGLE 2	SEGUEDIN SIGLE
273	SD-CO-034	CENTRE-OUEST	BOULKIEMDE	SIGLE	SIGLE 2	KOURIA A
605	SD-CO-036	CENTRE-OUEST	BOULKIEMDE	SIGLE	SIGLE 2	LALLE
270	SD-CO-039	CENTRE-OUEST	BOULKIEMDE	SOAW	SOAW	SOAW
297	SD-CO-037	CENTRE-OUEST	BOULKIEMDE	SOAW	SOAW	PHILIPPHE BEBZINDA KABORE ZOETGOMDE
600	SD-CO-038	CENTRE-OUEST	BOULKIEMDE	SOAW	SOAW	RAKALO
276	SD-CO-042	CENTRE-OUEST	BOULKIEMDE	SOURGOU	SOURGOU	LA A
279	SD-CO-040	CENTRE-OUEST	BOULKIEMDE	SOURGOU	SOURGOU	GUIRGO
293	SD-CO-041	CENTRE-OUEST	BOULKIEMDE	SOURGOU	SOURGOU	KOUGSIN
282	SD-CO-043	CENTRE-OUEST	BOULKIEMDE	THYOU	THYOU	THYOU
285	SD-CO-045	CENTRE-OUEST	BOULKIEMDE	THYOU	THYOU	YARGO
288	SD-CO-044	CENTRE-OUEST	BOULKIEMDE	THYOU	THYOU	YAOGHIN
210	SD-CO-046	CENTRE-OUEST	SANGUIE	DASSA	DASSA	DASSA A
212	SD-CO-047	CENTRE-OUEST	SANGUIE	DASSA	DASSA	DASSA B
258	SD-CO-048	CENTRE-OUEST	SANGUIE	DASSA	DASSA	POUNDR
207	SD-CO-049	CENTRE-OUEST	SANGUIE	DIDYR	DIDYR	DIDYR A
229	SD-CO-050	CENTRE-OUEST	SANGUIE	DIDYR	DIDYR	KWEN
240	SD-CO-051	CENTRE-OUEST	SANGUIE	DIDYR	DIDYR	DIDYR B
202	SD-CO-054	CENTRE-OUEST	SANGUIE	GODYR	GODYR	GODYR A
206	SD-CO-053	CENTRE-OUEST	SANGUIE	GODYR	GODYR	KANDARZANA
216	SD-CO-052	CENTRE-OUEST	SANGUIE	GODYR	GODYR	BISSOU
201	SD-CO-055	CENTRE-OUEST	SANGUIE	KORDIE	KORDIE	KORDIE B
203	SD-CO-056	CENTRE-OUEST	SANGUIE	KORDIE	KORDIE	NINION
204	SD-CO-057	CENTRE-OUEST	SANGUIE	KORDIE	KORDIE	PELCIA
213	SD-CO-060	CENTRE-OUEST	SANGUIE	KYON	KYON	KYON B
215	SD-CO-059	CENTRE-OUEST	SANGUIE	KYON	KYON	KYON A

QSD	ID	DRREBA	DPEBA	Commune	CEB	School
235	SD-CO-058	CENTRE-OUEST	SANGUIE	KYON	KYON	BELIANValse
205	SD-CO-063	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA	KARBOLE
208	SD-CO-062	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA	EDIE
221	SD-CO-064	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA	TITA C
222	SD-CO-065	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA	TIYELLE
226	SD-CO-066	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA	VILLY
264	SD-CO-061	CENTRE-OUEST	SANGUIE	POUNI	POUNI ZAWARA	LILBOURE
227	SD-CO-067	CENTRE-OUEST	SANGUIE	TENADO	TENADO	SASSIA
228	SD-CO-068	CENTRE-OUEST	SANGUIE	TENADO	TENADO	TENADO B
246	SD-CO-069	CENTRE-OUEST	SANGUIE	TENADO	TENADO	TYALGO A
209	SD-CO-071	CENTRE-OUEST	SANGUIE	ZAMO	ZAMO	GUIGUI A
211	SD-CO-072	CENTRE-OUEST	SANGUIE	ZAMO	ZAMO	ZAMO A
245	SD-CO-070	CENTRE-OUEST	SANGUIE	ZAMO	ZAMO	BOUNGA
236	SD-CO-074	CENTRE-OUEST	SANGUIE	ZAWARA	ZAWARA	LABA
243	SD-CO-073	CENTRE-OUEST	SANGUIE	ZAWARA	ZAWARA	CARREFOUR
248	SD-CO-075	CENTRE-OUEST	SANGUIE	ZAWARA	ZAWARA	NEMELAYE
214	SD-CO-077	CENTRE-OUEST	SISSILI	BIEHA	BIEHA	BOALA
254	SD-CO-078	CENTRE-OUEST	SISSILI	BIEHA	BIEHA	KONZIO
266	SD-CO-076	CENTRE-OUEST	SISSILI	BIEHA	BIEHA	BIEHA A
251	SD-CO-081	CENTRE-OUEST	SISSILI	BOURA	BOURA	YORO
262	SD-CO-079	CENTRE-OUEST	SISSILI	BOURA	BOURA	DANGUE
263	SD-CO-080	CENTRE-OUEST	SISSILI	BOURA	BOURA	PENSIKA
224	SD-CO-082	CENTRE-OUEST	SISSILI	NIABOURI	NIABOURI	BON
225	SD-CO-084	CENTRE-OUEST	SISSILI	NIABOURI	NIABOURI	NIABOURI
252	SD-CO-083	CENTRE-OUEST	SISSILI	NIABOURI	NIABOURI	LAPONE
217	SD-CO-085	CENTRE-OUEST	SISSILI	SILLY	SILLY	KALAO
220	SD-CO-086	CENTRE-OUEST	SISSILI	SILLY	SILLY	KIERE
237	SD-CO-087	CENTRE-OUEST	SISSILI	SILLY	SILLY	SILLY A
219	SD-CO-088	CENTRE-OUEST	SISSILI	TO	TO	TABOU
238	SD-CO-089	CENTRE-OUEST	SISSILI	TO	TO	TO A
242	SD-CO-090	CENTRE-OUEST	SISSILI	TO	TO	TUAI
260	SD-CO-092	CENTRE-OUEST	ZIRO	BAKATA	BAKATA	KINKIRSGOGO B
261	SD-CO-091	CENTRE-OUEST	ZIRO	BAKATA	BAKATA	BAGATA A
268	SD-CO-093	CENTRE-OUEST	ZIRO	BAKATA	BAKATA	PAYIRI
234	SD-CO-096	CENTRE-OUEST	ZIRO	BOUGNOUNOU	BOUGNOUNOU	SALA
256	SD-CO-095	CENTRE-OUEST	ZIRO	DALO	BOUGNOUNOU	DALO A
257	SD-CO-094	CENTRE-OUEST	ZIRO	BOUGNOUNOU	BOUGNOUNOU	BOUGNOUNOU A
218	SD-CO-097	CENTRE-OUEST	ZIRO	CASSOU	CASSOU	CASSOU A
223	SD-CO-098	CENTRE-OUEST	ZIRO	CASSOU	CASSOU	LON
232	SD-CO-100	CENTRE-OUEST	ZIRO	CASSOU	CASSOU	OUAYOU
241	SD-CO-101	CENTRE-OUEST	ZIRO	CASSOU	CASSOU	CASSOU B
255	SD-CO-102	CENTRE-OUEST	ZIRO	CASSOU	CASSOU	KONDUI
259	SD-CO-099	CENTRE-OUEST	ZIRO	CASSOU	CASSOU	LUE
230	SD-CO-104	CENTRE-OUEST	ZIRO	GAO	GAO	GAO A
231	SD-CO-103	CENTRE-OUEST	ZIRO	GAO	GAO	MAO NESSIRA A
239	SD-CO-105	CENTRE-OUEST	ZIRO	GAO	GAO	TEKROU
314	SD-PC-001	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	BOUDRY II	BOENA A
318	SD-PC-003	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	BOUDRY II	MANKARGA V5
320	SD-PC-002	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	BOUDRY II	GONDRE
309	SD-PC-006	PLATEAU CENTRAL	GANZOURGOU	KOGHO	KOGHO	TOLLINGUI
313	SD-PC-005	PLATEAU CENTRAL	GANZOURGOU	KOGHO	KOGHO	TENSOBTENGA
321	SD-PC-004	PLATEAU CENTRAL	GANZOURGOU	KOGHO	KOGHO	KOGHO CENTRE
303	SD-PC-007	PLATEAU CENTRAL	GANZOURGOU	MEGUET	MEGUET	KABOUDA
312	SD-PC-008	PLATEAU CENTRAL	GANZOURGOU	MEGUET	MEGUET	MEGUET A
317	SD-PC-009	PLATEAU CENTRAL	GANZOURGOU	MEGUET	MEGUET	ZEMALGA
302	SD-PC-011	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	MOGTEDO I	NOATENGA
307	SD-PC-012	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	MOGTEDO I	RAPADAMA V1
316	SD-PC-010	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	MOGTEDO I	MOGTEDO B
311	SD-PC-013	PLATEAU CENTRAL	GANZOURGOU	SALOGO	SALOGO	FOULGO
322	SD-PC-015	PLATEAU CENTRAL	GANZOURGOU	SALOGO	SALOGO	ZAMSE
324	SD-PC-014	PLATEAU CENTRAL	GANZOURGOU	SALOGO	SALOGO	SALOGO A
304	SD-PC-017	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM	GANDEONGO
305	SD-PC-020	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM	SONG NAABA
308	SD-PC-018	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM	KOUGRI PUBLIC
310	SD-PC-021	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM	TOYOKO
315	SD-PC-016	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM	DAWAKA

QSD	ID	DRREBA	DPEBA	Commune	CEB	School
319	SD-PC-019	PLATEAU CENTRAL	GANZOURGOU	ZAM	ZAM	PISSI
301	SD-PC-022	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	ZOUNGOU	GANDAOGO A
306	SD-PC-023	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	ZOUNGOU	TANSEGA
323	SD-PC-024	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	ZOUNGOU	ZORBIMBA
325	SD-PC-025	PLATEAU CENTRAL	KOURWEOGO	LAYE	LAYE	BARAMA
326	SD-PC-027	PLATEAU CENTRAL	KOURWEOGO	LAYE	LAYE	GANTODOGO
354	SD-PC-026	PLATEAU CENTRAL	KOURWEOGO	LAYE	LAYE	BOULALA
329	SD-PC-030	PLATEAU CENTRAL	KOURWEOGO	NIOU	NIOU	SAGLA
332	SD-PC-028	PLATEAU CENTRAL	KOURWEOGO	NIOU	NIOU	GOABGA
357	SD-PC-029	PLATEAU CENTRAL	KOURWEOGO	NIOU	NIOU	NIOU KOUKA
337	SD-PC-031	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA	GONSIN
338	SD-PC-033	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA	NAKAMTENGA
339	SD-PC-036	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA	BANTOGDO A
346	SD-PC-035	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA	ZIGO
350	SD-PC-034	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA	SANDOGO DE SOURGOUBILA
353	SD-PC-032	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SOURGOUBILA	MEKO
345	SD-PC-039	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	TOEGHIN	ZEGUEDEGUIN DE TOEGHIN
348	SD-PC-037	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	TOEGHIN	NAHARTENGA
351	SD-PC-038	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	TOEGHIN	SANDOGO
340	SD-PC-042	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	ABSOUYA	GOUNGHIN
341	SD-PC-041	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	ABSOUYA	BENDOGO
355	SD-PC-040	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	ABSOUYA	BSOUYA
342	SD-PC-043	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	DAPELOGO 2	DIE B
349	SD-PC-045	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	DAPELOGO 2	SOGLOZI
352	SD-PC-044	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	DAPELOGO 2	KOROM
327	SD-PC-046	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	LOUMBILA	ANNEXE ENEP
331	SD-PC-048	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	LOUMBILA	NOMGANA MOORE B
335	SD-PC-047	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	LOUMBILA	LOUMBILA A
333	SD-PC-049	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	NARGREONGO	LINOUGHIN
343	SD-PC-050	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	NARGREONGO	SAROGO
356	SD-PC-051	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	NARGREONGO	AANVOUSSE
336	SD-PC-053	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	OURGOU-MANEGA	SABSIN
344	SD-PC-054	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	OURGOU-MANEGA	SOMDAMESSOM
347	SD-PC-052	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	OURGOU-MANEGA	OURGOU
328	SD-PC-055	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZITENGA	NAMBEGUIAN
330	SD-PC-056	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZITENGA	ZAKIN BILINGUE
334	SD-PC-057	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZITENGA	ZITENGA A
443	SD-SO-002	SUD-OUEST	BOUGOURIBA	BONDIGUI	BONDIGUI	MOUGUE
452	SD-SO-001	SUD-OUEST	BOUGOURIBA	BONDIGUI	BONDIGUI	BONDIGUI A
455	SD-SO-003	SUD-OUEST	BOUGOURIBA	BONDIGUI	BONDIGUI	WAN
456	SD-SO-004	SUD-OUEST	BOUGOURIBA	DOLO	DOLO	DOLINDIA
458	SD-SO-005	SUD-OUEST	BOUGOURIBA	DOLO	DOLO	DOLO TOUNDIA
472	SD-SO-006	SUD-OUEST	BOUGOURIBA	DOLO	DOLO	NICEO
440	SD-SO-008	SUD-OUEST	BOUGOURIBA	IOLONIORO	IOLONIORO	SANGOLO
444	SD-SO-009	SUD-OUEST	BOUGOURIBA	IOLONIORO	IOLONIORO	TIARKIRO
446	SD-SO-007	SUD-OUEST	BOUGOURIBA	IOLONIORO	IOLONIORO	IOLONIORO A
447	SD-SO-010	SUD-OUEST	BOUGOURIBA	TIANKOURA	TIANKOURA	KOURGUENOU
462	SD-SO-011	SUD-OUEST	BOUGOURIBA	TIANKOURA	TIANKOURA	TIANKOURA
467	SD-SO-012	SUD-OUEST	BOUGOURIBA	TIANKOURA	TIANKOURA	TIOYO
448	SD-SO-013	SUD-OUEST	IOBA	DISSIN	DISSIN 2	DISSIN C
465	SD-SO-014	SUD-OUEST	IOBA	DISSIN	DISSIN 2	MOU
466	SD-SO-015	SUD-OUEST	IOBA	DISSIN	DISSIN 2	SAALA
461	SD-SO-017	SUD-OUEST	IOBA	GUEGUERE	GUEGUERE	DAHORE A
463	SD-SO-016	SUD-OUEST	IOBA	GUEGUERE	GUEGUERE	BADONE
471	SD-SO-018	SUD-OUEST	IOBA	GUEGUERE	GUEGUERE	TENOULE A
464	SD-SO-021	SUD-OUEST	IOBA	KOPER	KOPER	KPAI
468	SD-SO-019	SUD-OUEST	IOBA	KOPER	KOPER	BENE
470	SD-SO-020	SUD-OUEST	IOBA	KOPER	KOPER	DALGANE
449	SD-SO-024	SUD-OUEST	IOBA	ORONKUA	ORONKUA	POULEBA
450	SD-SO-023	SUD-OUEST	IOBA	ORONKUA	ORONKUA	ORPOUNE A
469	SD-SO-022	SUD-OUEST	IOBA	ORONKUA	ORONKUA	BANKANDI
439	SD-SO-026	SUD-OUEST	IOBA	OUESSA	OUESSA	OUESSA
445	SD-SO-025	SUD-OUEST	IOBA	OUESSA	OUESSA	DIANLE
451	SD-SO-027	SUD-OUEST	IOBA	NIEGO	OUESSA	VARPOUO

QSD	ID	DRREBA	DPEBA	Commune	CEB	School
441	SD-SO-030	SUD-OUEST	IOBA	ZAMBO	ZAMBO	ZAMBO
442	SD-SO-028	SUD-OUEST	IOBA	ZAMBO	ZAMBO	GANGBO
460	SD-SO-029	SUD-OUEST	IOBA	ZAMBO	ZAMBO	TOVOR
401	SD-SO-031	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	BOUSSOUKOULA	BOBERA
404	SD-SO-033	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	BOUSSOUKOULA	KOSSO
409	SD-SO-032	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	BOUSSOUKOULA	BOUSSOUKOULA
453	SD-SO-036	SUD-OUEST	NOUMBIEL	LEGMOIN	LEGMOIN	YAPOUTEON
454	SD-SO-035	SUD-OUEST	NOUMBIEL	LEGMOIN	LEGMOIN	LEGMOIN
457	SD-SO-034	SUD-OUEST	NOUMBIEL	LEGMOIN	LEGMOIN	DANKANA
437	SD-SO-037	SUD-OUEST	NOUMBIEL	MIDEBDO	MIDEBDO	POLTIONAO
438	SD-SO-039	SUD-OUEST	NOUMBIEL	MIDEBDO	MIDEBDO	SINAPERDUO
459	SD-SO-038	SUD-OUEST	NOUMBIEL	MIDEBDO	MIDEBDO	MIDEBDO
405	SD-SO-040	SUD-OUEST	PONI	BOUROUM-BOUROUM	BOUROUM-BOUROUM	BANLO
406	SD-SO-041	SUD-OUEST	PONI	BOUROUM-BOUROUM	BOUROUM-BOUROUM	BOUROUM-BOUBOUM B
424	SD-SO-042	SUD-OUEST	PONI	BOUROUM-BOUROUM	BOUROUM-BOUROUM	BOUROUM-BOUROUM A
402	SD-SO-044	SUD-OUEST	PONI	BOUSSERA	BOUSSERA	DOBILE
410	SD-SO-043	SUD-OUEST	PONI	BOUSSERA	BOUSSERA	BOUSSERA
425	SD-SO-045	SUD-OUEST	PONI	BOUSSERA	BOUSSERA	GBADORA
407	SD-SO-046	SUD-OUEST	PONI	DJIGOUE	DJIGOUE	DJATAKORA
416	SD-SO-047	SUD-OUEST	PONI	DJIGOUE	DJIGOUE	DJIGOUE
418	SD-SO-048	SUD-OUEST	PONI	DJIGOUE	DJIGOUE	HELINTIRA
421	SD-SO-049	SUD-OUEST	PONI	GBOMBLORA	GBOMBLORA	BAWAN
426	SD-SO-050	SUD-OUEST	PONI	GBOMBLORA	GBOMBLORA	GBOMBLORA
428	SD-SO-051	SUD-OUEST	PONI	GBOMBLORA	GBOMBLORA	IRIDIKA
411	SD-SO-053	SUD-OUEST	PONI	KAMPTI	KAMPTI 1	GBANGBANKORA
423	SD-SO-057	SUD-OUEST	PONI	KAMPTI	KAMPTI 1	PONIRO
427	SD-SO-055	SUD-OUEST	PONI	KAMPTI	KAMPTI 1	KAMPTI CENTRE B
430	SD-SO-054	SUD-OUEST	PONI	KAMPTI	KAMPTI 1	IRINAO
434	SD-SO-056	SUD-OUEST	PONI	KAMPTI	KAMPTI 1	PASSENA
435	SD-SO-052	SUD-OUEST	PONI	KAMPTI	KAMPTI 1	GALGOULI
412	SD-SO-060	SUD-OUEST	PONI	PERIGBAN	KAMPTI 2	SINKOURA
413	SD-SO-058	SUD-OUEST	PONI	PERIGBAN	KAMPTI 2	PERIGBAN CENTRE
422	SD-SO-059	SUD-OUEST	PONI	PERIGBAN	KAMPTI 2	POLLA -BIRIFOR
414	SD-SO-066	SUD-OUEST	PONI	LOROPENI	LOROPENI	YERIFOULA
415	SD-SO-065	SUD-OUEST	PONI	LOROPENI	LOROPENI	NIOFRERA
417	SD-SO-062	SUD-OUEST	PONI	LOROPENI	LOROPENI	DIPEO
431	SD-SO-064	SUD-OUEST	PONI	LOROPENI	LOROPENI	KPIDARA
433	SD-SO-061	SUD-OUEST	PONI	LOROPENI	LOROPENI	BAKENAO
436	SD-SO-063	SUD-OUEST	PONI	LOROPENI	LOROPENI	KORO
403	SD-SO-069	SUD-OUEST	PONI	MALBA	MALBA	MALBA A
420	SD-SO-068	SUD-OUEST	PONI	MALBA	MALBA	BINSEO
432	SD-SO-067	SUD-OUEST	PONI	MALBA	MALBA	BARANGUIRA
408	SD-SO-070	SUD-OUEST	PONI	NAKO	NAKO	DILOMPO
419	SD-SO-072	SUD-OUEST	PONI	NAKO	NAKO	NAKO A
429	SD-SO-071	SUD-OUEST	PONI	NAKO	NAKO	KOUTENADOUO

7. APE/COGES

QSC	Type		DRREBA	DPEBA	Commune	School
1011	APE-CE-001	APE	CENTRE-EST	BOULGOU	BAGRE	BAGRE PERIMETRE A
5011	COG-CE-001	COGES	CENTRE-EST	BOULGOU	BAGRE	BAGRE PERIMETRE A
1009	APE-CE-002	APE	CENTRE-EST	BOULGOU	BAGRE	BAGRE RIVE DROITE V2
5009	COG-CE-002	COGES	CENTRE-EST	BOULGOU	BAGRE	BAGRE RIVE DROITE V2
1010	APE-CE-003	APE	CENTRE-EST	BOULGOU	BAGRE	BAGRE VILLAGE
5010	COG-CE-003	COGES	CENTRE-EST	BOULGOU	BAGRE	BAGRE VILLAGE
1006	APE-CE-004	APE	CENTRE-EST	BOULGOU	BANE	BANE MIXTE
5006	COG-CE-004	COGES	CENTRE-EST	BOULGOU	BANE	BANE MIXTE
1045	APE-CE-005	APE	CENTRE-EST	BOULGOU	BANE	OUMNOGHIN A
5045	COG-CE-005	COGES	CENTRE-EST	BOULGOU	BANE	OUMNOGHIN A
1038	APE-CE-006	APE	CENTRE-EST	BOULGOU	BANE	OUMNOGHIN B
5038	COG-CE-006	COGES	CENTRE-EST	BOULGOU	BANE	OUMNOGHIN B
1034	APE-CE-007	APE	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO A
5034	COG-CE-007	COGES	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO A
1030	APE-CE-008	APE	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO C
5030	COG-CE-008	COGES	CENTRE-EST	BOULGOU	BEGUEDO	BEGUEDO C
1036	APE-CE-009	APE	CENTRE-EST	BOULGOU	BEGUEDO	FINGLA
5036	COG-CE-009	COGES	CENTRE-EST	BOULGOU	BEGUEDO	FINGLA
1013	APE-CE-010	APE	CENTRE-EST	BOULGOU	BISSIGA	BISSIGA A
5013	COG-CE-010	COGES	CENTRE-EST	BOULGOU	BISSIGA	BISSIGA A
1016	APE-CE-011	APE	CENTRE-EST	BOULGOU	BISSIGA	GODIN
5016	COG-CE-011	COGES	CENTRE-EST	BOULGOU	BISSIGA	GODIN
1012	APE-CE-012	APE	CENTRE-EST	BOULGOU	BISSIGA	POESTENGA
5012	COG-CE-012	COGES	CENTRE-EST	BOULGOU	BISSIGA	POESTENGA
1032	APE-CE-013	APE	CENTRE-EST	BOULGOU	BOUSSOUMA	BANGAGOU A
5032	COG-CE-013	COGES	CENTRE-EST	BOULGOU	BOUSSOUMA	BANGAGOU A
1033	APE-CE-014	APE	CENTRE-EST	BOULGOU	BOUSSOUMA	BATTO
5033	COG-CE-014	COGES	CENTRE-EST	BOULGOU	BOUSSOUMA	BATTO
1026	APE-CE-015	APE	CENTRE-EST	BOULGOU	BOUSSOUMA	TENGSOBA
5026	COG-CE-015	COGES	CENTRE-EST	BOULGOU	BOUSSOUMA	TENGSOBA
1040	APE-CE-016	APE	CENTRE-EST	BOULGOU	KOMTOEGA	GOGHIN
5040	COG-CE-016	COGES	CENTRE-EST	BOULGOU	KOMTOEGA	GOGHIN
1055	APE-CE-017	APE	CENTRE-EST	BOULGOU	KOMTOEGA	GOULANDA
5055	COG-CE-017	COGES	CENTRE-EST	BOULGOU	KOMTOEGA	GOULANDA
1064	APE-CE-018	APE	CENTRE-EST	BOULGOU	KOMTOEGA	KOMTOEGA A
5064	COG-CE-018	COGES	CENTRE-EST	BOULGOU	KOMTOEGA	KOMTOEGA A
1005	APE-CE-019	APE	CENTRE-EST	BOULGOU	NIAOGHO	BASSINDINGO
5005	COG-CE-019	COGES	CENTRE-EST	BOULGOU	NIAOGHO	BASSINDINGO
1046	APE-CE-020	APE	CENTRE-EST	BOULGOU	NIAOGHO	NIARBA
5046	COG-CE-020	COGES	CENTRE-EST	BOULGOU	NIAOGHO	NIARBA
1007	APE-CE-021	APE	CENTRE-EST	BOULGOU	NIAOGHO	TANGSEGA
5007	COG-CE-021	COGES	CENTRE-EST	BOULGOU	NIAOGHO	TANGSEGA
1037	APE-CE-022	APE	CENTRE-EST	BOULGOU	ZABRE	BANGO A
5037	COG-CE-022	COGES	CENTRE-EST	BOULGOU	ZABRE	BANGO A
1008	APE-CE-023	APE	CENTRE-EST	BOULGOU	ZABRE	BEKA
5008	COG-CE-023	COGES	CENTRE-EST	BOULGOU	ZABRE	BEKA
1068	APE-CE-024	APE	CENTRE-EST	BOULGOU	ZABRE	GON
5068	COG-CE-024	COGES	CENTRE-EST	BOULGOU	ZABRE	GON
1069	APE-CE-025	APE	CENTRE-EST	BOULGOU	ZABRE	SOUSSOULA
5069	COG-CE-025	COGES	CENTRE-EST	BOULGOU	ZABRE	SOUSSOULA
1044	APE-CE-026	APE	CENTRE-EST	BOULGOU	ZABRE	YOUGA
5044	COG-CE-026	COGES	CENTRE-EST	BOULGOU	ZABRE	YOUGA
1019	APE-CE-027	APE	CENTRE-EST	BOULGOU	ZABRE	YOUNGOU A
5019	COG-CE-027	COGES	CENTRE-EST	BOULGOU	ZABRE	YOUNGOU A
1035	APE-CE-029	APE	CENTRE-EST	BOULGOU	ZOAGA	ZOAGA A DE ZABRE
5035	COG-CE-029	COGES	CENTRE-EST	BOULGOU	ZOAGA	ZOAGA A DE ZABRE
1014	APE-CE-028	APE	CENTRE-EST	BOULGOU	ZONSE	BAGRE V8
5014	COG-CE-028	COGES	CENTRE-EST	BOULGOU	ZONSE	BAGRE V8
1039	APE-CE-030	APE	CENTRE-EST	BOULGOU	ZONSE	ZONSE
5039	COG-CE-030	COGES	CENTRE-EST	BOULGOU	ZONSE	ZONSE
2024	APE-CO-044	APE	CENTRE-EST	BOULKIEMDE	THYOU	YAOGHIN
1054	APE-CE-031	APE	CENTRE-EST	KOULPELOGO	COMIN-YANGA	COMIN YANGA
5054	COG-CE-031	COGES	CENTRE-EST	KOULPELOGO	COMIN-YANGA	COMIN YANGA
1027	APE-CE-032	APE	CENTRE-EST	KOULPELOGO	COMIN-YANGA	LAMIOUGOU

QSC	Type		DRREBA	DPEBA	Commune	School
5027	COG-CE-032	COGES	CENTRE-EST	KOULPELOGO	COMIN-YANGA	LAMIOUGOU
1022	APE-CE-033	APE	CENTRE-EST	KOULPELOGO	COMIN-YANGA	NABA KOUGRI DE DOGTENGA
5022	COG-CE-033	COGES	CENTRE-EST	KOULPELOGO	COMIN-YANGA	NABA KOUGRI DE DOGTENGA
1004	APE-CE-034	APE	CENTRE-EST	KOULPELOGO	DOURTENGA	DOURTENGA A
5004	COG-CE-034	COGES	CENTRE-EST	KOULPELOGO	DOURTENGA	DOURTENGA A
1023	APE-CE-035	APE	CENTRE-EST	KOULPELOGO	DOURTENGA	GOGO
5023	COG-CE-035	COGES	CENTRE-EST	KOULPELOGO	DOURTENGA	GOGO
1049	APE-CE-036	APE	CENTRE-EST	KOULPELOGO	DOURTENGA	KOBRE
5049	COG-CE-036	COGES	CENTRE-EST	KOULPELOGO	DOURTENGA	KOBRE
1018	APE-CE-037	APE	CENTRE-EST	KOULPELOGO	LALGAYE	DIBLI
5018	COG-CE-037	COGES	CENTRE-EST	KOULPELOGO	LALGAYE	DIBLI
1001	APE-CE-038	APE	CENTRE-EST	KOULPELOGO	LALGAYE	LALGAYE
5001	COG-CE-038	COGES	CENTRE-EST	KOULPELOGO	LALGAYE	LALGAYE
1058	APE-CE-039	APE	CENTRE-EST	KOULPELOGO	LALGAYE	YALGO
5058	COG-CE-039	COGES	CENTRE-EST	KOULPELOGO	LALGAYE	YALGO
1021	APE-CE-040	APE	CENTRE-EST	KOULPELOGO	SANGHA	GOUMSIN
5021	COG-CE-040	COGES	CENTRE-EST	KOULPELOGO	SANGHA	GOUMSIN
1047	APE-CE-041	APE	CENTRE-EST	KOULPELOGO	SANGHA	TARAM-NOAGA
5047	COG-CE-041	COGES	CENTRE-EST	KOULPELOGO	SANGHA	TARAM-NOAGA
1020	APE-CE-042	APE	CENTRE-EST	KOULPELOGO	SANGHA	ZOUBINI
5020	COG-CE-042	COGES	CENTRE-EST	KOULPELOGO	SANGHA	ZOUBINI
1052	APE-CE-043	APE	CENTRE-EST	KOULPELOGO	SOUDOUGUI	MODAOGO
5052	COG-CE-043	COGES	CENTRE-EST	KOULPELOGO	SOUDOUGUI	MODAOGO
1048	APE-CE-044	APE	CENTRE-EST	KOULPELOGO	SOUDOUGUI	NAPADE
5048	COG-CE-044	COGES	CENTRE-EST	KOULPELOGO	SOUDOUGUI	NAPADE
1060	APE-CE-045	APE	CENTRE-EST	KOULPELOGO	SOUDOUGUI	NOULIBOULI
5060	COG-CE-045	COGES	CENTRE-EST	KOULPELOGO	SOUDOUGUI	NOULIBOULI
1050	APE-CE-046	APE	CENTRE-EST	KOULPELOGO	YARGATENGA	HORNOGO
5050	COG-CE-046	COGES	CENTRE-EST	KOULPELOGO	YARGATENGA	HORNOGO
1051	APE-CE-047	APE	CENTRE-EST	KOULPELOGO	YARGATENGA	SIBTENGA
5051	COG-CE-047	COGES	CENTRE-EST	KOULPELOGO	YARGATENGA	SIBTENGA
1053	APE-CE-048	APE	CENTRE-EST	KOULPELOGO	YARGATENGA	TOUNI
5053	COG-CE-048	COGES	CENTRE-EST	KOULPELOGO	YARGATENGA	TOUNI
1056	APE-CE-049	APE	CENTRE-EST	KOULPELOGO	YONDE	DABOGO
5056	COG-CE-049	COGES	CENTRE-EST	KOULPELOGO	YONDE	DABOGO
1002	APE-CE-050	APE	CENTRE-EST	KOULPELOGO	YONDE	KIDIBI
5002	COG-CE-050	COGES	CENTRE-EST	KOULPELOGO	YONDE	KIDIBI
1015	APE-CE-051	APE	CENTRE-EST	KOULPELOGO	YONDE	KOADIGA
5015	COG-CE-051	COGES	CENTRE-EST	KOULPELOGO	YONDE	KOADIGA
1062	APE-CE-052	APE	CENTRE-EST	KOURITTENGA	ANDEMTENGA	OUENGA A
5062	COG-CO-052	COGES	CENTRE-EST	KOURITTENGA	ANDEMTENGA	OUENGA A
1003	APE-CE-053	APE	CENTRE-EST	KOURITTENGA	ANDEMTENGA	TAMBELLA A
5003	COG-CE-053	COGES	CENTRE-EST	KOURITTENGA	ANDEMTENGA	TAMBELLA A
1028	APE-CE-054	APE	CENTRE-EST	KOURITTENGA	ANDEMTENGA	TANTAKO
5028	COG-CE-054	COGES	CENTRE-EST	KOURITTENGA	ANDEMTENGA	TANTAKO
1029	APE-CE-055	APE	CENTRE-EST	KOURITTENGA	BASKOURE	BOUMDOUDOUM
5029	COG-CE-055	COGES	CENTRE-EST	KOURITTENGA	BASKOURE	BOUMDOUDOUM
1031	APE-CE-056	APE	CENTRE-EST	KOURITTENGA	BASKOURE	OUNNOUGOU
5031	COG-CE-056	COGES	CENTRE-EST	KOURITTENGA	BASKOURE	OUNNOUGOU
1063	APE-CE-057	APE	CENTRE-EST	KOURITTENGA	BASKOURE	RENGA
5063	COG-CE-057	COGES	CENTRE-EST	KOURITTENGA	BASKOURE	RENGA
1065	APE-CE-058	APE	CENTRE-EST	KOURITTENGA	DIALGAYE	DAGAMTE NGA
5065	COG-CE-058	COGES	CENTRE-EST	KOURITTENGA	DIALGAYE	DAGAMTE NGA
1024	APE-CE-059	APE	CENTRE-EST	KOURITTENGA	DIALGAYE	NENEOGO
5024	COG-CE-059	COGES	CENTRE-EST	KOURITTENGA	DIALGAYE	NENEOGO
1061	APE-CE-060	APE	CENTRE-EST	KOURITTENGA	DIALGAYE	ZEGUEDEGA
5061	COG-CE-060	COGES	CENTRE-EST	KOURITTENGA	DIALGAYE	ZEGUEDEGA
1057	APE-CE-061	APE	CENTRE-EST	KOURITTENGA	GOUNGHIN	BONESSIN MIXTE
5057	COG-CE-061	COGES	CENTRE-EST	KOURITTENGA	GOUNGHIN	BONESSIN MIXTE
1067	APE-CE-062	APE	CENTRE-EST	KOURITTENGA	GOUNGHIN	DOUAMTENGA
5067	COG-CE-062	COGES	CENTRE-EST	KOURITTENGA	GOUNGHIN	DOUAMTENGA
1059	APE-CE-063	APE	CENTRE-EST	KOURITTENGA	GOUNGHIN	PISSI ZAOCE
5059	COG-CE-063	COGES	CENTRE-EST	KOURITTENGA	GOUNGHIN	PISSI ZAOCE
1041	APE-CE-064	APE	CENTRE-EST	KOURITTENGA	KANDO	KODE-MENDE

QSC	Type		DRREBA	DPEBA	Commune	School
5041	COG-CE-064	COGES	CENTRE-EST	KOURITTENGA	KANDO	KODE-MENDE
1017	APE-CE-065	APE	CENTRE-EST	KOURITTENGA	KANDO	LELKOM
5017	COG-CE-065	COGES	CENTRE-EST	KOURITTENGA	KANDO	LELKOM
1043	APE-CE-066	APE	CENTRE-EST	KOURITTENGA	KANDO	PISSI
5043	COG-CE-066	COGES	CENTRE-EST	KOURITTENGA	KANDO	PISSI
1066	APE-CE-067	APE	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	PISTENGA
5066	COG-CE-067	COGES	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	PISTENGA
1025	APE-CE-068	APE	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TENSOBTENGA
5025	COG-CE-068	COGES	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TENSOBTENGA
1042	APE-CE-069	APE	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TOUGMETENGA
5042	COG-CE-069	COGES	CENTRE-EST	KOURITTENGA	TENSOBENTENGA	TOUGMETENGA
2048	APE-CO-001	APE	CENTRE-OUEST	BOULKIEMDE	BINGO	BINGO
2047	APE-CO-002	APE	CENTRE-OUEST	BOULKIEMDE	BINGO	KALIGRI
2046	APE-CO-003	APE	CENTRE-OUEST	BOULKIEMDE	BINGO	VILLA
2045	APE-CO-004	APE	CENTRE-OUEST	BOULKIEMDE	IMASGO	KANYALE
2044	APE-CO-005	APE	CENTRE-OUEST	BOULKIEMDE	IMASGO	KOLOGWEOGO
2043	APE-CO-006	APE	CENTRE-OUEST	BOULKIEMDE	IMASGO	RANA
2042	APE-CO-007	APE	CENTRE-OUEST	BOULKIEMDE	KINDI	KINDI CENTRE A
2041	APE-CO-008	APE	CENTRE-OUEST	BOULKIEMDE	KINDI	NASSOULOU A
2040	APE-CO-009	APE	CENTRE-OUEST	BOULKIEMDE	KINDI	ZERKOUM
2039	APE-CO-010	APE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	DOURE A
2038	APE-CO-011	APE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO A
2037	APE-CO-012	APE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	KOKOLOGHO B
2036	APE-CO-013	APE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	PITMOAGA FILLES
2035	APE-CO-014	APE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	SAM
2034	APE-CO-015	APE	CENTRE-OUEST	BOULKIEMDE	KOKOLOGHO	WEND RAABO A
2033	APE-CO-016	APE	CENTRE-OUEST	BOULKIEMDE	NANDIALA	GOURCY
2032	APE-CO-017	APE	CENTRE-OUEST	BOULKIEMDE	NANDIALA	NANDIALA A
2031	APE-CO-018	APE	CENTRE-OUEST	BOULKIEMDE	NANDIALA	TAMPELGA
2030	APE-CO-019	APE	CENTRE-OUEST	BOULKIEMDE	NANORO	DACISSE
2029	APE-CO-020	APE	CENTRE-OUEST	BOULKIEMDE	NANORO	NANORO A
2028	APE-CO-021	APE	CENTRE-OUEST	BOULKIEMDE	NANORO	SAINT JEAN-BAPTISTE
2076	APE-CO-022	APE	CENTRE-OUEST	BOULKIEMDE	PELLA	BAPOULI
2018	APE-CO-023	APE	CENTRE-OUEST	BOULKIEMDE	PELLA	PELLA A
2017	APE-CO-024	APE	CENTRE-OUEST	BOULKIEMDE	PELLA	PELLA B
2016	APE-CO-025	APE	CENTRE-OUEST	BOULKIEMDE	POA	LOAGA A
2015	APE-CO-026	APE	CENTRE-OUEST	BOULKIEMDE	POA	POA A CENTRE
2014	APE-CO-027	APE	CENTRE-OUEST	BOULKIEMDE	POA	YAOGUIN
2079	APE-CO-028	APE	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	BOULOUM NABIYIRI A
2013	APE-CO-029	APE	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	KAMSI
2012	APE-CO-030	APE	CENTRE-OUEST	BOULKIEMDE	RAMONGHO	RAMONGO A
2011	APE-CO-031	APE	CENTRE-OUEST	BOULKIEMDE	SABOU	KOUELA
2010	APE-CO-032	APE	CENTRE-OUEST	BOULKIEMDE	SABOU	PEZOULI
2009	APE-CO-033	APE	CENTRE-OUEST	BOULKIEMDE	SABOU	SABOU A
2008	APE-CO-034	APE	CENTRE-OUEST	BOULKIEMDE	SIGLE	KOURIA A
2007	APE-CO-036	APE	CENTRE-OUEST	BOULKIEMDE	SIGLE	LALLE
2078	APE-CO-035	APE	CENTRE-OUEST	BOULKIEMDE	SIGLE	SEGUEDIN SIGLE
2006	APE-CO-037	APE	CENTRE-OUEST	BOULKIEMDE	SOAW	PHILIPPHE BEBZINDA KABORE ZOETGOMDE
2005	APE-CO-038	APE	CENTRE-OUEST	BOULKIEMDE	SOAW	RAKALO
2004	APE-CO-039	APE	CENTRE-OUEST	BOULKIEMDE	SOAW	SOAW
2027	APE-CO-040	APE	CENTRE-OUEST	BOULKIEMDE	SOURGOU	GUIRGO
2026	APE-CO-041	APE	CENTRE-OUEST	BOULKIEMDE	SOURGOU	KOUGSIN
2025	APE-CO-042	APE	CENTRE-OUEST	BOULKIEMDE	SOURGOU	LA A
2077	APE-CO-043	APE	CENTRE-OUEST	BOULKIEMDE	THYOU	THYOU
2019	APE-CO-045	APE	CENTRE-OUEST	BOULKIEMDE	THYOU	YARGO
2023	APE-CO-046	APE	CENTRE-OUEST	SANGUIE	DASSA	DASSA A
2022	APE-CO-047	APE	CENTRE-OUEST	SANGUIE	DASSA	DASSA B
2021	APE-CO-048	APE	CENTRE-OUEST	SANGUIE	DASSA	POUNDIR
2020	APE-CO-049	APE	CENTRE-OUEST	SANGUIE	DIDYR	DIDYR A
2092	APE-CO-051	APE	CENTRE-OUEST	SANGUIE	DIDYR	DIDYR B
2003	APE-CO-050	APE	CENTRE-OUEST	SANGUIE	DIDYR	KWEN
6003	COG-CO-050	COGES	CENTRE-OUEST	SANGUIE	DIDYR	KWEN
2097	APE-CO-052	APE	CENTRE-OUEST	SANGUIE	GODYR	BISSOU
2094	APE-CO-054	APE	CENTRE-OUEST	SANGUIE	GODYR	GODYR A
2093	APE-CO-053	APE	CENTRE-OUEST	SANGUIE	GODYR	KANDARZANA

QSC	Type		DRREBA	DPEBA	Commune	School
2095	APE-CO-055	APE	CENTRE-OUEST	SANGUIE	KORDIE	KORDIE B
2064	APE-CO-056	APE	CENTRE-OUEST	SANGUIE	KORDIE	NINION
2071	APE-CO-057	APE	CENTRE-OUEST	SANGUIE	KORDIE	PELCIA
2103	APE-CO-058	APE	CENTRE-OUEST	SANGUIE	KYON	BELIANValse
2102	APE-CO-059	APE	CENTRE-OUEST	SANGUIE	KYON	KYON A
2101	APE-CO-060	APE	CENTRE-OUEST	SANGUIE	KYON	KYON B
2088	APE-CO-062	APE	CENTRE-OUEST	SANGUIE	POUNI	EDIE
2098	APE-CO-063	APE	CENTRE-OUEST	SANGUIE	POUNI	KARBOLE
2081	APE-CO-061	APE	CENTRE-OUEST	SANGUIE	POUNI	LILBOURE
2057	APE-CO-064	APE	CENTRE-OUEST	SANGUIE	POUNI	TITA C
2069	APE-CO-065	APE	CENTRE-OUEST	SANGUIE	POUNI	TIYELLE
2068	APE-CO-066	APE	CENTRE-OUEST	SANGUIE	POUNI	VILLY
2067	APE-CO-067	APE	CENTRE-OUEST	SANGUIE	TENADO	SASSIA
2066	APE-CO-068	APE	CENTRE-OUEST	SANGUIE	TENADO	TENADO B
2070	APE-CO-069	APE	CENTRE-OUEST	SANGUIE	TENADO	TYALGO A
2049	APE-CO-070	APE	CENTRE-OUEST	SANGUIE	ZAMO	BOUNGA
2072	APE-CO-071	APE	CENTRE-OUEST	SANGUIE	ZAMO	GUIGUI A
2090	APE-CO-072	APE	CENTRE-OUEST	SANGUIE	ZAMO	ZAMO A
2083	APE-CO-073	APE	CENTRE-OUEST	SANGUIE	ZAWARA	CARREFOUR
2052	APE-CO-074	APE	CENTRE-OUEST	SANGUIE	ZAWARA	LABA
2065	APE-CO-075	APE	CENTRE-OUEST	SANGUIE	ZAWARA	NEMELAYE
2060	APE-CO-076	APE	CENTRE-OUEST	SISSILI	BIEHA	BIEHA A
2058	APE-CO-077	APE	CENTRE-OUEST	SISSILI	BIEHA	BOALA
2105	APE-CO-078	APE	CENTRE-OUEST	SISSILI	BIEHA	KONZIO
2082	APE-CO-079	APE	CENTRE-OUEST	SISSILI	BOURA	DANGUE
2074	APE-CO-080	APE	CENTRE-OUEST	SISSILI	BOURA	PENSIKA
2086	APE-CO-081	APE	CENTRE-OUEST	SISSILI	BOURA	YORO
2087	APE-CO-082	APE	CENTRE-OUEST	SISSILI	NIABOURI	BON
2085	APE-CO-083	APE	CENTRE-OUEST	SISSILI	NIABOURI	LAPONE
2084	APE-CO-084	APE	CENTRE-OUEST	SISSILI	NIABOURI	NIABOURI
2073	APE-CO-085	APE	CENTRE-OUEST	SISSILI	SILLY	KALAO
2001	APE-CO-086	APE	CENTRE-OUEST	SISSILI	SILLY	KIERE
6001	COG-CO-086	COGES	CENTRE-OUEST	SISSILI	SILLY	KIERE
2050	APE-CO-087	APE	CENTRE-OUEST	SISSILI	SILLY	SILLY A
2096	APE-CO-088	APE	CENTRE-OUEST	SISSILI	TO	TABOU
2089	APE-CO-089	APE	CENTRE-OUEST	SISSILI	TO	TO A
2091	APE-CO-090	APE	CENTRE-OUEST	SISSILI	TO	TUAI
2063	APE-CO-091	APE	CENTRE-OUEST	ZIRO	BAKATA	BAGATA A
2054	APE-CO-092	APE	CENTRE-OUEST	ZIRO	BAKATA	KINKIRSGOGO B
2053	APE-CO-093	APE	CENTRE-OUEST	ZIRO	BAKATA	PAYIRI
2055	APE-CO-094	APE	CENTRE-OUEST	ZIRO	BOUGNOUNOU	BOUGNOUNOU A
2100	APE-CO-096	APE	CENTRE-OUEST	ZIRO	BOUGNOUNOU	SALA
2059	APE-CO-097	APE	CENTRE-OUEST	ZIRO	CASSOU	CASSOU A
2104	APE-CO-101	APE	CENTRE-OUEST	ZIRO	CASSOU	CASSOU B
2002	APE-CO-102	APE	CENTRE-OUEST	ZIRO	CASSOU	KONDUI
6002	COG-CO-102	COGES	CENTRE-OUEST	ZIRO	CASSOU	KONDUI
2075	APE-CO-098	APE	CENTRE-OUEST	ZIRO	CASSOU	LON
2080	APE-CO-099	APE	CENTRE-OUEST	ZIRO	CASSOU	LUE
2051	APE-CO-100	APE	CENTRE-OUEST	ZIRO	CASSOU	OUAYOU
2056	APE-CO-095	APE	CENTRE-OUEST	ZIRO	DALO	DALO A
2061	APE-CO-104	APE	CENTRE-OUEST	ZIRO	GAO	GAO A
2062	APE-CO-103	APE	CENTRE-OUEST	ZIRO	GAO	MAO NESSIRA A
2099	APE-CO-105	APE	CENTRE-OUEST	ZIRO	GAO	TEKROU
3020	APE-PC-001	APE	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	BOENA A
7020	COG-PC-001	COGES	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	BOENA A
3019	APE-PC-002	APE	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	GONDRE
7019	COG-PC-002	COGES	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	GONDRE
3018	APE-PC-003	APE	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	MANKARGA V5
7018	COG-PC-003	COGES	PLATEAU CENTRAL	GANZOURGOU	BOUDRY	MANKARGA V5
3017	APE-PC-004	APE	PLATEAU CENTRAL	GANZOURGOU	KOGHO	KOGHO CENTRE
7017	COG-PC-004	COGES	PLATEAU CENTRAL	GANZOURGOU	KOGHO	KOGHO CENTRE
3016	APE-PC-005	APE	PLATEAU CENTRAL	GANZOURGOU	KOGHO	TENSOBTENGA
7016	COG-PC-005	COGES	PLATEAU CENTRAL	GANZOURGOU	KOGHO	TENSOBTENGA
3015	APE-PC-006	APE	PLATEAU CENTRAL	GANZOURGOU	KOGHO	TOLLINGUI
7015	COG-PC-006	COGES	PLATEAU CENTRAL	GANZOURGOU	KOGHO	TOLLINGUI
3014	APE-PC-007	APE	PLATEAU CENTRAL	GANZOURGOU	MEGUET	KABOUDA

QSC	Type		DRREBA	DPEBA	Commune	School
7014	COG-PC-007	COGES	PLATEAU CENTRAL	GANZOURGOU	MEGUET	KABOUDA
3013	APE-PC-008	APE	PLATEAU CENTRAL	GANZOURGOU	MEGUET	MEGUET A
7013	COG-PC-008	COGES	PLATEAU CENTRAL	GANZOURGOU	MEGUET	MEGUET A
3012	APE-PC-009	APE	PLATEAU CENTRAL	GANZOURGOU	MEGUET	ZEMALGA
7012	COG-PC-009	COGES	PLATEAU CENTRAL	GANZOURGOU	MEGUET	ZEMALGA
3011	APE-PC-010	APE	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	MOGTEDO B
7011	COG-PC-010	COGES	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	MOGTEDO B
3010	APE-PC-011	APE	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	NOATENGA
7010	COG-PC-011	COGES	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	NOATENGA
3024	APE-PC-012	APE	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	RAPADAMA V1
7024	COG-PC-012	COGES	PLATEAU CENTRAL	GANZOURGOU	MOGTEDO	RAPADAMA V1
3009	APE-PC-013	APE	PLATEAU CENTRAL	GANZOURGOU	SALOGO	FOULGO
7009	COG-PC-013	COGES	PLATEAU CENTRAL	GANZOURGOU	SALOGO	FOULGO
3008	APE-PC-014	APE	PLATEAU CENTRAL	GANZOURGOU	SALOGO	SALOGO A
7008	COG-PC-014	COGES	PLATEAU CENTRAL	GANZOURGOU	SALOGO	SALOGO A
3007	APE-PC-015	APE	PLATEAU CENTRAL	GANZOURGOU	SALOGO	ZAMSE
7007	COG-PC-015	COGES	PLATEAU CENTRAL	GANZOURGOU	SALOGO	ZAMSE
7057	COG-PC-016	COGES	PLATEAU CENTRAL	GANZOURGOU	ZAM	DAWAKA
3006	APE-PC-017	APE	PLATEAU CENTRAL	GANZOURGOU	ZAM	GANDEONGO
7006	COG-PC-017	COGES	PLATEAU CENTRAL	GANZOURGOU	ZAM	GANDEONGO
3005	APE-PC-018	APE	PLATEAU CENTRAL	GANZOURGOU	ZAM	KOUGRI PUBLIC
7005	COG-PC-018	COGES	PLATEAU CENTRAL	GANZOURGOU	ZAM	KOUGRI PUBLIC
3004	APE-PC-019	APE	PLATEAU CENTRAL	GANZOURGOU	ZAM	PISSI
7004	COG-PC-019	COGES	PLATEAU CENTRAL	GANZOURGOU	ZAM	PISSI
7003	COG-PC-020	COGES	PLATEAU CENTRAL	GANZOURGOU	ZAM	SONG NAABA
3002	APE-PC-021	APE	PLATEAU CENTRAL	GANZOURGOU	ZAM	TOYOKO
7002	COG-PC-021	COGES	PLATEAU CENTRAL	GANZOURGOU	ZAM	TOYOKO
3001	APE-PC-022	APE	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	GANDAOGO A
7001	COG-PC-022	COGES	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	GANDAOGO A
3046	APE-PC-023	APE	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	TANSEGA
7046	COG-PC-023	COGES	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	TANSEGA
3045	APE-PC-024	APE	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	ZORBIMBA
7045	COG-PC-024	COGES	PLATEAU CENTRAL	GANZOURGOU	ZOUNGOU	ZORBIMBA
3044	APE-PC-025	APE	PLATEAU CENTRAL	KOURWEOGO	LAYE	BARAMA
7044	COG-PC-025	COGES	PLATEAU CENTRAL	KOURWEOGO	LAYE	BARAMA
3043	APE-PC-026	APE	PLATEAU CENTRAL	KOURWEOGO	LAYE	BOULALA
7043	COG-PC-026	COGES	PLATEAU CENTRAL	KOURWEOGO	LAYE	BOULALA
3042	APE-PC-027	APE	PLATEAU CENTRAL	KOURWEOGO	LAYE	GANTODOGO
7042	COG-PC-027	COGES	PLATEAU CENTRAL	KOURWEOGO	LAYE	GANTODOGO
3041	APE-PC-028	APE	PLATEAU CENTRAL	KOURWEOGO	NIOU	GOABGA
7041	COG-PC-028	COGES	PLATEAU CENTRAL	KOURWEOGO	NIOU	GOABGA
3040	APE-PC-029	APE	PLATEAU CENTRAL	KOURWEOGO	NIOU	NIOU KOUKA
7040	COG-PC-029	COGES	PLATEAU CENTRAL	KOURWEOGO	NIOU	NIOU KOUKA
3039	APE-PC-030	APE	PLATEAU CENTRAL	KOURWEOGO	NIOU	SAGLA
7039	COG-PC-030	COGES	PLATEAU CENTRAL	KOURWEOGO	NIOU	SAGLA
3033	APE-PC-036	APE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	BANTOGDO A
7033	COG-PC-036	COGES	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	BANTOGDO A
3038	APE-PC-031	APE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	GONSIN
7038	COG-PC-031	COGES	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	GONSIN
3037	APE-PC-032	APE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	MEKO
7037	COG-PC-032	COGES	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	MEKO
3036	APE-PC-033	APE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	NAKAMTENGA
7036	COG-PC-033	COGES	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	NAKAMTENGA
3035	APE-PC-034	APE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SANDOGO DE SOURGOUBILA
7035	COG-PC-034	COGES	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	SANDOGO DE SOURGOUBILA
3034	APE-PC-035	APE	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	ZIGO
7034	COG-PC-035	COGES	PLATEAU CENTRAL	KOURWEOGO	SOURGOUBILA	ZIGO
3032	APE-PC-037	APE	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	NAHARTENGA
7032	COG-PC-037	COGES	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	NAHARTENGA
3031	APE-PC-038	APE	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	SANDOGO
7031	COG-PC-038	COGES	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	SANDOGO
3030	APE-PC-039	APE	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	ZEGUEDEGUIN DE TOEGHIN

QSC	Type		DRREBA	DPEBA	Commune	School
7030	COG-PC-039	COGES	PLATEAU CENTRAL	KOURWEOGO	TOEGHIN	ZEGUEDEGUIN DE TOEGHIN
3003	APE-PC-020	APE	PLATEAU CENTRAL	KOURWEOGO	ZAM	SONG NAABA
3028	APE-PC-041	APE	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	BENDOGO
7028	COG-PC-041	COGES	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	BENDOGO
3029	APE-PC-040	APE	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	BSOUYA
7029	COG-PC-040	COGES	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	BSOUYA
3027	APE-PC-042	APE	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	GOUNGHIN
7027	COG-PC-042	COGES	PLATEAU CENTRAL	OUBRITENGA	ABSOUYA	GOUNGHIN
3026	APE-PC-043	APE	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	DIE B
7026	COG-PC-043	COGES	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	DIE B
3025	APE-PC-044	APE	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	KOROM
7025	COG-PC-044	COGES	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	KOROM
3050	APE-PC-045	APE	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	SOGLOZI
7050	COG-PC-045	COGES	PLATEAU CENTRAL	OUBRITENGA	DAPELOGO 2	SOGLOZI
3049	APE-PC-046	APE	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	ANNEXE ENEP
7049	COG-PC-046	COGES	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	ANNEXE ENEP
3048	APE-PC-047	APE	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	LOUMBILA A
7048	COG-PC-047	COGES	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	LOUMBILA A
3047	APE-PC-048	APE	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	NOMGANA MOORE B
7047	COG-PC-048	COGES	PLATEAU CENTRAL	OUBRITENGA	LOUMBILA	NOMGANA MOORE B
3051	APE-PC-049	APE	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	LINOUGHIN
7051	COG-PC-049	COGES	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	LINOUGHIN
3052	APE-PC-050	APE	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	SAROGO
7052	COG-PC-050	COGES	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	SAROGO
3053	APE-PC-051	APE	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	TAANVOUSSE
7053	COG-PC-051	COGES	PLATEAU CENTRAL	OUBRITENGA	NARGREONGO	TAANVOUSSE
3021	APE-PC-052	APE	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	OURGOU
7021	COG-PC-052	COGES	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	OURGOU
3055	APE-PC-053	APE	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	SABSIN
7055	COG-PC-053	COGES	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	SABSIN
3022	APE-PC-054	APE	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	SOMDAMESSOM
7022	COG-PC-054	COGES	PLATEAU CENTRAL	OUBRITENGA	OURGOU MANEGA	SOMDAMESSOM
3056	APE-PC-055	APE	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	NAMBEGUIAN
7056	COG-PC-055	COGES	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	NAMBEGUIAN
3054	APE-PC-056	APE	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZAKIN BILINGUE
7054	COG-PC-056	COGES	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZAKIN BILINGUE
3023	APE-PC-057	APE	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZITENGA A
7023	COG-PC-057	COGES	PLATEAU CENTRAL	OUBRITENGA	ZITENGA	ZITENGA A
4031	APE-SO-001	APE	SUD-OUEST	BOUGOURIBA	BONDIGUI	BONDIGUI A
4012	APE-SO-002	APE	SUD-OUEST	BOUGOURIBA	BONDIGUI	MOUGUE
4004	APE-SO-003	APE	SUD-OUEST	BOUGOURIBA	BONDIGUI	WAN
4007	APE-SO-004	APE	SUD-OUEST	BOUGOURIBA	DOLO	DOLINDIA
4008	APE-SO-005	APE	SUD-OUEST	BOUGOURIBA	DOLO	DOLO TOUNDIA
4009	APE-SO-006	APE	SUD-OUEST	BOUGOURIBA	DOLO	NICEO
4023	APE-SO-007	APE	SUD-OUEST	BOUGOURIBA	IOLONIORO	IOLONIORO A
4015	APE-SO-008	APE	SUD-OUEST	BOUGOURIBA	IOLONIORO	SANGOLO
4014	APE-SO-009	APE	SUD-OUEST	BOUGOURIBA	IOLONIORO	TIARKIRO
4022	APE-SO-010	APE	SUD-OUEST	BOUGOURIBA	TIANKOURA	KOURGUENOU
4025	APE-SO-011	APE	SUD-OUEST	BOUGOURIBA	TIANKOURA	TIANKOURA
4013	APE-SO-012	APE	SUD-OUEST	BOUGOURIBA	TIANKOURA	TIOYO
4026	APE-SO-013	APE	SUD-OUEST	IOBA	DISSIN	DISSIN C
4036	APE-SO-014	APE	SUD-OUEST	IOBA	DISSIN	MOU
4035	APE-SO-015	APE	SUD-OUEST	IOBA	DISSIN	SAALA
4016	APE-SO-016	APE	SUD-OUEST	IOBA	GUEGUERE	BADONE
4001	APE-SO-017	APE	SUD-OUEST	IOBA	GUEGUERE	DAHORE A
4011	APE-SO-018	APE	SUD-OUEST	IOBA	GUEGUERE	TENOULE A
4024	APE-SO-019	APE	SUD-OUEST	IOBA	KOPER	BENE
4021	APE-SO-020	APE	SUD-OUEST	IOBA	KOPER	DALGANE
4019	APE-SO-021	APE	SUD-OUEST	IOBA	KOPER	KPAI
4033	APE-SO-027	APE	SUD-OUEST	IOBA	NIEGO	VARPOUO
4020	APE-SO-022	APE	SUD-OUEST	IOBA	ORONKUA	BANKANDI
4017	APE-SO-023	APE	SUD-OUEST	IOBA	ORONKUA	ORPOUNE A
4030	APE-SO-024	APE	SUD-OUEST	IOBA	ORONKUA	POULEBA
4034	APE-SO-025	APE	SUD-OUEST	IOBA	OUESSA	DIANLE
4032	APE-SO-026	APE	SUD-OUEST	IOBA	OUESSA	OUESSA

QSC	Type		DRREBA	DPEBA	Commune	School
4006	APE-SO-028	APE	SUD-OUEST	IOBA	ZAMBO	GANGBO
4005	APE-SO-029	APE	SUD-OUEST	IOBA	ZAMBO	TOVOR
4002	APE-SO-030	APE	SUD-OUEST	IOBA	ZAMBO	ZAMBO
4055	APE-SO-031	APE	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	BOBERA
4056	APE-SO-032	APE	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	BOUSSOUKOULA
4057	APE-SO-033	APE	SUD-OUEST	NOUMBIEL	BOUSSOUKOULA	KOSSO
4027	APE-SO-034	APE	SUD-OUEST	NOUMBIEL	LEGMOIN	DANKANA
4029	APE-SO-035	APE	SUD-OUEST	NOUMBIEL	LEGMOIN	LEGMOIN
4028	APE-SO-036	APE	SUD-OUEST	NOUMBIEL	LEGMOIN	YAPOUTEON
4018	APE-SO-038	APE	SUD-OUEST	NOUMBIEL	MIDEBDO	MIDEBDO
4010	APE-SO-037	APE	SUD-OUEST	NOUMBIEL	MIDEBDO	POLTIONAO
4003	APE-SO-039	APE	SUD-OUEST	NOUMBIEL	MIDEBDO	SINAPERDUO
8001	COG-SO-039	COGES	SUD-OUEST	NOUMBIEL	MIDEBDO	SINAPERDUO
4052	APE-SO-040	APE	SUD-OUEST	PONI	BOUROUM-BOUROUM	BANLO
4051	APE-SO-041	APE	SUD-OUEST	PONI	BOUROUM-BOUROUM	BOUROUM-BOUBOUM B
4042	APE-SO-042	APE	SUD-OUEST	PONI	BOUROUM-BOUROUM	BOUROUM-BOUROUM A
4064	APE-SO-043	APE	SUD-OUEST	PONI	BOUSSERA	BOUSSERA
4053	APE-SO-044	APE	SUD-OUEST	PONI	BOUSSERA	DOBILE
4062	APE-SO-045	APE	SUD-OUEST	PONI	BOUSSERA	GBADORA
4047	APE-SO-046	APE	SUD-OUEST	PONI	DJIGOUE	DJATAKORA
4046	APE-SO-047	APE	SUD-OUEST	PONI	DJIGOUE	DJIGOUE
4054	APE-SO-048	APE	SUD-OUEST	PONI	DJIGOUE	HELINTIRA
4070	APE-SO-049	APE	SUD-OUEST	PONI	GBOMBLORA	BAWAN
4044	APE-SO-050	APE	SUD-OUEST	PONI	GBOMBLORA	GBOMBLORA
4043	APE-SO-051	APE	SUD-OUEST	PONI	GBOMBLORA	IRIDIKA
4039	APE-SO-052	APE	SUD-OUEST	PONI	KAMPTI	GALGOULI
4038	APE-SO-053	APE	SUD-OUEST	PONI	KAMPTI	GBANGBANKORA
4065	APE-SO-054	APE	SUD-OUEST	PONI	KAMPTI	IRINAO
4037	APE-SO-055	APE	SUD-OUEST	PONI	KAMPTI	KAMPTI CENTRE B
4040	APE-SO-056	APE	SUD-OUEST	PONI	KAMPTI	PASSENA
4041	APE-SO-057	APE	SUD-OUEST	PONI	KAMPTI	PONIRO
4058	APE-SO-061	APE	SUD-OUEST	PONI	LOROPENI	BAKENAO
4071	APE-SO-062	APE	SUD-OUEST	PONI	LOROPENI	DIPEO
4045	APE-SO-063	APE	SUD-OUEST	PONI	LOROPENI	KORO
4048	APE-SO-064	APE	SUD-OUEST	PONI	LOROPENI	KPIDARA
4068	APE-SO-065	APE	SUD-OUEST	PONI	LOROPENI	NIOFRERA
4072	APE-SO-066	APE	SUD-OUEST	PONI	LOROPENI	YERIFOULA
4049	APE-SO-067	APE	SUD-OUEST	PONI	MALBA	BARANGUIRA
4066	APE-SO-068	APE	SUD-OUEST	PONI	MALBA	BINSEO
4050	APE-SO-069	APE	SUD-OUEST	PONI	MALBA	MALBA A
4060	APE-SO-070	APE	SUD-OUEST	PONI	NAKO	DILOMPO
4059	APE-SO-071	APE	SUD-OUEST	PONI	NAKO	KOUTENADOUO
4067	APE-SO-072	APE	SUD-OUEST	PONI	NAKO	NAKO A
4073	APE-SO-058	APE	SUD-OUEST	PONI	PERIGBAN	PERIGBAN CENTRE
4061	APE-SO-059	APE	SUD-OUEST	PONI	PERIGBAN	POLLA -BIRIFOR
4063	APE-SO-060	APE	SUD-OUEST	PONI	PERIGBAN	SINKOURA

Appendix 1 Burkina Faso

Appendix 1-4 Summary Statistics with Variable Labels

SD
SC (APE and COGES)
CL (Commune)
CEB

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
QSD	303	291.1	119.2	101	606	
A01	303	2.4	1.1	1	4	A01 DREBA
A01B	303	1.0	0.0	1	1	A01B dreba ok
A02	303	26.5	11.3	11	44	A02 DPEBA
A02B	303	1.0	0.0	1	1	A02B dpeba ok
A03	303	2,655.0	1,125.0	1101	4409	A03 Commune
A03B	303	1.0	0.0	1	1	A03B Commune ok
A03CE	303	2,655.0	1,125.0	1101	4409	A03CE CEB
A04	303	26,552.2	11,250.3	11011	44093	A04 ECOLE
A04B	303	1.0	0.1	0	1	A04B Ecole ok
B01	0					Nom du directeur d'école
B01B	303	1.0	0.2	0	1	B01B nom directeur ok
B02	303	1.0	0.1	1	2	B02 Sexe du directeur d'école
B02B	303	1.0	0.1	0	1	B02B sexe directeur ok
B03	303	72,700,000.0	3,863,678.0	4.02E+07	7.96E+07	B03 Numero du directeur
B03B	303	1.0	0.1	0.00E+00	1.00E+00	B03B numero directeur ok
C01	303	5.1	4.5	1	70	C01 Chef d'équipe
C012	212	444.8	45.3	116	523	C012 Date de visite chef d'équipe
C012MM	302	4.4	0.6	1	6	C012MM Mois
C012JJ	302	16.3	9.0	1	30	C012JJ Jour
C011	303	1.0	0.0	1	1	C011 Chef d'équipe verification
C01D	0					C01D Remarque chef d'équipe
C02	303	12.4	8.4	1	27	C02 Enquêteur 1
C022	212	447.6	50.1	413	911	C022 Date de visite Enquêteur 1
C022MM	302	4.4	0.6	2	9	C022MM MM
C022JJ	302	16.3	9.0	1	30	C022JJ JJ
C021	303	1.0	0.0	1	1	C021 Enquêteur 1 verification
C02D	0					C02D Remarque enquêteur 1
C03	303	10.7	6.9	1	27	C03 Enquêteur 2
C032	213	491.1	655.7	417	9999	C032 Date de visite enquêteur 2
C032MM	302	4.8	5.5	2	99	C032MM MM
C032JJ	302	16.7	10.2	1	99	C032JJ JJ
C031	302	1.0	0.1	0	1	C031 Enquêteur 2 verification
C03D	0					C03D Remarque enquêteur 2
C04	301	2.4	1.2	1	4	C04 Coordinateur regional
C042	220	480.6	50.1	418	810	C042 Date de visite coordinateur regional
C042MM	300	4.7	0.6	2	8	C042MM MM
C042JJ	300	15.0	7.9	1	30	C042JJ JJ
C041	301	1.0	0.0	1	1	C041 Coordonateur verification
C04D	0					C04D Remarque coordonnateur
C05	116	5.7	3.0	1	9	C05 Membre de l'équipe central
C052	90	5,755.8	4,759.5	414	9999	C052 Date de visite de l'équipe central
C052MM	115	46.0	46.6	3	99	C052MM MM
C052JJ	115	50.7	42.9	1	99	C052JJ JJ
C051	117	0.6	0.5	0	1	C051 Membre e l'équipe entral verification
C05D	0					C05D Remarque membre équipe
D01	0					D01 Verificateur des données

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
D011	0					Date de verification des données
D011MM	0					MM
D011JJ	0					JJ
D01C	0					Remarque vérif données
D02	0					Verification des documents
D021	0					Date de verification des documents
D021MM	0					MM
D021JJ	0					JJ
D02C	0					Remarque vérif doc
D03	303	3.2	1.4	1	5	Saisie des données
D031	297	525.3	2.9	510	529	Date de saisie de données
D031MM	298	5.0	0.0	5	5	MM
D031JJ	298	25.3	3.2	2	29	JJ
D03C	0					Remarque saisie
D04	0					Verification de la saisie des données
D041	0					Date de verification de la saisie des données
D041MM	0					MM
D041JJ	0					JJ
D04C	0					Remarque vérif saisie
SDSA01	303	38.3	4.9	27	58	Age of the director of the school
SDSA02	303	1.3	0.6	0	2	Are you full-time Director of school?
SDSA03	303	1.6	0.6	1	3	What is your statute of employment (Director of school)?
SDSA04A	303	21.8	16.9	0	85	a) As director, about what time avaez passed you in the stains
SDSA04B	303	14.5	14.2	0	96	b) As director, about what time avaez passed you in leadership
SDSA04C	303	18.8	16.4	0	90	c) As director, about what time avaez passed you in supervision
SDSA04D	303	37.0	31.7	0	95	d) As director, about what time avaez passed you in the enseignem
SDSA04E	303	9.7	7.9	0	66	e) As director, vicinity what time has yourselves past in been able to relation
SDSA05	303	2.2	0.7	1	4	What the most elevated diploma of the director of school
SDSA06	303	3.1	2.6	0	17	During how many years have yourselves (director of school) summer the director o
SDSA07	303	1.5	2.7	0	23	During how many years have worked you (director of school) in this ec
SDSA08	303	4.3	6.9	-88	25	During how many years have yourselves (director of the school) leading summer in
SDSA09	303	13.2	7.9	-88	39	To the total, during how many years have worked you (director of school) da
SDSA10	303	0.4	0.5	0	1	Have received you (director of school) an initial formation for directors of e

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSA11	303	0.7	0.5	0	1	Do you (director of school) speak the main local language?
SDSA12	303	1.9	0.3	0	2	Often use yourselves a cell phone to communicate with the administr
SDSB01A1	303	27.4	14.4	-99	86	Pupil boys to the CP1
SDSB01A2	303	26.7	20.9	-99	65	Pupil boys to the CP2
SDSB01A3	303	26.7	18.4	-99	68	Pupil boys to the CE1
SDSB01A4	303	25.8	17.3	-99	90	Pupil boys to the CE2
SDSB01A5	303	23.0	18.8	-99	65	Pupil boys to the CM1
SDSB01A6	303	27.0	21.8	-99	83	Pupil boys to the CM2
SDSB01A7	303	162.8	70.1	13	336	Pupil boys total
SDSB01B1	303	26.1	14.6	-99	88	Pupil girls to the CP1
SDSB01B2	303	23.6	20.1	-99	64	Pupil girls to the CP2
SDSB01B3	303	23.5	17.7	-99	88	Pupil girls to the CE1
SDSB01B4	303	23.2	16.2	-99	72	Pupil girls to the CE2
SDSB01B5	303	22.0	18.7	-99	62	Pupil girls to the CM1
SDSB01B6	303	26.8	22.6	-99	84	Pupil girls to the CM2
SDSB01B7	303	151.5	69.5	15	364	Pupil girls total
SDSB01C1	303	0.0	5.8	-99	9	Pupil boys taking the CP1
SDSB01C2	303	0.7	14.3	-99	20	Pupil boys taking the CP2
SDSB01C3	303	0.2	10.4	-99	22	Pupil boys taking the CE1
SDSB01C4	303	1.7	10.3	-99	24	Pupil boys taking the CE2
SDSB01C5	303	0.0	11.8	-99	22	Pupil boys taking the CM1
SDSB01C6	303	7.4	15.9	-99	42	Pupil boys taking the CM2
SDSB01C7	303	17.1	14.1	0	73	Pupil boys taking total
SDSB01D1	303	-0.1	5.8	-99	9	Pupil girls taking the CP1
SDSB01D2	303	-0.1	14.0	-99	18	Pupil girls taking the CP2
SDSB01D3	303	-0.2	10.2	-99	27	Pupil girls taking the CE1
SDSB01D4	303	1.2	10.1	-99	15	Pupil girls taking the CE2
SDSB01D5	303	0.0	11.8	-99	18	Pupil girls taking the CM1
SDSB01D6	303	8.4	16.7	-99	51	Pupil girls taking the CM2
SDSB01D7	303	16.3	13.3	0	67	Pupil girls taking total
SDSB01E1	303	-17.5	38.9	-99	2	Class number (s) of CP1 non multigradee (s) of the school
SDSB01E2	303	-18.5	39.7	-99	2	Class number (s) of CP2 non multigradee (s) of the school
SDSB01E3	303	-19.5	40.4	-99	2	Class number (s) of CE1 non multigradee (s) of the school
SDSB01E4	303	-18.5	39.7	-99	2	Class number (s) of CE2 non multigradee (s) of the school
SDSB01E5	303	-19.1	40.2	-99	1	Class number (s) of CM1 non multigradee (s) of the school
SDSB01E6	303	-16.1	37.8	-99	2	Class number (s) of CM2 non multigradee (s) of the school
SDSB01E7	303	-9.8	37.3	-99	9	Total: classes non multigradees of the school
SDSB02	303	0.5	1.1	0	3	How many multigrade classes do you have?
SDSB03A01	303	-79.2	39.9	-99	1	Combination of levels has)
SDSB03A02	303	-79.5	39.7	-99	2	Number of classes has)
SDSB03B01	303	-80.0	39.5	-99	2	Combination of b levels)
SDSB03B02	303	-80.5	38.9	-99	2	Number of b classes)
SDSB03C01	303	-84.2	36.0	-99	3	Combination of c levels)
SDSB03C02	303	-84.8	35.0	-99	3	Number of c classes)
SDSB03D01	303	-98.7	5.9	-99	3	Combination of d levels)
SDSB03D02	303	-98.3	8.1	-99	1	Number of d classes)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSB03E01	303	-99.0	0.0	-99	-99	Combination of e levels)
SDSB03E02	303	-99.0	0.0	-99	-99	Number of e classes)
SDSB03F01	303	-99.0	0.0	-99	-99	Combination of f levels)
SDSB03F02	303	-99.0	0.0	-99	-99	Number of f classes)
SDSB03G01	303	-98.7	5.7	-99	0	Combination of g levels)
SDSB03G02	303	-99.0	0.0	-99	-99	Number of g classes)
SDSB03H01	303	-99.0	0.0	-99	-99	Combination of levels h)
SDSB03H02	303	-99.0	0.0	-99	-99	Number of classes h)
SDSB04A1	303	-7.5	26.9	-99	13	How many boys abandoned their study in 2011/12 to the CP1
SDSB04A2	303	-7.1	25.5	-99	7	How many boys abandoned their study in 2011/12 to the CP2
SDSB04A3	303	-8.1	27.3	-99	7	How many boys abandoned their study in 2011/12 to the CE1
SDSB04A4	303	-7.2	25.8	-99	9	How many boys abandoned their study in 2011/12 to the CE2
SDSB04A5	303	-8.8	28.3	-99	7	How many boys abandoned their study in 2011/12 to the CM1
SDSB04A6	303	-6.9	25.5	-99	11	How many boys abandoned their study in 2011/12 to the CM2
SDSB04A7	303	-2.3	26.9	-99	35	How many boys abandoned their study in 2011/12 total
SDSB04B1	303	-7.7	26.9	-99	17	How many girls abandoned their study in 2011/12 to the CP1
SDSB04B2	303	-7.3	25.5	-99	7	How many girls abandoned their study in 2011/12 to the CP2
SDSB04B3	303	-8.6	27.6	-99	8	How many girls abandoned their study in 2011/12 to the CE1
SDSB04B4	303	-7.5	25.6	-99	6	How many girls abandoned their study in 2011/12 to the CE2
SDSB04B5	303	-9.1	28.1	-99	6	How many girls abandoned their study in 2011/12 to the CM1
SDSB04B6	303	-7.2	25.3	-99	9	How many girls abandoned their study in 2011/12 to the CM2
SDSB04B7	303	-3.9	26.2	-99	33	How many girls abandoned their study in 2011/12 total
SDSB05A1	303	22.9	28.9	-88	81	Number of registered boys to the CM2 in 2011/12
SDSB05A2	303	21.4	28.3	-88	71	Number of registered boys to the CEP in 2011/12
SDSB05A3	303	21.9	25.8	-88	71	Number of boys having taken part in the CEP in 2011/12
SDSB05A4	303	12.1	22.3	-88	47	Number of boys admitted to the CEP in 2011/12
SDSB05B1	303	20.6	28.3	-88	78	Number of girls written down to the CM2 in 2011/12
SDSB05B2	303	19.4	27.9	-88	75	Number of girls written down to the CEP in 2011/12
SDSB05B3	303	20.2	25.6	-88	75	Number of girls having taken part in the CEP in 2011/12
SDSB05B4	303	9.2	21.9	-88	60	Number of girls admitted to the CEP in 2011/12
SDSB06	303	2.0	9.8	-99	4	What is the proportion of the pupils of the CP1 that has the official age to go

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSB07A	303	56.9	31.3	-88	100	What is roughly some% the number of pupils living unless 1km
SDSB07B	303	33.2	27.3	-88	100	What is roughly some% the number of pupils living in 1 to 3km of
SDSB07C	303	9.0	14.2	-88	90	What is roughly some% the number of pupils living more of 3km
SDSB08	303	11.5	41.7	-88	110	How many pupils are orphan in the school?
SDSB09	303	0.1	10.5	-88	20	How many pupils of your school are handicapped
SDSB10	303	1.9	0.3	0	2	Does your school hold a register of presence or absence of the pupils?
SDSB11A	303	4.3	17.3	-99	49	a) What the approximate number of pupils of the CP2 that left one day or
SDSB11B	303	3.5	14.1	-99	70	b) What the approximate number of pupils of the CM2 that left one day oh
SDSB12A	303	0.0	15.4	-99	27	a) What is the approximate percentage of pupils of the CP2 that was absent pe
SDSB12B	303	0.8	11.0	-99	40	b) What is the approximate percentage of pupils of the CM2 that was absent pe
SDSB13A	303	1.9	0.7	1	3	a) What is your degree of judgment of the gravity of the absenteeism of the girl
SDSB13B	303	1.9	0.7	1	3	b) What is your degree of judgment of the gravity of the absenteeism of the boys
SDSB14	303	2.2	0.7	1	3	What is the gravity of the malnutrition of the pupils of your school?
SDSB15	303	1.6	0.8	0	3	Is what your school gives to the parents a school bulletin that includes the
SDSB16	303	-0.7	12.8	-99	4	According to you, what is the approximate proportion of the pupils of the CP2 th
SDSB17	303	-0.4	14.1	-99	4	According to you, what is the approximate proportion of the pupils of the CM2 th
SDSB18	303	0.7	7.3	-88	3	According to you, what is the approximate proportion of the children of 6 years
SDSB19	303	0.7	7.3	-88	3	According to you, what is the approximate proportion of the age scolaris childre
SDSB20	303	0.5	0.5	0	1	According to you, the girls are them more susceptible to be non schooled
SDSB21	303	2.1	0.6	1	3	According to you, the parents know them the age of their children

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSB22	303	-2.0	14.2	-88	1	According to you, the local authorities (Commune, DPEBA) know them the nombr
SDSB23	303	0.2	0.4	0	1	There are the children scolarisables who could not enroll to the school of the f
SDSC01A1	303	0.0	5.7	-99	2	Number of teachers men to the CP1
SDSC01A2	303	-1.0	11.4	-99	1	Number of teachers men to the CP2
SDSC01A3	303	-0.7	9.9	-99	1	Number of teachers men to the CE1
SDSC01A4	303	-0.6	9.9	-99	2	Number of teachers men to the CE2
SDSC01A5	303	-1.1	12.4	-99	1	Number of teachers men to the CM1
SDSC01A6	303	-0.1	9.9	-99	3	Number of teachers men to the CM2
SDSC01A7	303	-0.1	5.7	-99	2	Number of teachers men holding class ps
SDSC01A8	303	2.6	6.2	-99	8	Number of teachers men to the Total
SDSC01B1	303	0.2	5.7	-99	2	Number of teachers women to the CP1
SDSC01B2	303	-0.7	11.4	-99	2	Number of teachers women to the CP2
SDSC01B3	303	-0.4	9.9	-99	2	Number of teachers women to the CE1
SDSC01B4	303	-0.5	9.9	-99	2	Number of teachers women to the CE2
SDSC01B5	303	-1.0	11.4	-99	2	Number of teachers women to the CM1
SDSC01B6	303	-0.7	9.9	-99	2	Number of teachers women to the CM2
SDSC01B7	303	-0.2	5.7	-99	2	Number of teachers women not holding any classes
SDSC01B8	303	2.5	6.2	-99	8	Number of teachers women to the Total
SDSC01CA1	303	-79.5	39.7	-99	2	a) Combination of levels
SDSC01CA2	303	-79.5	39.7	-99	2	a) Number of teachers
SDSC01CB1	303	-80.3	39.3	-99	3	b) Combination of levels
SDSC01CB2	303	-80.8	38.6	-99	2	b) Number of teachers
SDSC01CC1	303	-84.2	36.0	-99	3	c) Combination of levels
SDSC01CC2	303	-84.8	35.0	-99	1	c) Number of teachers
SDSC01CD1	303	-99.0	0.0	-99	-99	d) Combination of levels
SDSC01CD2	303	-99.0	0.0	-99	-99	d) Number of teachers
SDSC01CE1	303	-99.0	0.0	-99	-99	e) Combination of levels
SDSC01CE2	303	-99.0	0.0	-99	-99	e) Number of teachers
SDSC01CF1	303	-99.0	0.0	-99	-99	f) Combination of levels
SDSC01CF2	303	-99.0	0.0	-99	-99	f) Number of teachers
SDSC01CG1	303	-99.0	0.0	-99	-99	g) Combination of levels
SDSC01CG2	303	-99.0	0.0	-99	-99	g) Number of teachers
SDSC01CH1	303	-99.0	0.0	-99	-99	h) Combination of levels
SDSC01CH2	303	-99.0	0.0	-99	-99	h) Number of teachers
SDSC02A1	303	0.1	10.0	-99	7	Number of teachers permanent men
SDSC02A2	303	0.0	12.9	-99	8	Number of teachers contractual men
SDSC02A3	303	-3.3	17.7	-99	1	Number of teachers men Volunteer
SDSC02A4	303	2.7	1.5	0	8	Number of teachers men total
SDSC02B1	303	-0.1	10.0	-99	6	Number of teachers permanent women

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSC02B2	303	0.5	13.1	-99	8	Number of teachers contractual women
SDSC02B3	303	-3.3	17.7	-99	1	Number of teachers women Volunteer
SDSC02B4	303	2.9	1.9	0	8	Number of teachers women total
SDSC02C1	303	1.7	6.4	-99	10	Total teachers Permanents
SDSC02C2	303	2.4	12.1	-99	10	Contractual teaching total
SDSC02C3	303	-2.9	16.8	-99	1	Total teaching Volunteer
SDSC02C4	303	5.6	2.1	0	10	Teaching total
SDSC03A1	303	0.2	5.2	-88	8	Number of level teachers men 1st cycle of the secondary
SDSC03A2	303	1.9	1.5	0	7	Number of level teachers men 2nd cycle of the secondary
SDSC03A3	303	0.1	5.1	-88	7	Number of level university teachers men and more
SDSC03B1	303	0.1	7.8	-99	6	Number of level teachers women 1st cycle of the secondary
SDSC03B2	303	1.7	6.1	-99	8	Number of level teachers women 2nd cycle of the secondary
SDSC03B3	303	-0.4	7.6	-99	3	Number of level university teachers women and more
SDSC04	303	2.3	1.5	0	9	How many teachers came to the school this school year (2012/2013)
SDSC05	303	1.8	1.3	0	7	How many teachers left the school at the end of the last year scolair
SDSC06A	303	-25.7	44.7	-99	8	a) How many teachers Permanents were a member of union of the enseignant
SDSC06B	303	-18.7	40.9	-99	8	b) How many contractual teachers were a member of union of the enseignant
SDSC06C	303	-78.3	40.2	-99	0	c) How many voluntary teachers were a member of union of teaching them
SDSC07A1	303	0.9	9.7	-99	4	How many times the teachers who hold the classes give some exercic
SDSC07A2	303	-46.5	63.5	-99	120	near the number of minutes that the teachers wait that their pupils CP2
SDSC07B1	303	0.3	10.0	-99	4	How many times the teachers who hold the classes give some exercic
SDSC07B2	303	23.4	70.5	-99	180	near the number of minutes that the teachers wait that their pupils CM2
SDSC08	303	1.9	13.0	-88	10	How many teachers can speak the main local language
SDSC09	303	3.5	0.8	1	4	What is the proportion of teachers having a very good mastery of the franca
SDSC10	303	3.3	0.8	1	4	What is the proportion of teachers having a very good mastery of the franc

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSC11	303	0.7	0.5	0	1	The director of the school holds him a register of the absences and the d presen
SDSC12	303	2.2	5.9	-99	3	The teachers must submit them a demand of authorization to the director
SDSC13	303	3.1	0.5	0	5	To what frequency the teachers are absent of the school
SDSC14A	303	0.1	0.2	0	1	Teachers benefit special holidays
SDSC14B	303	-94.4	20.9	-99	1	During how many days a teacher is allowed to leave in the anne
SDSC15A	303	1.7	9.3	-88	10	a) How many teachers were one day absent or more outside of the holidays
SDSC15B	303	1.0	11.8	-88	10	b) How many teachers were one day absent or more outside of the holidays
SDSC15C	303	-10.5	32.8	-99	10	c) How many teachers were one day absent or more outside of the holidays
SDSC16A1	303	0.5	17.0	-99	90	Number of absence day during the last quarter teaching CP2 1
SDSC16A2	303	-91.1	26.8	-99	2	Number of absence day during the last quarter teaching CP2 2
SDSC16A3	303	-95.3	18.6	-99	0	Number of absence day during the last quarter teaching CP2 3
SDSC16A4	303	-96.0	16.8	-99	0	Number of absence day during the last quarter teaching CP2 4
SDSC16B1	303	-1.2	16.8	-99	29	Number of absence day during the last quarter teaching CM2 1
SDSC16B2	303	-69.2	45.6	-99	20	Number of absence day during the last quarter teaching CM2 2
SDSC16B3	303	-92.4	24.7	-99	4	Number of absence day during the last quarter teaching CM2 3
SDSC16B4	303	-95.6	17.8	-99	4	Number of absence day during the last quarter teaching CM2 4
SDSC17A	303	0.6	0.5	0	1	a) The measures are you them holds to the school: The Director of the school goe
SDSC17B	303	0.7	0.5	0	1	b) The measures are you them holds to the school: A teacher already holding one
SDSC17C	303	-1.9	15.0	-99	1	c) The measures are you them holds to the school: A temporary teacher teaches
SDSC17D	303	0.4	0.5	0	1	d) The measures are you them holds to the school: The pupils will study by them
SDSC17E	303	0.1	0.3	0	1	e) The measures are you them holds to the school: The pupils will go back to the
SDSD01	303	1,965.5	206.2	-88	2009	In what year the school opened its doors
SDSD02	303	787.2	586.2	-88	3010	What day has begun you the courses in all classes this year sco

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD02JJ	303	7.5	8.0	-88	30	JJ
SDSD02MM	303	9.6	5.7	-88	13	MESSRS
SDSD03	303	104.7	119.8	-88	292	How many days your school has been opened effectively for the courses to the ti
SDSD04	303	4.3	5.4	-88	5	What was the total length of the strand during this school year and cel
SDSD05	303	0.2	7.2	-88	1	Your school has it given of the correction courses to the pupils during the paus
SDSD06	303	0.2	7.2	-88	1	Your school has it given of the correction courses to the pupils during after th
SDSD07AA1	303	-8.4	41.6	-99	128	7a) has Hours correction CP1 in 2011/2012
SDSD07AA2	303	-4.8	43.6	-99	144	7a) has Hours correction CP2 in 2011/2012
SDSD07AA3	303	-6.0	48.2	-99	152	7a) has Hours correction CE1 in 2011/2012
SDSD07AA4	303	-3.3	49.4	-99	216	7a) has Hours correction CE2 in 2011/2012
SDSD07AA5	303	6.0	67.4	-99	300	7a) has Hours correction CM1 in 2011/2012
SDSD07AA6	303	50.0	112.1	-99	576	7a) has Hours correction CM2 in 2011/2012
SDSD07AA7	303	-70.0	74.5	-99	411	7a) has Hours correction Multigrade in 2011/2012
SDSD07AB1	303	-12.3	34.7	-99	38	7a) b Days correction CP1 in 2011/2012
SDSD07AB2	303	-10.6	34.0	-99	54	7a) b Days correction CP2 in 2011/2012
SDSD07AB3	303	-13.1	37.0	-99	43	7a) b Days correction CE1 in 2011/2012
SDSD07AB4	303	-10.6	35.3	-99	54	7a) b Days correction CE2 in 2011/2012
SDSD07AB5	303	-10.4	40.7	-99	76	7a) b Days correction CM1 in 2011/2012
SDSD07AB6	303	0.6	43.0	-99	76	7a) b Days correction CM2 in 2011/2012
SDSD07AB7	303	-76.5	49.2	-99	228	7a) b Days correction Multigrade in 2011/2012
SDSD07BA1	303	-10.1	44.3	-99	400	a Hours supplementary CP1 in 2011/2012
SDSD07BA2	303	-6.9	46.8	-99	400	a Hours supplementary CP2 in 2011/2012
SDSD07BA3	303	-8.4	53.1	-99	432	a Hours supplementary CE1 in 2011/2012
SDSD07BA4	303	-6.7	51.4	-99	432	a Hours supplementary CE2 in 2011/2012
SDSD07BA5	303	6.1	75.1	-99	500	a Hours supplementary CM1 in 2011/2012
SDSD07BA6	303	63.7	124.1	-99	864	a Hours supplementary CM2 in 2011/2012
SDSD07BA7	303	-70.4	74.4	-99	456	a Multigrade supplementary Hours in 2011/2012

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD07BB1	303	-12.9	34.0	-99	90	b Days supplementary CP1 in 2011/2012
SDSD07BB2	303	-11.4	33.2	-99	90	b Days supplementary CP2 in 2011/2012
SDSD07BB3	303	-13.0	35.3	-99	90	b Days supplementary CE1 in 2011/2012
SDSD07BB4	303	-11.6	33.9	-99	90	b Days supplementary CE2 in 2011/2012
SDSD07BB5	303	-10.5	38.5	-99	90	b Days supplementary CM1 in 2011/2012
SDSD07BB6	303	3.8	43.7	-99	133	b Days supplementary CM2 in 2011/2012
SDSD07BB7	303	-77.8	44.5	-99	128	b Multigrade supplementary Days in 2011/2012
SDSD08AA1	303	-2.1	19.7	-99	90	Number of hours of correction or hour supplementary 2011/12 CP1
SDSD08AA2	303	-2.3	19.6	-99	56	Number of hours of correction or hour supplementary 2011/12 CP2
SDSD08AA3	303	-3.2	22.3	-99	56	Number of hours of correction or hour supplementary 2011/12 CE1
SDSD08AA4	303	-2.4	21.7	-99	56	Number of hours of correction or hour supplementary 2011/12 CE2
SDSD08AA5	303	0.0	23.3	-99	63	Number of hours of correction or hour supplementary 2011/12 CM1
SDSD08AA6	303	10.5	29.0	-99	111	Number of hours of correction or hour supplementary 2011/12 CM2
SDSD08AA7	303	-76.9	45.6	-99	168	Number of hours of correction or supplementary hour 2011/12 Multigrade
SDSD08AB1	303	-3.6	19.1	-99	22	Number of correction days or days supplementary 2011/12 CP1
SDSD08AB2	303	-3.7	19.4	-99	16	Number of correction days or days supplementary 2011/12 CP2
SDSD08AB3	303	-4.8	21.8	-99	20	Number of correction days or days supplementary 2011/12 CE1
SDSD08AB4	303	-4.3	21.2	-99	8	Number of correction days or days supplementary 2011/12 CE2
SDSD08AB5	303	-3.4	20.7	-99	15	Number of correction days or days supplementary 2011/12 CM1
SDSD08AB6	303	-0.3	19.8	-99	42	Number of correction days or days supplementary 2011/12 CM2
SDSD08AB7	303	-78.3	40.8	-99	24	Number of correction days or days supplementary 2011/12 Multigrade
SDSD08BA1	303	-1.5	15.2	-99	26	a Hours supplementary March 2013 CP1
SDSD08BA2	303	-2.5	18.0	-99	26	a Hours supplementary March 2013 CP2
SDSD08BA3	303	-1.5	16.4	-99	26	a Hours supplementary March 2013 CE1
SDSD08BA4	303	-1.9	18.5	-99	50	a Hours supplementary March 2013 CE2
SDSD08BA5	303	1.4	20.1	-99	70	a Hours supplementary March 2013 CM1
SDSD08BA6	303	16.9	33.6	-99	186	a Hours supplementary March 2013 CM2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD08BA7	303	-74.8	47.6	-99	125	a Hours supplementary Multigrade March 2013
SDSD08BB1	303	-2.1	14.7	-99	10	b Days supplementary March 2013 CP1
SDSD08BB2	303	-3.0	17.6	-99	16	b Days supplementary March 2013 CP2
SDSD08BB3	303	-2.4	15.7	-99	10	b Days supplementary March 2013 CE1
SDSD08BB4	303	-3.0	17.6	-99	10	b Days supplementary March 2013 CE2
SDSD08BB5	303	-1.8	17.1	-99	25	b Days supplementary March 2013 CM1
SDSD08BB6	303	1.8	18.9	-99	54	b Days supplementary March 2013 CM2
SDSD08BB7	303	-77.3	41.5	-99	27	b Days supplementary Multigrade March 2013
SDSD09A1	303	0.1	0.3	0	1	The pupils or the parents have they paid for the expenses of enrollment to the C
SDSD09A2	303	1.4	359.9	-99	3000	Bringing up inscription to the CP1
SDSD09B1	303	0.0	0.2	0	1	Expenses to the CP2, CE1, CE2, CM1, CM2,
SDSD09B2	303	-58.4	261.2	-99	2000	Expenses of enrollment to the CP2, CE1, CE2, CM1, CM2,
SDSD09C1	303	0.7	0.5	0	1	Expenses of exam (CEP) to the CM2
SDSD09C2	303	828.0	786.4	-99	3250	Going up cool of exam to the CM2
SDSD09D1	303	0.1	0.2	0	1	Expenses of exam white CEP
SDSD09D2	303	173.9	1,675.1	-99	17500	Going up cool of exam white CEP
SDSD09E1	303	0.0	0.0	0	0	Manual
SDSD09E2	303	-99.0	0.0	-99	-99	Expenses of manuals
SDSD09F1	303	0.0	0.2	0	1	Supplies, workbooks, various,
SDSD09F2	303	-14.0	615.4	-99	7500	Bringing up supplies
SDSD09G1	303	0.0	0.0	0	0	Uniform
SDSD09G2	303	-99.0	0.0	-99	-99	Going up uniform
SDSD09H1	303	1.0	0.2	0	1	APE / AME contribution
SDSD09H2	303	1,575.7	547.9	-99	3025	Bringing up APE / AME dcontribution
SDSD09I1	303	-21.2	40.8	-99	1	Contribution COGES
SDSD09I2	303	-31.4	355.5	-99	4600	Bringing up contribution COGES
SDSD09J1	303	0.3	0.5	0	1	School canteens
SDSD09J2	303	177.5	804.4	-99	9000	Expenses school canteens
SDSD10A1	303	-75.1	42.4	-99	1	Some pupils exempted of the enrollment expenses to the CP1 boys
SDSD10A2	303	-75.1	42.4	-99	1	Some pupils exempted of the enrollment expenses to the CP1 girls
SDSD10A3	303	-74.8	42.7	-99	1	Some pupils exempted of the enrollment expenses to the CP1 poverty
SDSD10A4	303	-1.6	12.6	-99	1	Some pupils exempted of the enrollment expenses to the CP1 handicap

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD10A51	303	-70.9	44.7	-99	1	Some pupils exempted of the enrollment expenses to the CP1 Others
SDSD10A52	303	-98.3	8.8	-99	11	Some pupils exempted of the enrollment expenses to the CP1 Others (code)
SDSD10B1	303	-80.7	38.5	-99	1	Some pupils exempted of the enrollment expenses to the CP2, CE1, CE2, CM1, CM2 G
SDSD10B2	303	-80.7	38.5	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SDSD10B3	303	-80.7	38.5	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SDSD10B4	303	-80.7	38.5	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SDSD10B51	303	-75.8	42.0	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SDSD10B52	303	-98.3	8.6	-99	8	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SDSD10C1	303	-2.2	14.9	-99	1	Some exempt pupils sont' ils APE / AME contribution boys
SDSD10C2	303	-2.1	14.9	-99	1	Some exempt pupils sont' ils APE / AME contribution girls
SDSD10C3	303	-2.1	14.9	-99	1	Some exempt pupils sont' ils APE / AME contribution poverty
SDSD10C4	303	-3.9	19.4	-99	1	Some exempt pupils sont' ils APE / AME contribution handicap
SDSD10C51	303	-2.5	15.9	-99	1	Some exempt pupils sont' ils APE / AME contribution Others
SDSD10C52	303	-91.0	27.9	-99	10	Some exempt pupils sont' ils APE / AME contributions Others (code)
SDSD10D0	303	-97.7	11.6	-99	6	Some Other exempt pupils (code)
SDSD10D1	303	-97.7	11.4	-99	1	Some Other exempt pupils, boys
SDSD10D2	303	-97.7	11.3	-99	1	Some Other exempt pupils sont' ils girls
SDSD10D3	303	-97.7	11.4	-99	1	Some pupils exempt sont' ils Others poverty
SDSD10D4	303	-97.7	11.3	-99	1	Some pupils exempt sont' ils Others handicap
SDSD10D51	303	-97.7	11.3	-99	0	Some pupils Other, Other exempt sont' ils
SDSD10D52	303	-99.0	0.0	-99	-99	Some pupils Other, Other (code) exempt sont' ils
SDSD11A	303	-0.5	9.9	-99	4	What is the norm of use of the manuals French CP2
SDSD11B	303	-86.8	33.2	-99	5	What is the norm of use of the manuals CP2 calculation
SDSD11C	303	-0.4	8.1	-99	4	What is the norm of use of the manuals French CM2
SDSD11D	303	-0.3	8.1	-99	3	What is the norm of use of the manuals CM2 calculation

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD12A	303	-0.7	12.8	-99	1	The pupils of the CP2 are them authorized to bring the school manuals of francai
SDSD12B	303	1.1	0.9	1	9	The pupils of the CM2 are them authorized to bring the school manuals of francai
SDSD13A	303	-88.9	30.0	-99	30	How many school manuals have yourselves received for Calculation CP2
SDSD13B	303	29.4	42.7	-99	200	How many school manuals have yourselves received for Calculation CM2
SDSD13C	303	26.6	35.1	-99	121	How many school manuals have yourselves received for French CP2
SDSD13D	303	30.3	41.6	-99	180	How many school manuals have yourselves received for French CM2
SDSD14A	303	-83.5	36.3	-99	4	How many pupils use the manuals of calculations to the CP2
SDSD14B	303	2.0	13.1	-99	4	How many pupils use the manuals of calculations to the CM2
SDSD14C	303	2.0	13.1	-99	4	How many pupils use the French CP2 manuals
SDSD14D	303	2.4	11.8	-99	4	How many pupils use the French CM2 manuals
SDSD15A	303	-0.8	14.5	-99	4	How many teachers of CP2 received the educational guides calculation CP2 of the
SDSD15B	303	0.1	11.5	-99	2	How many teachers of CM2 received the educational guides calculation CM2 of the
SDSD15C	303	-0.1	12.9	-99	2	How many teachers of CP2 received the educational guides Francaisl CP2 of the M
SDSD15D	303	0.2	11.5	-99	2	How many teachers of CM2 received the educational guides French CM2 of the ME
SDSD16A	303	-1.1	12.8	-99	4	How many pupils have notebooks of course for the Calculation to the CP2 for thei
SDSD16B	303	2.1	13.1	-99	4	How many pupils have notebooks of course for the Calculation to the CM2 for thei
SDSD16C	303	-0.9	12.8	-99	4	How many pupils have notebooks of course for the French to the CP2 for their pro
SDSD16D	303	2.1	13.1	-99	4	How many pupils have notebooks of course for the French to the CM2 for their pro
SDSD16E	303	0.4	13.0	-99	4	How many pupils have notebooks of exercise for the Calculation to the CP2 for th
SDSD16F	303	2.1	13.1	-99	4	How many pupils have some workbooks for the calculation to the CM2 for their pro

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD16G	303	0.1	13.0	-99	4	How many pupils have some workbooks for the Francis to the CP2 for their pr
SDSD16H	303	2.1	13.1	-99	4	How many pupils have some workbooks for the Francis to the CM2 for their pr
SDSD17A	303	3.8	0.7	0	4	How many pupils have some Pencils / Pen for their own use in this year sco
SDSD17B	303	3.8	0.7	0	4	How many pupils have some Notebooks for their own use in this school year
SDSD17C	303	3.6	0.8	0	4	How many pupils have the Chalk and slates for their own use in this year
SDSD18A	303	0.1	0.3	0	1	Your school has it submitted a specific demand of an educational material to the
SDSD18B	303	0.1	0.3	0	1	Your school has it submitted a specific demand of an educational material to the
SDSD19A	303	2.5	15.2	-88	11	How many teachers participated in a continuing education of the teachers to the
SDSD19B	303	4.3	9.7	-88	11	How many teachers participated in a continuing education of the teachers to the
SDSD20A	303	-1.5	13.7	-99	11	How many teachers participated a continuing education of the teachers on l
SDSD20B	303	-0.1	7.9	-99	10	How many teachers participated a continuing education of the teachers on l
SDSD21	303	3.0	10.0	-99	11	How many teachers participated in a meeting centered on the survey of d lessons
SDSD22	303	2.7	1.4	0	7	Who manages the animation (educational animation Group) shared between the schoo
SDSD23A	303	1.0	0.2	0	1	What approaches have used you aiming to improve the expertises of the some
SDSD23B	303	0.8	0.4	0	1	What approaches have used you aiming to improve the expertises of the some
SDSD23C	303	0.5	0.5	0	1	What approaches have used you aiming to improve the expertises of the some
SDSD23D	303	1.0	0.2	0	1	What approaches have used you aiming to improve the expertises of the some
SDSD23E	303	0.5	0.5	0	1	What approaches have used you aiming to improve the expertises of the some

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD24	303	1.3	0.6	0	2	Your school has it provided of meals to the pupils during this year scolair
SDSD25	303	0.5	5.7	-99	1	The parents have them fact grant of supplies and manpower for the program can
SDSD26A	303	-8.7	28.0	-99	1	Your school has it receipt a subsidy (money) during the school year d
SDSD26B	303	17,856.3	71,867.4	-99	650000	If yes, going up received
SDSD27A	303	-8.4	27.7	-99	1	Your school has it receipt a subsidy (money) during this year scolai
SDSD27B	303	12,020.4	60,072.2	-99	550000	If yes, going up received
SDSD28A	303	0.7	0.5	0	1	Personal No teaching: None
SDSD28B	303	0.0	0.1	0	2	Personal No teaching: Central
SDSD28C	303	0.0	0.1	0	1	Personal No teaching: Commune
SDSD28D	303	0.0	0.1	0	1	Personal No teaching: Director of school
SDSD28E	303	0.3	0.7	0	4	Personal No teaching: APE
SDSD28F	303	-35.6	47.6	-99	1	Personal No teaching: COGES
SDSD28G1	303	-97.6	12.1	-99	8	Personal No teaching: Other (code)
SDSD28G2	303	-97.7	11.5	-99	2	Personal No teaching: Other (number)
SDSD29	303	5.2	5.6	-88	9	The school has how many class rooms for the pupils it
SDSD30	303	1.2	1.0	1	9	What is the type of school building
SDSD31A	303	3.0	1.0	1	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31B	303	3.2	1.0	1	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31C	303	3.1	6.0	-99	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31D	303	2.8	6.0	-99	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31E	303	2.8	6.0	-99	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31F	303	2.0	6.0	-99	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31G	303	3.0	1.3	1	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31H	303	3.1	1.2	1	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD31I	303	2.7	1.2	1	4	The capacity of your school to offer a teaching is it summer affected by one

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD31J	303	3.0	7.5	-88	4	The capacity of your school to offer a teaching is it summer affected by one
SDSD32A1	303	0.0	0.0	0	0	Help of the PAM to the formation of the teachers
SDSD32A2	303	0.0	0.0	0	0	Help of the PAM to the other atelierses of formation
SDSD32A3	303	0.0	0.1	0	1	Help of the PAM with facilities
SDSD32A4	303	0.0	0.1	0	1	Help of the PAM with supplies
SDSD32A5	303	0.0	0.1	0	1	Help of the PAM for the construction
SDSD32A6	303	0.0	0.1	0	1	Help of the PAM with meals
SDSD32A7	303	0.0	0.1	0	1	Help of the PAM with others
SDSD32B1	303	-0.3	5.1	-88	1	Help of the CRS to the formation of the teachers
SDSD32B2	303	-0.3	5.1	-88	1	Help of the CRS to the other atelierses of formation
SDSD32B3	303	-0.3	5.1	-88	1	Help of the CRS with facilities
SDSD32B4	303	-0.3	5.1	-88	1	Help of the CRS with supplies
SDSD32B5	303	-0.3	5.1	-88	1	Help of the CRS for the construction
SDSD32B6	303	0.3	5.1	-88	1	Help of the CRS with meals
SDSD32B7	303	-0.3	5.1	-88	1	Help of the CRS with others
SDSD32C1	303	0.1	0.3	0	1	Help of Plan Burkina to the formation of the teachers
SDSD32C2	303	0.0	0.1	0	1	Help of Plan Burkina to the other atelierses of formation
SDSD32C3	303	0.0	0.2	0	1	Help of Plan Burkina with facilities
SDSD32C4	303	0.0	0.1	0	1	Help of Plan Burkina with supplies
SDSD32C5	303	0.1	0.2	0	1	Help of Plan Burkina for the construction
SDSD32C6	303	0.0	0.2	0	1	Help of Plan Burkina with meals
SDSD32C7	303	0.0	0.1	0	1	Help of Plan Burkina with others
SDSD32D1	303	0.0	0.1	0	1	Help of the UNICEF to the formation of the teachers
SDSD32D2	303	0.0	0.1	0	1	Help of the UNICEF to the other atelierses of formation
SDSD32D3	303	0.0	0.1	0	1	Help of the UNICEF with facilities
SDSD32D4	303	0.0	0.1	0	1	Help of the UNICEF with supplies
SDSD32D5	303	0.0	0.1	0	1	Help of the UNICEF for the construction
SDSD32D6	303	0.0	0.0	0	0	Help of the UNICEF with meals
SDSD32D7	303	0.0	0.0	0	0	Help of the UNICEF with others
SDSD32E1	303	0.0	0.0	0	0	Help of the World Bank to the formation of the teachers
SDSD32E2	303	0.0	0.0	0	0	Help of the World Bank to the other atelierses of formation
SDSD32E3	303	0.0	0.0	0	0	Help of the World Bank with facilities
SDSD32E4	303	0.0	0.0	0	0	Help of the World Bank with supplies
SDSD32E5	303	0.0	0.0	0	0	Help of the World Bank for the construction

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD32E6	303	0.0	0.0	0	0	Help of the World Bank with meals
SDSD32E7	303	0.0	0.0	0	0	Help of the World Bank with others
SDSD32F1	303	0.0	0.0	0	0	Help of ACIDI, Canada to the formation of the teachers
SDSD32F2	303	0.0	0.0	0	0	Help of ACIDI, Canada to the other atelierses of formation
SDSD32F3	303	0.0	0.0	0	0	Help of ACIDI, Canada with facilities
SDSD32F4	303	0.0	0.1	0	1	Help of ACIDI, Canada with supplies
SDSD32F5	303	0.0	0.0	0	0	Help of ACIDI, Canada for the construction
SDSD32F6	303	0.0	0.0	0	0	Help of ACIDI, Canada with meals
SDSD32F7	303	0.0	0.0	0	0	Help deACIDI, Canada with others
SDSD32G1	303	0.0	0.1	0	1	Help of USAID, US to the formation of the teachers
SDSD32G2	303	0.0	0.0	0	0	Help of USAID, US to the other atelierses of formation
SDSD32G3	303	0.0	0.0	0	0	Help of USAID, US with facilities
SDSD32G4	303	0.0	0.0	0	0	Help of USAID, US with supplies
SDSD32G5	303	0.0	0.0	0	0	Help of USAID, US for the construction
SDSD32G6	303	0.0	0.0	0	0	Help of USAID, US with meals
SDSD32G7	303	0.0	0.1	0	1	Help of USAID, US with others
SDSD32H1	303	0.2	0.4	0	1	Help of JICA, Japan to the formation of the teachers
SDSD32H2	303	0.1	0.2	0	1	Help of JICA, Japan to the other atelierses of formation
SDSD32H3	303	0.0	0.1	0	1	Help of JICA, Japan with facilities
SDSD32H4	303	0.0	0.1	0	1	Help of JICA, Japan with supplies
SDSD32H5	303	0.0	0.1	0	1	Help of JICA, Japan for the construction
SDSD32H6	303	0.0	0.1	0	1	Help of JICA, Japan with meals
SDSD32H7	303	0.0	0.0	0	0	Help of JICA, Japan with others
SDSD32I1	303	0.0	0.1	0	1	Help of AFD, France to the formation of the teachers
SDSD32I2	303	0.0	0.0	0	0	Help of AFD, France to the other atelierses of formation
SDSD32I3	303	0.0	0.1	0	1	Help of AFD, France with facilities
SDSD32I4	303	0.0	0.0	0	0	Help of AFD, France with supplies
SDSD32I5	303	0.0	0.1	0	1	Help of AFD, France for the construction
SDSD32I6	303	0.0	0.0	0	0	Help of AFD, France with meals
SDSD32I7	303	0.0	0.1	0	1	Help of AFD, France with others
SDSD32J1	303	0.1	0.3	0	1	Help of other structures to the formation of the teachers
SDSD32J2	303	-90.5	27.8	-99	1	Help of other structures to the other atelierses of formation
SDSD32J3	303	-90.5	27.9	-99	1	Help of other structures with facilities
SDSD32J4	303	-90.5	27.8	-99	1	Help of other structures with supplies

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD32J5	303	-90.5	27.8	-99	1	Help of other structures for the construction
SDSD32J6	303	-90.5	27.8	-99	1	Help of other structures with meals
SDSD32J7	303	0.0	0.2	0	1	Help of other structures with others
SDSD33A0	303	0.0	0.2	0	1	Who bought the manuals of your school for 2012/13: None
SDSD33A1	303	0.4	5.1	-88	1	Who bought the manuals of your school for 2012/13: MENA
SDSD33A2	303	0.0	0.2	0	1	Who bought the manuals of your school for 2012/13: DREBA / DPEBA
SDSD33A3	303	0.0	0.2	0	1	Who bought the manuals of your school for 2012/13: CEB
SDSD33A4	303	0.1	5.1	-88	1	Who bought the manuals of your school for 2012/13: Commune
SDSD33A5	303	0.0	0.1	0	1	Who bought the manuals of your school for 2012/13: Director of school
SDSD33A6	303	0.0	0.2	0	1	Who bought the manuals of your school for 2012/13: APE
SDSD33A7	303	-48.0	49.6	-99	1	Who bought the manuals of your school for 2012/13: COGES
SDSD33B0	303	0.0	0.2	0	1	Who distributed the manuals of your school for 2012/13: None
SDSD33B1	303	0.1	0.3	0	1	Who distributed the manuals of your school for 2012/13: MENA
SDSD33B2	303	0.0	0.2	0	1	Who distributed the manuals of your school for 2012/13: DREBA / DPEBA
SDSD33B3	303	0.6	0.5	0	1	Who distributed the manuals of your school for 2012/13: CEB
SDSD33B4	303	0.1	0.3	0	1	Who distributed the manuals of your school for 2012/13: Commune
SDSD33B5	303	0.6	0.5	0	1	Who distributed the manuals of your school for 2012/13: Director of school
SDSD33B6	303	0.5	0.5	0	1	Who distributed the manuals of your school for 2012/13: APE
SDSD33B7	303	-48.2	49.7	-99	1	Who distributed the manuals of your school for 2012/13: COGES
SDSD34A0	303	0.1	0.3	0	1	Who bought the teaching aid for your school for 2012/13: None
SDSD34A1	303	0.4	0.5	0	1	Who bought the teaching aid for your school for 2012/13: MENA
SDSD34A2	303	0.1	0.2	0	1	Who bought the teaching aid for your school for 2012/13: DREBA / DPEBA
SDSD34A3	303	0.0	0.2	0	1	Who bought the teaching aid for your school for 2012/13: CEB
SDSD34A4	303	0.4	0.5	0	1	Who bought the teaching aid for your school for 2012/13: Commune
SDSD34A5	303	0.0	0.1	0	1	Who bought the teaching aid for your school for 2012/13: Director of

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD34A6	303	0.2	0.4	0	1	Who bought the teaching aid for your school for 2012/13: APE
SDSD34A7	303	-49.6	49.6	-99	1	Who bought the teaching aid for your school for 2012/13: COGES
SDSD34B0	303	0.1	0.3	0	1	Who has distibue of the teaching aid for your school for 2012/13: None
SDSD34B1	303	0.0	0.2	0	1	Who has distibue of the teaching aid for your school for 2012/13: MENA
SDSD34B2	303	0.0	0.2	0	1	Who has distibue of the teaching aid for your school for 2012/13: DREBA / DPEB
SDSD34B3	303	0.5	0.5	0	1	Who has distibue of the teaching aid for your school for 2012/13: CEB
SDSD34B4	303	0.1	0.3	0	1	Who has distibue of the teaching aid for your school for 2012/13: Commune
SDSD34B5	303	0.6	0.5	0	1	Who has distibue of the teaching aid for your school for 2012/13: Director
SDSD34B6	303	0.4	0.5	0	1	Who has distibue of the teaching aid for your school for 2012/13: APE
SDSD34B7	303	-48.9	49.7	-99	1	Who has distibue of the teaching aid for your school for 2012/13: COGES
SDSD35A0	303	0.1	7.2	-88	1	This year 2012/13: received supplementary funds / None
SDSD35A1	303	-0.6	7.1	-88	1	This year 2012/13: received supplementary / MENA funds
SDSD35A2	303	-0.6	7.1	-88	1	This year 2012/13: received supplementary / DREBA funds, DPEBA
SDSD35A3	303	-0.6	7.1	-88	1	This year 2012/13: received supplementary / CEB funds
SDSD35A4	303	-0.6	7.1	-88	1	This year 2012/13: received supplementary / Commune funds
SDSD35A5	303	-0.6	7.1	-88	1	This year 2012/13: received supplementary / Director funds of school
SDSD35A6	303	-0.4	7.2	-88	1	This year 2012/13: received supplementary / APE funds
SDSD35A7	303	0.3	20.7	-99	9	This year 2012/13: received supplementary / COGES funds
SDSD35B0	303	-1.4	13.3	-88	1	The last 2011/12 year: received supplementary funds / None
SDSD35B1	303	-2.0	13.3	-88	1	The last 2011/12 year: received supplementary / MENA funds
SDSD35B2	303	-2.0	13.2	-88	1	The last 2011/12 year: received supplementary / DREBA funds, DPEBA
SDSD35B3	303	-2.0	13.2	-88	1	The last 2011/12 year: received supplementary / CEB funds

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSD35B4	303	-2.0	13.2	-88	1	The last 2011/12 year: received supplementary / Commune funds
SDSD35B5	303	-2.0	13.2	-88	1	The last 2011/12 year: received supplementary / Director funds of school
SDSD35B6	303	-1.8	13.3	-88	1	The last 2011/12 year: received supplementary / APE funds
SDSD35B7	303	-50.4	49.5	-99	1	The last 2011/12 year: received supplementary / COGES funds
SDSD36A0	303	-1.3	13.4	-99	1	This year 2012/13: managed budget project of school / None
SDSD36A1	303	-1.8	13.3	-99	1	This year 2012/13: managed budget project of school / MENA
SDSD36A2	303	-1.9	13.3	-99	1	This year 2012/13: managed budget project of school / DREBA, DPEBA
SDSD36A3	303	-1.9	13.3	-99	1	This year 2012/13: managed budget project of school / CEB
SDSD36A4	303	-1.8	13.3	-99	1	This year 2012/13: managed budget project of school / Commune
SDSD36A5	303	-1.8	13.3	-99	1	This year 2012/13: managed budget project of school school / Director
SDSD36A6	303	-1.6	13.4	-99	1	This year 2012/13: managed budget project of school / APE
SDSD36A7	303	-49.8	49.6	-99	1	This year 2012/13: managed budget project of school / COGES
SDSD36B0	303	-2.2	15.9	-99	1	The last 2011/12 year: managed budget project of school / None
SDSD36B1	303	-2.7	15.8	-99	1	The last 2011/12 year: managed budget project of school / MENA
SDSD36B2	303	-2.8	15.8	-99	1	The last 2011/12 year: managed budget project of school / DREBA, DPEBA
SDSD36B3	303	-2.7	15.8	-99	1	The last 2011/12 year: managed budget project of school / CEB
SDSD36B4	303	-2.7	15.8	-99	1	The last 2011/12 year: managed budget project of school / Commune
SDSD36B5	303	-2.7	15.8	-99	1	The last 2011/12 year: managed budget project of school school / Director
SDSD36B6	303	-2.5	15.9	-99	1	The last 2011/12 year: managed budget project of school / APE
SDSD36B7	303	-50.4	49.5	-99	1	The last 2011/12 year: managed budget project of school / COGES
SDSE01A	303	45.9	25.0	0	150	Distance to go to DPEBA
SDSE01B	303	11.0	11.3	0	75	Distance to go to the Town hall
SDSE01C	303	11.3	11.9	0	95	Distance to go to the CEB
SDSE01D	303	8.0	9.2	-88	35	Distance to go in nearest college
SDSE01E	303	15.6	20.0	-99	100	Distance to go nearest danslycee
SDSE01F	303	29.4	25.7	-99	140	Distance to go to the nearest bank
SDSE02A	303	0.1	0.4	0	4	Number of time, in 2012/2013, director visited MENA
SDSE02B	303	0.6	1.2	0	6	Number of time, in 2012/2013, director visited DREBA / DPEBA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSE02C	303	2.8	7.0	-88	28	Number of time, in 2012/2013, director visited Town hall
SDSE03A11	303	0.1	0.3	0	3	Number of received visits this year / DREBA
SDSE03A12	303	0.3	0.7	0	6	Number of received visits this year / DPEBA
SDSE03A13	303	0.3	0.9	0	10	Number of received visits this year / Town hall
SDSE03A21	303	-4.6	19.9	-99	3	Number of received visits last year / DREBA
SDSE03A22	303	-4.7	20.5	-99	4	Number of received visits last year / DPEBA
SDSE03A23	303	-5.3	21.6	-99	5	Number of received visits last year / Town hall
SDSE03B11	303	-70.9	44.8	-99	1	Inspection of school / DREBA
SDSE03B12	303	-55.7	49.3	-99	1	Inspection of school / DPEBA
SDSE03B13	303	-53.2	49.5	-99	1	Inspection of school / Town hall
SDSE03B21	303	-70.9	44.8	-99	1	Inspection of teachers / DREBA
SDSE03B22	303	-55.8	49.3	-99	1	Inspection of teachers / DPEBA
SDSE03B23	303	-53.2	49.4	-99	1	Inspection of teachers / Town hall
SDSE03B31	303	-70.9	44.8	-99	1	Inspection of infrastructures / DREBA
SDSE03B32	303	-55.8	49.3	-99	1	Inspection of infrastructures / DPEBA
SDSE03B33	303	-52.7	49.6	-99	1	Inspection of infrastructures / Town hall
SDSE03B41	303	-70.6	44.9	-99	1	Inspection of the canteen / DREBA
SDSE03B42	303	-55.5	49.3	-99	1	Inspection of the canteen / DPEBA
SDSE03B43	303	-52.6	49.5	-99	1	Inspection of the canteen / Town hall
SDSE03B51	303	-70.6	44.9	-99	1	Inspection of the lesson / DREBA survey
SDSE03B52	303	-55.5	49.3	-99	1	Inspection of the lesson / DPEBA survey
SDSE03B53	303	-52.6	49.5	-99	1	Inspection of the lesson / Town hall survey
SDSE03B6	303	-82.4	40.2	-99	30	SDSE03B6 Other goals of the visits
SDSE03B61	303	-93.1	23.5	-99	1	Other goals / DREBA
SDSE03B62	303	-88.1	31.1	-99	1	Other goals / DPEBA
SDSE03B63	303	-87.2	32.3	-99	1	Other goals / Town hall
SDSE04A0	303	-25.7	43.5	-99	1	Teaching assessment permanent / Not of ealuation
SDSE04A1	303	-26.1	43.6	-99	1	Teaching assessment permanent / MENA
SDSE04A2	303	-26.1	43.6	-99	1	Teaching assessment permanent / DRH of the Ministry
SDSE04A3	303	-26.1	43.6	-99	1	Teaching assessment permanent / DREBA, DPEBA
SDSE04A4	303	-25.8	43.7	-99	1	Teaching assessment permanent / CEB
SDSE04A5	303	-26.1	43.6	-99	1	Teaching assessment permanent / Commune
SDSE04A6	303	-25.6	43.9	-99	1	Teaching assessment permanent / Director of school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSE04A7	303	-26.7	43.9	-99	1	Teaching assessment permanent / APE or COGES
SDSE04B0	303	-12.6	33.1	-99	1	Teaching assessment contractual / Not of assessment
SDSE04B1	303	-14.3	34.8	-99	1	Teaching assessment contractual / MENA
SDSE04B2	303	-14.0	34.4	-99	1	Teaching assessment contractual / DRH of the Ministry
SDSE04B3	303	-14.0	34.4	-99	1	Teaching assessment contractual / DREBA, DPEBA
SDSE04B4	303	-13.8	34.5	-99	1	Teaching assessment contractual / CEB
SDSE04B5	303	-14.0	34.4	-99	1	Teaching assessment contractual / Commune
SDSE04B6	303	-13.3	34.7	-99	1	Teaching assessment contractual / Director of school
SDSE04B7	303	-15.6	36.1	-99	1	Teaching assessment contractual / APE or COGES
SDSE04C0	303	-61.2	48.3	-99	1	Teaching assessment voluntary / Not of evaluation
SDSE04C1	303	-62.7	47.7	-99	0	Teaching assessment voluntary / MENA
SDSE04C2	303	-62.7	47.7	-99	0	Teaching assessment voluntary / DRH of the Ministry
SDSE04C3	303	-62.7	47.7	-99	0	Teaching assessment voluntary / DREBA, DPEBA
SDSE04C4	303	-62.7	47.7	-99	0	Teaching assessment voluntary / CEB
SDSE04C5	303	-62.7	47.7	-99	0	Teaching assessment voluntary / Commune
SDSE04C6	303	-62.6	47.7	-99	1	Teaching assessment voluntary / Director of school
SDSE04C7	303	-62.7	47.7	-99	0	Teaching assessment voluntary / APE or COGES
SDSE05A	303	0.6	5.7	-99	1	The criterias standards of assessment
SDSE05B	303	0.9	0.3	0	1	Observation in class by the director
SDSE05C	303	0.6	0.5	0	1	Observation in class by inspectors
SDSE05D	303	0.8	0.4	0	1	Exam of the results of the tests and exams of the pupils
SDSE06A0	303	-0.6	7.1	-88	1	The presence and the working hours of the teachers / No one
SDSE06A1	303	-0.5	7.1	-88	1	The presence and the working hours of the teachers / DREBA, DPEBA
SDSE06A2	303	-0.5	8.8	-88	1	The presence and the working hours of the teachers / CEB
SDSE06A3	303	-0.5	7.1	-88	1	The presence and the working hours of the teachers / Commune
SDSE06A4	303	0.4	7.2	-88	1	The presence and the working hours of the school teachers / Director

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSE06A5	303	-1.2	10.7	-99	1	The presence and the working hours of the teachers / APE or COGES
SDSE06B0	303	-0.6	7.1	-88	1	Interactions between teachers and pupils / No one
SDSE06B1	303	-0.6	7.1	-88	1	Interactions between teachers and pupils / DREBA, DPEBA
SDSE06B2	303	-0.3	7.2	-88	1	Interactions between teachers and pupils / CEB
SDSE06B3	303	-0.6	7.1	-88	1	Interactions between teachers and pupils / Commune
SDSE06B4	303	0.3	7.2	-88	1	Interactions between teachers and pupils / Director of school
SDSE06B5	303	-1.0	10.7	-99	1	Interactions between teachers and pupils / APE or COGES
SDSE06C0	303	-0.6	7.1	-88	1	Interactions between teaching and related / No one
SDSE06C1	303	-0.6	7.1	-88	1	Interactions between teaching and related / DREBA, DPEBA
SDSE06C2	303	-0.2	7.2	-88	1	Interactions between teaching and related / CEB
SDSE06C3	303	-0.5	7.1	-88	1	Interactions between teaching and related / Commune
SDSE06C4	303	0.3	7.2	-88	1	Interactions between teaching and related / Director of school
SDSE06C5	303	-0.9	10.8	-99	1	Interactions between teaching and related / APE or COGES
SDSE06D0	303	-0.6	7.1	-88	1	The respect of the program by the teachers / No one
SDSE06D1	303	-0.5	7.1	-88	1	The respect of the program by the teachers / DREBA, DPEBA
SDSE06D2	303	0.1	7.2	-88	1	The respect of the program by the teachers / CEB
SDSE06D3	303	-0.6	7.1	-88	1	The respect of the program by the teachers / Commune
SDSE06D4	303	0.3	7.2	-88	1	The respect of the program by the teachers / Director of school
SDSE06D5	303	-1.2	10.7	-99	1	The respect of the program by the teachers / APE or COGES
SDSE06E0	303	-0.6	7.1	-88	1	Methods of teaching of the teachers / No one
SDSE06E1	303	-0.5	7.1	-88	1	Methods of teaching of the teachers / DREBA, DPEBA
SDSE06E2	303	0.0	7.2	-88	1	Methods of teaching of the teachers / CEB
SDSE06E3	303	-0.6	7.1	-88	1	Methods of teaching of the teachers / Commune
SDSE06E4	303	0.4	7.2	-88	1	Methods of teaching of the school teachers / Director
SDSE06E5	303	-1.2	10.7	-99	0	Methods of teaching of the teachers / APE or COGES
SDSE07A	303	1.0	7.4	-88	4	Role of the APE in mantien or transfer of the teachers
SDSE07B	303	-55.0	49.9	-99	4	Role of COGES in mantien or transfer of the teachers

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSE08A1	303	-0.6	7.1	-88	1	Assessment of the school / MENA Director
SDSE08A2	303	-0.6	7.1	-88	1	Assessment of the Director of school / DRH of the Ministry
SDSE08A3	303	-0.6	7.1	-88	1	Assessment of the school / DREBA Director, DPEBA
SDSE08A4	303	0.4	7.2	-88	1	Assessment of the school / CEB Director
SDSE08A5	303	-0.6	7.1	-88	1	Assessment of the school / Commune Director
SDSE08A6	303	-1.2	10.7	-99	1	Assessment of the school / APE Director or COGES
SDSE09	303	-3.3	18.2	-99	1	The Town hall has a technical structure of education
SDSE10	303	-47.3	49.6	-99	1	The Director is member of technical structure of education of the town hall
SDSE11	303	-48.1	49.7	-99	4	Number of involvement of the director to the meetings technical structure of edu
SDSE12	303	-4.1	20.8	-99	1	The Director is member of the advice of the directors
SDSE13	303	-14.0	36.4	-99	10	Number of involvement of the director to the meetings of the advice of the direc
SDSE14A1	303	-49.2	49.3	-99	1	Allowance budget governmental / Structure technical Town hall
SDSE14A2	303	-8.3	27.0	-99	1	Allowance governmental / DREBA budget, DPEBA, CEB,
SDSE14B1	303	-47.9	49.6	-99	1	Assignment and affectation of the technical teachers / Structure Town hall
SDSE14B2	303	-5.2	23.1	-99	1	Assignment and affectation of the teachers / DREBA, DPEBA, CEB,
SDSE14C1	303	-48.5	49.5	-99	1	Allowance of the materials / Structure technical Town hall
SDSE14C2	303	-6.2	24.5	-99	1	Allowance of the materials / DREBA, DPEBA, CEB,
SDSE14D1	303	-48.9	49.5	-99	1	Building school / Structure technical Town hall
SDSE14D2	303	-7.3	25.8	-99	1	School / DREBA building, DPEBA, CEB,
SDSE14E1	303	-48.9	49.4	-99	1	To reduce number of children non schooled / Structure technical Town hall
SDSE14E2	303	-6.4	24.6	-99	1	To reduce number of children non schooled / DREBA, DPEBA, CEB,
SDSE14F1	303	-49.3	49.4	-99	1	Improvement of the fairness / Structure technical Town hall
SDSE14F2	303	-7.0	25.4	-99	1	Improvement of the fairness / DREBA, DPEBA, CEB,
SDSE14G1	303	-48.6	49.5	-99	1	Improvement of the results school / Structure technical Town hall
SDSE14G2	303	-5.8	24.1	-99	1	Improvement of the school / DREBA results, DPEBA, CEB,

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSE14H1	303	-48.1	49.3	-99	1	Improvement of the services of the canteens school / Structure technical Town ha
SDSE14H2	303	-6.0	24.0	-99	1	Improvement of the services of the school / DREBA canteens, DPEBA, CEB,
SDSE14I1	303	-47.9	49.3	-99	1	Formation leading and teach / Structure technical Town hall
SDSE14I2	303	-5.7	23.5	-99	1	Formation leading and teach / DREBA, DPEBA, CEB
SDSF01A1	303	-0.2	5.7	-99	1	Number of presence CP1 days to the CP2
SDSF01A2	303	0.1	0.3	0	1	Number of presence CM1 days to the CM2
SDSF01B1	303	-0.2	5.7	-99	1	Daily behavior in class CP1 to the CP2
SDSF01B2	303	0.1	0.3	0	1	Daily behavior in class CM1 to the CM2
SDSF01C1	303	-0.1	5.7	-99	1	Exercises or duties CP1 to the CP2
SDSF01C2	303	0.2	0.4	0	1	Exercises or duties CM1 to the CM2
SDSF01D1	303	0.5	5.7	-99	1	Compositions harmonized CP1 to the CP2
SDSF01D2	303	0.8	0.4	0	1	Compositions harmonized CM1 to the CM2
SDSF01E1	303	0.2	5.7	-99	1	Exam of year end CP1 to the CP2
SDSF01E2	303	0.6	0.5	0	1	Exam of year end CM1 to the CM2
SDSF01F	303	-85.7	33.9	-99	3	Other (code)
SDSF01F1	303	-86.1	33.5	-99	1	Other CP1 to the CP2
SDSF01F2	303	-85.8	33.9	-99	1	Other CM1 to the CM2
SDSF02A	303	2.6	5.9	-99	4	Frequency duties others that exams to the CP2
SDSF02B	303	2.0	10.1	-99	4	Frequency duties others that exams to the CM2
SDSF030	303	-0.6	7.6	-99	1	Teachers, duties / N preparation 'doesn't exist
SDSF031	303	1.0	0.2	0	1	Teachers, preparation duties / Prepare the problems themselves
SDSF032	303	0.7	0.5	0	1	Teachers, preparation duties / Use problems provided by d together
SDSF033	303	0.4	5.1	-88	1	Teachers, preparation duties / Use problems of the publicati together
SDSF034	303	-90.8	28.5	-99	14	SDSF034 Teachers, preparation duties / Other
SDSF0341	303	-91.4	26.5	-99	1	Teachers, preparation duties / Use other
SDSF040	303	0.1	0.2	0	1	Teachers, preparation quarterly / N compositions 'doesn't exist
SDSF041	303	0.6	0.5	0	1	Teachers, preparation quarterly compositions / Prepare the e problems
SDSF042	303	0.6	0.5	0	1	Teachers, preparation quarterly compositions / Use pr together

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSF043	303	0.4	0.5	0	1	Teachers, preparation quarterly compositions / Use pro together
SDSF044	303	-68.5	47.4	-99	8	Teachers, preparation quarterly / Other compositions
SDSF0441	303	-69.6	45.6	-99	1	Teachers, preparation quarterly compositions / Use other
SDSF050	303	-0.2	5.1	-88	1	Teachers, preparation exams of year / N end 'doesn't exist
SDSF051	303	0.2	5.7	-99	1	Teachers, preparation exams of year end / Prepare the problems them me
SDSF052	303	-0.1	7.7	-99	1	Teachers, preparation exams of year end / Use problem together
SDSF053	303	0.0	5.7	-99	1	Teachers, preparation exams of year end / Use problem together
SDSF054	303	-67.7	47.9	-99	12	Teachers, preparation exams of year / Other end
SDSF0541	303	-69.0	45.9	-99	1	Teachers, preparation exams of year end / Use other
SDSF06A	303	0.8	0.4	0	1	The increase of the hours of teaching
SDSF06B	303	0.9	0.3	0	1	Lessons of support and supplementary
SDSF06C	303	1.0	0.2	0	1	To give possibility to the pupils to pass white CEP
SDSF06D	303	0.2	0.4	0	1	Increase of the number of teachers
SDSF06E	303	0.5	0.5	0	1	Formation of the teachers
SDSF06F	303	0.8	0.4	0	1	Survey of lesson
SDSF06G	303	0.8	0.4	0	1	Change of teaching style in the classes
SDSF06H	303	1.0	0.2	0	1	Improvement of the content of the exercises and duty in class
SDSF06I	303	0.9	0.2	0	1	Increase of the number of house duty
SDSF06J	303	0.7	0.4	0	1	To give supplies to the pupils
SDSF06K	303	0.7	0.5	0	1	To provide notebooks of exercise to the pupils
SDSF06L	303	-75.1	44.1	-99	20	SDSF06L Other actions
SDSF06L1	303	-76.6	41.8	-99	1	Other actions to improve the performances to the CEP
SDSF07A	303	1.2	11.7	-88	4	Number of time, estimated school
SDSF07B	303	2.7	9.9	-99	4	Number of time, estimated pupils
SDSF08A	303	1.7	7.4	-88	4	School uses results CEP
SDSF08B	303	1.5	9.0	-88	4	School uses results white Exam of the CEP
SDSF08C	303	1.4	9.4	-99	4	School uses harmonized results Compositions
SDSF08D	303	-8.9	30.4	-99	4	School uses results Investigations on school acquirements
SDSF08E	303	-16.0	37.5	-99	4	School uses PASEC results
SDSF082A	303	0.9	12.7	-99	4	School didn't use results CEP
SDSF082B	303	0.5	14.0	-99	4	School didn't use results white Exam of the CEP

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSF082C	303	-1.5	19.7	-99	4	School didn't use harmonized results Compositions
SDSF082D	303	-40.8	49.3	-99	4	School didn't use results Investigations on school acuirements
SDSF082E	303	-53.9	49.1	-99	4	School didn't use PASEC results
SDSF09A1	303	0.2	0.4	0	1	CEP / Ever of comparison between schools
SDSF09A2	303	0.7	0.5	0	1	CEP / Comparison between different types of schools
SDSF09A3	303	0.3	5.1	-88	1	CEP / Comparison with previous years
SDSF09A4	303	0.1	5.1	-88	1	CEP / School produces some reports on the pupils
SDSF09B1	303	0.2	0.4	0	1	Exam white (CEP) / Ever of comparison between schools
SDSF09B2	303	0.6	0.5	0	1	White / Comparison exam (CEP) between different types of schools
SDSF09B3	303	0.2	5.1	-88	1	White / Comparison exam (CEP) with previous years
SDSF09B4	303	0.2	5.1	-88	1	White / School exam (CEP) produces some reports on the pupils
SDSF09C1	303	-0.8	9.8	-99	1	Compositions harmonized / Ever of comparison between schools
SDSF09C2	303	-0.5	9.9	-99	1	Compositions harmonized / Comparison between different types of schools
SDSF09C3	303	-0.8	11.1	-99	1	Compositions harmonized / Comparison with previous years
SDSF09C4	303	-0.8	11.1	-99	1	Compositions harmonized / School produces some reports on the pupils
SDSF09D1	303	-32.0	46.1	-99	1	Investigation on the acuirements school / Ever of comparison between schools
SDSF09D2	303	-32.3	46.2	-99	1	Investigation on the school / Comparison acuirements between different types of
SDSF09D3	303	-31.1	45.8	-99	1	Investigation on the school / Comparison acuirements with previous years
SDSF09D4	303	-30.8	45.7	-99	1	Investigation on the school / School acuirements produces some reports on the p
SDSF09E1	303	-44.0	48.9	-99	1	PASEC / Ever of comparison between schools
SDSF09E2	303	-44.7	48.8	-99	1	PASEC / Comparison between different types of schools
SDSF09E3	303	-43.1	48.7	-99	1	PASEC / Comparison with previous years
SDSF09E4	303	-43.1	48.7	-99	1	PASEC / School produces some reports on the pupils
SDSF10A0	303	0.6	5.7	-99	1	Access to the CEP / Administration results

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSF10A1	303	0.7	5.7	-99	1	Access to the CEP / Director results of school
SDSF10A2	303	0.7	5.7	-99	1	Access to the CEP / Teachers results
SDSF10A3	303	0.7	5.7	-99	1	Access to the CEP / Parents results or pupils
SDSF10A4	303	0.6	5.7	-99	1	Access to the results CEP / All members of the community
SDSF10B0	303	0.3	7.7	-99	1	Access to the results exam white CEP / Administration
SDSF10B1	303	0.7	5.7	-99	1	Access to the results exam white CEP / Director of school
SDSF10B2	303	0.7	5.7	-99	1	Access to the results exam white CEP / Teachers
SDSF10B3	303	0.6	5.7	-99	1	Access to the results exam white CEP / Parents or pupils
SDSF10B4	303	0.4	5.7	-99	1	Access to the results exam white CEP / All members of the community
SDSF10C0	303	-0.1	9.9	-99	1	Access to the harmonized results compositions / Administration
SDSF10C1	303	0.0	9.9	-99	1	Access to the harmonized results compositions / Director of school
SDSF10C2	303	0.0	9.9	-99	1	Access to the harmonized results compositions / Teachers
SDSF10C3	303	0.0	9.9	-99	1	Access to the harmonized results compositions / Parents or pupils
SDSF10C4	303	-0.3	9.9	-99	1	Access to the harmonized results compositions / All members of the community
SDSF10D0	303	-33.4	46.9	-99	1	Access to the results investigations on school / Administration acquirements
SDSF10D1	303	-33.5	46.8	-99	1	Access to the results investigations on school / Director acquirements of school
SDSF10D2	303	-33.6	46.8	-99	1	Access to the results investigations on school / Teachers acquirements
SDSF10D3	303	-33.6	46.7	-99	1	Access to the results investigations on school / Parents acquirements or pupils
SDSF10D4	303	-33.7	46.7	-99	1	Access to the results investigations on school acquirements / All members of the
SDSF10E0	303	-47.4	48.9	-99	1	Access to the PASEC / Administration results
SDSF10E1	303	-47.4	48.9	-99	1	Access to the PASEC / Director results of school
SDSF10E2	303	-47.4	48.9	-99	1	Access to the PASEC / Teachers results
SDSF10E3	303	-47.5	48.8	-99	1	Access to the PASEC / Parents results or pupils
SDSF10E4	303	-47.2	48.9	-99	1	Access to the PASEC results / All members of the community

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSF11A1	303	1.0	0.1	0	1	Who decides: School / MENA calendar
SDSF11A2	303	0.1	0.3	0	1	Who decides: School / DREBA calendar, DPEBA
SDSF11A3	303	0.1	0.3	0	1	Who decides: School / CEB calendar
SDSF11A4	303	0.0	0.1	0	1	Who decides: School / Commune calendar
SDSF11A5	303	0.0	0.1	0	1	Who decides: School / Director calendar of school
SDSF11A6	303	0.0	0.1	0	1	Who decides: School / APE calendar
SDSF11A7	303	-37.5	48.1	-99	0	Who decides: School / COGES calendar
SDSF11A8	303	-0.9	9.5	-99	1	Who decides: School / Union calendar of the teachers
SDSF11B1	303	1.0	0.2	0	1	Who decides: Hourly volume of matters / MENA
SDSF11B2	303	0.1	0.3	0	1	Who decides: Hourly volume of matters / DREBA, DPEBA
SDSF11B3	303	0.1	0.3	0	1	Who decides: Hourly volume of matters / CEB
SDSF11B4	303	0.0	0.1	0	1	Who decides: Hourly volume of matters / Commune
SDSF11B5	303	0.0	0.2	0	1	Who decides: Hourly volume of the school matters / Director
SDSF11B6	303	0.0	0.0	0	0	Who decides: Hourly volume of matters / APE
SDSF11B7	303	-37.5	48.1	-99	0	Who decides: Hourly volume of matters / COGES
SDSF11B8	303	-1.3	11.0	-99	1	Who decides: Hourly volume of the matters / Union of the teachers
SDSG01	303	13.7	19.4	-88	97	Percentage of parents speaking French
SDSG021	303	51.2	43.1	0	100	Mossi
SDSG022	303	1.4	5.1	0	60	Dioula
SDSG023	303	3.5	5.9	0	40	Peul
SDSG024	303	0.7	6.3	0	90	Gourmatche
SDSG025	303	0.4	4.7	0	80	Bwaba
SDSG026A	303	-32.5	54.8	-99	21	SDSG026A Ethnic group of the parents: Other
SDSG026B	303	1.0	86.4	-99	100	Other
SDSG03	303	3.1	5.3	-88	4	Percentage of the pupils descended of underprivileged homes
SDSG04	303	1.2	5.2	-88	4	Percentage of the pupils descended of comfortable homes
SDSG05	303	1.9	5.9	-99	3	From how many villages the pupils come
SDSG06A	303	0.9	0.3	0	1	School asks the parents: To participate in special evenemens
SDSG06B	303	0.8	0.4	0	1	School asks the parents: To mobilize funds for the school
SDSG06C	303	0.2	0.4	0	1	School asks the parents: Voluntary for programs and journeys

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSG06D	303	0.9	0.3	0	1	School asks the parents: To look after what their children finish duty of May
SDSG06E	303	0.5	0.5	0	1	School asks the parents: To serve committees of school
SDSG07A	303	1.0	0.1	0	1	How related express preoccupations: During the meetings APE
SDSG07B	303	-27.0	44.6	-99	1	How related express preoccupations: During the meetings COGES
SDSG07C	303	0.1	8.1	-99	1	How related express preoccupations: During the meetings extraordinair
SDSG07D	303	0.0	0.2	0	1	How related express preoccupations: By written letter
SDSG07E	303	-80.6	39.0	-99	8	How related express preoccupations: Other (code)
SDSG07E1	303	-81.2	38.3	-99	1	How related express preoccupations: Other (answer)
SDSG08	303	3.6	1.3	1	5	Rhythm of communication teacher-parents of their children
SDSG09A	303	1.0	0.0	1	1	There is in the school: APE
SDSG09B	303	1.0	0.2	0	1	There is in the school: AME
SDSG09C	303	-10.0	30.6	-99	1	There is in the school: COGES
SDSG10A	303	1.0	0.4	0	2	Dynamism of: APE
SDSG10B	303	-0.9	12.7	-99	2	Dynamism of: AME
SDSG10C	303	-55.6	49.5	-99	2	Dynamism of: COGES
SDSH01A	303	1,748.9	665.0	-88	2011	Year of creation: APE
SDSH01B	303	1,446.4	921.3	-99	2013	Year of creation: AME
SDSH01C	303	771.5	1,040.0	-99	2013	Year of creation: COGES
SDSH02A	303	2.2	9.1	-88	4	Who participated at the assembly general APE
SDSH02B	303	-39.5	50.1	-99	4	Who participated at the assembly general COGES
SDSH03A	303	1.7	5.2	-88	4	How many assemblies general APE in 2012/2013
SDSH03B	303	-54.8	50.0	-99	9	How many assemblies general COGES in 2012/2013
SDSH04A	303	1.0	0.1	0	1	Director participated in the last GA of APE
SDSH04B	303	-51.6	49.9	-99	1	Director participated in the last GA of COGES
SDSH05	303	1.9	5.9	-99	3	Percentage of parents having participated last GA of APE
SDSH06	303	-50.8	50.4	-99	3	Percentage of parents having participated last GA of COGES
SDSH07A	303	3.2	7.9	-99	4	How representing of the chosen parents: APE
SDSH07B	303	-20.9	42.9	-99	4	How representing of the chosen parents: COGES
SDSH08A1	303	3.9	0.3	2	4	How has been chosen: APE - Responsible / President
SDSH08A2	303	3.6	5.9	-99	4	How has been chosen: APE - Chief of Staff

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSH08A3	303	3.6	5.9	-99	4	How has been chosen: APE - Treasurer
SDSH08A4	303	0.4	18.2	-99	4	How has been chosen: APE - Autiteur
SDSH08B1	303	-55.2	51.0	-99	4	How has been chosen: COGES - Responsible / President
SDSH08B2	303	-55.7	50.4	-99	4	How has been chosen: COGES - Chief of Staff
SDSH08B3	303	-55.2	51.0	-99	4	How has been chosen: COGES - Treasurer
SDSH08B4	303	-56.2	50.8	-99	4	How has been chosen: COGES - Autiteur
SDSH09A	303	-1.5	15.9	-99	3	Fashion of vote of the president APE
SDSH09B	303	-56.0	50.0	-99	2	Fashion of vote of the president COGES
SDSH10A	303	-54.5	50.6	-99	5	Who assumed station: Responsible / President
SDSH10B	303	-54.9	50.2	-99	5	Who assumed station: Chief of Staff
SDSH10C	303	-54.5	50.7	-99	5	Who assumed station: Treasurer
SDSH10D	303	-56.8	50.3	-99	5	Who assumed station: Relation with the public
SDSH10E	303	-56.9	50.2	-99	5	Who assumed station: Listener
SDSH10F	303	-85.4	34.3	-99	7	Who assumed station: Other (code)
SDSH10F1	303	-85.8	34.3	-99	5	Who assumed station: Other
SDSH11A	303	6.8	10.1	-99	17	Member APE: Total
SDSH11B	303	5.6	11.4	-99	12	Member APE: Men
SDSH11C	303	-0.3	10.6	-99	8	Member APE: Women
SDSH12A	303	-53.9	52.4	-99	14	Member COGES: Total
SDSH12B	303	-54.5	51.7	-99	11	Member COGES: Men
SDSH12C	303	-55.9	49.8	-99	4	Member COGES: Women
SDSH13A11	303	0.1	0.4	0	1	APE: Approval budget / Not of budget
SDSH13A12	303	0.8	0.4	0	1	APE: Budget / Member approval APE
SDSH13A13	303	0.7	0.4	0	1	APE: Budget / Parents approval
SDSH13A14	303	0.2	0.4	0	1	APE: Budget / Members approval community
SDSH13A15	303	0.7	0.4	0	1	APE: Budget / Director approval of school
SDSH13A16	303	0.7	0.5	0	1	APE: Budget / Teachers approval
SDSH13A21	303	-0.5	8.0	-99	1	APE: Execution budget / Not of budget
SDSH13A22	303	0.1	8.1	-99	1	APE: Budget / Member execution APE
SDSH13A23	303	-0.1	8.1	-99	1	APE: Budget / Parents execution
SDSH13A24	303	-0.8	9.5	-99	1	APE: Budget / Members execution community
SDSH13A25	303	-0.3	9.5	-99	1	APE: Budget / Director execution of school
SDSH13A26	303	-0.1	8.1	-99	1	APE: Budget / Teachers execution
SDSH13B11	303	-56.2	49.2	-99	1	COGES: Approval budget / Not of budget
SDSH13B12	303	-55.9	49.5	-99	1	COGES: Budget / Member approval APE
SDSH13B13	303	-55.6	49.5	-99	1	COGES: Budget / Parents approval

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSH13B14	303	-55.6	49.5	-99	1	COGES: Budget / Members approval community
SDSH13B15	303	-55.9	49.5	-99	1	COGES: Budget / Director approval of school
SDSH13B16	303	-55.9	49.4	-99	1	COGES: Budget / Teachers approval
SDSH13B21	303	-56.2	49.2	-99	1	COGES: Execution budget / Not of budget
SDSH13B22	303	-55.8	49.5	-99	1	COGES: Budget / Member execution APE
SDSH13B23	303	-55.7	49.4	-99	1	COGES: Budget / Parents execution
SDSH13B24	303	-55.7	49.4	-99	1	COGES: Budget / Members execution community
SDSH13B25	303	-55.9	49.5	-99	1	COGES: Budget / Director execution of school
SDSH13B26	303	-56.0	49.3	-99	1	COGES: Budget / Teachers execution
SDSH14A1	303	-0.3	5.7	-99	1	APE: Who provided funds / Not of fund
SDSH14A2	303	1.0	0.2	0	1	APE: Who provided funds / Parents
SDSH14A3	303	-0.2	5.1	-88	1	APE: Who provided funds / Members of the community
SDSH14A4	303	0.1	0.3	0	1	APE: Who provided funds / The administrations of the education
SDSH14A5	303	0.0	0.1	0	1	APE: Who provided territorial funds / Collectivities
SDSH14A6	303	0.1	0.3	0	1	APE: Who provided funds / Other
SDSH14B1	303	-56.1	49.2	-99	1	COGES: Who provided funds / Not of fund
SDSH14B2	303	-55.3	49.5	-99	1	COGES: Who provided funds / Parents
SDSH14B3	303	-55.3	49.5	-99	1	COGES: Who provided funds / Members of the community
SDSH14B4	303	-55.5	49.2	-99	0	COGES: Who provided funds / The administrations of the education
SDSH14B5	303	-55.5	49.2	-99	1	COGES: Who provided territorial funds / Collectivities
SDSH14B6	303	-55.5	49.3	-99	1	COGES: Who provided funds / Other
SDSH15A1	303	-0.7	8.8	-88	1	APE: What expenses of the plan of action / Not of plan
SDSH15A2	303	-0.3	9.2	-99	1	APE: What expenses of the plan of action / Plan include operational budgets
SDSH15A3	303	-0.2	8.8	-88	1	APE: What expenses of the plan of action / Plan include expenses of genius works
SDSH15A4	303	-0.5	7.2	-88	1	APE: What expenses of the plan of action / Plan include wage, indemnities of the
SDSH15B1	303	-56.4	49.1	-99	1	COGES: What expenses of the plan of action / Not of plan
SDSH15B2	303	-56.3	49.2	-99	1	COGES: What expenses of the plan of action / Plan include operational budgets
SDSH15B3	303	-56.2	49.4	-99	1	COGES: What expenses of the plan of action / Plan include expenses of works of g

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSH15B4	303	-56.5	49.1	-99	1	COGES: What expenses of the plan of action / Plan include wage, indemnities of t
SDSH16A1	303	-0.1	5.1	-88	1	APE: What indicatory targets / Not of plan
SDSH16A2	303	0.0	5.1	-88	1	APE: What indicatory targets / doesn't make reference to the indicators targets
SDSH16A3	303	0.2	5.1	-88	1	APE: What indicatory targets / The plans made reference to the indicatory c
SDSH16A4	303	0.0	7.2	-88	1	APE: What indicatory targets / The plans made reference to the indicatory c
SDSH16B1	303	-57.0	49.0	-99	1	COGES: What indicatory targets / Not of plan
SDSH16B2	303	-57.0	49.0	-99	1	COGES: What indicatory targets / doesn't make reference to the indicators target
SDSH16B3	303	-56.9	49.2	-99	1	COGES: What indicatory targets / The plans made reference to the indicators
SDSH16B4	303	-56.8	49.2	-99	1	COGES: What indicatory targets / The plans made reference to the indicators
SDSH17A	303	1.6	10.7	-99	4	APE: Who has access to the financial report
SDSH17B	303	-56.3	50.3	-99	4	COGES: Who has access to the financial report
SDSH18A	303	1.0	10.7	-99	4	APE: Who has access to the periodic assessment report
SDSH18B	303	-56.6	50.2	-99	4	COGES: Who has access to the periodic assessment report
SDSH19A	303	199,591.1	190,981.7	-88	1000000	Bringing up received contributions of APE in 2012/13
SDSH19B	303	219,251.7	245,197.8	-88	1126300	Bringing up received contributions of APE in 2011/12
SDSH19C	303	21,430.7	87,728.0	-99	793150	Bringing up received contributions of COGES in 2012/13
SDSH19D	303	26,032.2	88,583.7	-99	839350	Bringing up received contributions of COGES in 2011/12
SDSH20A	303	311,785.6	242,858.2	-88	1140000	Bringing up returns collected by APE in 2012/13
SDSH20B	303	301,489.4	287,040.2	-88	1170780	Bringing up returns collected by APE in 2011/12
SDSH20C	303	20,632.5	70,577.3	-99	793250	Bringing up returns collected by COGES in 2012/13
SDSH20D	303	29,410.4	87,196.1	-99	839350	Bringing up returns collected by COGES in 2011/12
SDSH21	303	-0.9	17.8	-88	5	Proportion of the plan of action APE executed
SDSH22	303	-55.5	50.0	-99	4	Proportion of the plan of action COGES executed
SDSH23A	303	0.5	5.7	-99	1	APE financial support: Construction / repair infrastructures

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSH23B	303	-0.3	5.7	-99	1	APE financial support: Enrollment teaching staff
SDSH23C	303	0.3	7.7	-99	1	APE financial support: Canteen
SDSH23D	303	0.3	5.7	-99	1	APE financial support: Support of teaching
SDSH23E	303	0.3	5.7	-99	1	APE financial support: Teaching aid
SDSH23F	303	0.0	5.7	-99	1	APE financial support: Water
SDSH23G	303	0.2	5.7	-99	1	APE financial support: Environment
SDSH23H	303	0.5	5.7	-99	1	APE financial support: Special Evenementses
SDSH23I	303	0.0	5.7	-99	1	APE financial support: Promotion / sensitization on education of the girls
SDSH23J	303	-0.3	5.7	-99	1	APE financial support: Specific program for handicapped pupils
SDSH23K	303	-0.6	8.0	-99	1	APE financial support: Special programs for underprivileged children
SDSH24A	303	-56.9	49.3	-99	1	COGES financial support: Construction / repair infrastructures
SDSH24B	303	-57.2	49.0	-99	1	COGES financial support: Enrollment teaching staff
SDSH24C	303	-57.0	49.1	-99	1	COGES financial support: Canteen
SDSH24D	303	-57.0	49.2	-99	1	COGES financial support: Support of teaching
SDSH24E	303	-57.1	49.1	-99	1	COGES financial support: Teaching aid
SDSH24F	303	-57.1	49.1	-99	1	COGES financial support: Water
SDSH24G	303	-57.0	49.1	-99	1	COGES financial support: Environment
SDSH24H	303	-57.1	49.1	-99	1	COGES financial support: Special Evenementses
SDSH24I	303	-57.0	49.2	-99	1	COGES financial support: Promotion / sensitization on education of the girls
SDSH24J	303	-57.2	49.0	-99	1	COGES financial support: Specific program for handicapped pupils
SDSH24K	303	-57.2	49.0	-99	1	COGES financial support: Special programs for underprivileged children
SDSH25A	303	-56.9	49.3	-99	1	The plane COGES defined indicatory: To increase the presence of the pupils
SDSH25B	303	-57.0	49.2	-99	1	The plane COGES defined indicatory: To reduce the increases
SDSH25C	303	-57.0	49.2	-99	1	The plane COGES defined indicatory: To reduce the rabandons
SDSH25D	303	-56.8	49.4	-99	1	The plane COGES defined indicatory: To improve results of the CEP

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSH25E	303	-56.9	49.3	-99	1	The plane COGES defined indicator: To improve results of the other exams
SDSH25F	303	-57.0	49.1	-99	1	The plane COGES defined indicator: The performance of the teachers
SDSH26A	303	1.0	7.3	-88	3	Received support of the APE federation
SDSH26B	303	-23.8	43.5	-99	3	Received support of the COGES federation
SDSH27A	303	1.2	7.8	-99	4	Direucteur: What received formation
SDSH27B	303	-3.7	22.4	-99	4	Teaching: What received formation
SDSH28A	303	0.6	8.9	-88	4	DREBA, DPEBA: Consistent during the last 2 years
SDSH28B	303	2.0	0.9	1	4	CEB: Consistent during the last 2 years
SDSH28C	303	-0.8	13.7	-99	4	Commune: Consistent during the last 2 years
SDSH290	303	-2.1	15.3	-99	1	Contained formation: No formation
SDSH291	303	-2.0	14.7	-99	1	Contained formation: Organizational features of EC
SDSH292	303	-2.0	14.7	-99	1	Contained formation: Management of the plan of action and the budget of the scho
SDSH293	303	-2.1	14.7	-99	1	Contained formation: Financial management
SDSH294	303	-2.0	14.7	-99	1	Contained formation: Tool of follow-up and mechanism
SDSH295	303	-1.9	14.7	-99	1	Contained formation: Advice / Orientation
SDSH300	303	-1.8	14.8	-99	1	Objective for the follow-up: No follow-up
SDSH301	303	-2.3	15.7	-99	1	Objective for the follow-up: Organizational structure
SDSH302	303	-2.3	15.7	-99	1	Objective for the follow-up: Plan of / budget action
SDSH303	303	-2.2	15.8	-99	1	Objective for the follow-up: Report of results
SDSH304	303	-2.4	15.7	-99	1	Objective for the follow-up: Financial report
SDSH305	303	-96.0	17.1	-99	10	Objective for the follow-up: Other (code)
SDSH3051	303	-96.4	16.1	-99	1	Objective for the follow-up: Other - answer)
SDSH31A	303	0.0	12.8	-99	4	APE: How was the plan of action
SDSH31B	303	-56.5	49.9	-99	4	COGES: How was the plan of action
SDSH32A	303	-0.3	14.1	-99	3	APE: Role in the budget of the school
SDSH32B	303	-57.0	49.8	-99	3	COGES: Role in the budget of the school
SDSH33A	303	0.6	13.8	-99	4	APE: Role in the approval of the budget
SDSH33B	303	-84.2	36.0	-99	4	COGES: Role in the approval of the budget

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSH34A	303	0.0	14.8	-99	4	APE: Role in the execution of the budget
SDSH34B	303	-58.3	49.7	-99	4	COGES: Role in the execution of the budget
SDSH35A	303	-3.1	20.8	-99	4	APE: How authorities used the budget
SDSH35B	303	-60.9	48.7	-99	4	COGES: How authorities used the budget
SDSI1A	303	1.6	0.7	0	2	Statistical report brought 2012/13 in: Availability
SDSI1B1	4	0.5	1.0	0	2	Statistical report brought 2012/13 in: Size pages Photocopy
SDSI1B2	225	6.2	6.0	1	50	Statistical report brought 2012/13 in: Size file Photo
SDSI1B3	6	4.3	9.6	0	24	Statistical report brought 2012/13 in: Size USB file
SDSI1C0	0					ID Camera
SDSI1C1	0					ID Card memory
SDSI1C2	0					Statistical report brought 2012/13 in: ID of the Photo
SDSI1C3	0					Statistical report brought 2012/13 in: Name USB file
SDSI1D	0					Statistical report brought 2012/13 in: Remark
SDSI2A	303	1.4	0.9	0	2	Report of school year 2011/12 end: Availability
SDSI2B1	3	0.0	0.0	0	0	Report of school year 2011/12 end: Size pages Photocopy
SDSI2B2	184	6.6	6.2	1	45	Report of school year 2011/12 end: Size file Photo
SDSI2B3	4	250.3	500.5	0	1001	Report of school year 2011/12 end: Size USB file
SDSI2C2	0					Report of school year 2011/12 end: ID of the Photo
SDSI2C3	0					Report of school year 2011/12 end: Name USB file
SDSI2D	0					Report of school year 2011/12 end: Remark
SDSI3A	303	1.0	1.1	0	9	Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: Disponi
SDSI3B1	1	0.0		0	0	Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: Size
SDSI3B2	136	6.3	9.0	1	54	Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: Size
SDSI3B3	1	0.0		0	0	Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: Size
SDSI3C2	0					Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: ID of l
SDSI3C3	0					Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: Name fic

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSI3D	0					Card of execution hourly volume 1/10/2011 at 31/5/2012 by teacher: Remarqu
SDSI4A	303	0.5	0.9	0	9	Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: Disponibilit
SDSI4B1	5	1.4	1.1	0	3	Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: Size pages
SDSI4B2	51	5.6	10.8	1	45	Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: Size fichi
SDSI4B3	1	0.0		0	0	Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: Size fichi
SDSI4C2	0					Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: ID of the Pho
SDSI4C3	0					Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: Name file
SDSI4D	0					Card of execution hourly volume 1/10/2011 at 31/5/2012 by school: Remark
SDSI5A	303	1.7	0.7	0	2	Good of exit of the school Manuals 2011/12 by school: Availability
SDSI5B1	2	0.5	0.7	0	1	Good of exit of the school Manuals 2011/12 by school: Size pages Photocopy
SDSI5B2	234	2.4	7.8	1	92	Good of exit of the school Manuals 2011/12 by school: Size file Photo
SDSI5B3	1	0.0		0	0	Good of exit of the school Manuals 2011/12 by school: Size USB file
SDSI5C2	0					Good of exit of the school Manuals 2011/12 by school: ID of the Photo
SDSI5C3	0					Good of exit of the school Manuals 2011/12 by school: Name USB file
SDSI5D	0					Good of exit of the school Manuals 2011/12 by school: Remark
SDSI6AA	303	1.6	0.8	0	2	Good of exit of the school supplies (CEB) 2012-2013: Availability
SDSI6AB1	8	1.1	1.6	0	4	Good of exit of the school supplies (CEB) 2012-2013: Size Photocopi pages
SDSI6AB2	222	1.7	2.7	1	37	Good of exit of the school supplies (CEB) 2012-2013: Size file Photo
SDSI6AB3	4	0.0	0.0	0	0	Good of exit of the school supplies (CEB) 2012-2013: Size USB file

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSI6AC2	0					Good of exit of the school supplies (CEB) 2012-2013: ID of the Photo
SDSI6AC3	0					Good of exit of the school supplies (CEB) 2012-2013: Name USB file
SDSI6AD	0					Good of exit of the school supplies (CEB) 2012-2013: Remark
SDSI6BA	303	1.8	0.8	0	9	Good of exit of the school supplies (school) 2012-2013: Availability
SDSI6BB1	4	0.0	0.0	0	0	Good of exit of the school supplies (school) 2012-2013: Size Photoco pages
SDSI6BB2	245	2.8	4.2	1	34	Good of exit of the school supplies (school) 2012-2013: Size file Photo
SDSI6BB3	6	0.3	0.5	0	1	Good of exit of the school supplies (school) 2012-2013: Size USB file
SDSI6BC2	0					Good of exit of the school supplies (school) 2012-2013: ID of the Photo
SDSI6BC3	0					Good of exit of the school supplies (school) 2012-2013: Name USB file
SDSI6BD	0					Good of exit of the school supplies (school) 2012-2013: Remark
SDSI7A	303	2.0	0.6	0	9	Register call daily class CM2 year 2012/2013: Availability
SDSI7B1	3	0.0	0.0	0	0	Register call daily class CM2 year 2012/2013: Size pages Photocopy
SDSI7B2	275	11.0	7.0	1	47	Register call daily class CM2 year 2012/2013: Size file Photo
SDSI7B3	3	0.0	0.0	0	0	Register call daily class CM2 year 2012/2013: Size USB file
SDSI7C2	0					Register call daily class CM2 year 2012/2013: ID of the Photo
SDSI7C3	0					Register call daily class CM2 year 2012/2013: Name USB file
SDSI7D	0					Register call daily class CM2 year 2012/2013: Remark
SDSI8A	303	1.3	0.9	0	2	Register company school pupils 2012/2013: Availability
SDSI8B1	3	0.0	0.0	0	0	Register company school pupils 2012/2013: Size pages Photocopy
SDSI8B2	184	7.8	16.1	1	130	Register company school pupils 2012/2013: Size file Photo
SDSI8B3	4	250.0	500.0	0	1000	Register company school pupils 2012/2013: Size USB file
SDSI8C2	0					Register company school pupils 2012/2013: ID of the Photo
SDSI8C3	0					Register company school pupils 2012/2013: Name USB file

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDS18D	0					Register company school pupils 2012/2013: Remark
SDS19AA	303	2.0	0.3	0	2	Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: Availability
SDS19AB1	4	0.3	0.5	0	1	Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: Size pages Photocopy
SDS19AB2	284	1.5	1.3	1	13	Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: Size file Photo
SDS19AB3	3	0.0	0.0	0	0	Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: Size USB file
SDS19AC2	0					Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: ID of the Photo
SDS19AC3	0					Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: Name USB file
SDS19AD	0					Bulletin notes 2nd quarter 2012-2013, CM2 or CM1: Remark
SDS19BA	303	1.8	0.5	0	2	Result 2nd quarter 2012-2013, CM2 or CM1: Availability
SDS19BB1	5	0.6	0.9	0	2	Result 2nd quarter 2012-2013, CM2 or CM1: Size pages Photocopy
SDS19BB2	256	4.0	4.7	1	36	Result 2nd quarter 2012-2013, CM2 or CM1: Size file Photo
SDS19BB3	4	0.3	0.5	0	1	Result 2nd quarter 2012-2013, CM2 or CM1: Size USB file
SDS19BC2	0					Result 2nd quarter 2012-2013, CM2 or CM1: ID of the Photo
SDS19BC3	0					Result 2nd quarter 2012-2013, CM2 or CM1: Name USB file
SDS19BD	0					Result 2nd quarter 2012-2013, CM2 or CM1: Remark
SDS110A	303	1.6	0.7	0	2	Picture tabular assessment 2nd quarter CM2, 2011-2012: Availability
SDS110B1	7	1.0	1.4	0	4	Picture tabular assessment 2nd quarter CM2, 2011-2012: Size Photoc pages
SDS110B2	223	2.0	6.9	1	100	Picture tabular assessment 2nd quarter CM2, 2011-2012: Size Phot file
SDS110B3	5	0.4	0.5	0	1	Picture tabular assessment 2nd quarter CM2, 2011-2012: Size USB file
SDS110C2	0					Picture tabular assessment 2nd quarter CM2, 2011-2012: ID of the Photo
SDS110C3	0					Picture tabular assessment 2nd quarter CM2, 2011-2012: Name USB file
SDS110D	0					Picture tabular assessment 2nd quarter CM2, 2011-2012: Remark
SDS111A	303	1.6	0.8	0	2	Results statistics CEP 2012: Availability
SDS111B1	9	0.9	0.6	0	2	Results statistics CEP 2012: Size pages Photocopy

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSI11B2	221	1.6	1.4	1	9	Results statistics CEP 2012: Size file Photo
SDSI11B3	4	0.5	0.6	0	1	Results statistics CEP 2012: Size USB file
SDSI11C2	0					Results statistics CEP 2012: ID of the Photo
SDSI11C3	0					Results statistics CEP 2012: Name USB file
SDSI11D	0					Results statistics CEP 2012: Remark
SDSI121A	303	1.7	0.9	0	9	Register contribution parents of pupils 2012-2013: Availability
SDSI121B1	7	1.0	1.3	0	3	Register contribution parents of pupils 2012-2013: Size pages Photocopy
SDSI121B2	232	9.0	13.8	1	187	Register contribution parents of pupils 2012-2013: Size file Photo
SDSI121B3	4	0.0	0.0	0	0	Register contribution parents of pupils 2012-2013: Size USB file
SDSI121C2	0					Register contribution parents of pupils 2012-2013: ID of the Photo
SDSI121C3	0					Register contribution parents of pupils 2012-2013: Name USB file
SDSI121D	0					Register contribution parents of pupils 2012-2013: Remark
SDSI131A	302	5.6	3.9	0	9	SDSI131A Minutes GA elective office COGES: Availability
SDSI131B1	1	1.0		1	1	Minutes GA elective office COGES: Size pages Photocopy
SDSI131B2	73	2.0	1.1	1	8	Minutes GA elective office COGES: Size file Photo
SDSI131B3	1	1.0		1	1	Minutes GA elective office COGES: Size USB file
SDSI131C2	0					Minutes GA elective office COGES: ID of the Photo
SDSI131C3	0					Minutes GA elective office COGES: Name USB file
SDSI131D	0					Minutes GA elective office COGES: Remark
SDSI132A	301	5.6	4.0	0	9	SDSI132A List of presence members COGES of one GA 2012-2013: Availability
SDSI132B1	0					List of presence members COGES of one GA 2012-2013: Size pages Photocopy
SDSI132B2	70	2.7	1.7	1	12	List of presence members COGES of one GA 2012-2013: Size file Photo
SDSI132B3	0					List of presence members COGES of one GA 2012-2013: Size USB file
SDSI132C2	0					List of presence members COGES of one GA 2012-2013: ID of the Photo
SDSI132C3	0					List of presence members COGES of one GA 2012-2013: Name USB file
SDSI132D	0					List of presence members COGES of one GA 2012-2013: Remark

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSI33A	302	5.7	3.7	0	9	SDSI33A Yearly action plan 2012-2013 of the COGES: Availability
SDSI33B1	1	2.0		2	2	Yearly action plan 2012-2013 of the COGES: Size pages Photocopy
SDSI33B2	101	2.0	2.2	1	22	Yearly action plan 2012-2013 of the COGES: Size file Photo
SDSI33B3	2	500.5	706.4	1	1000	Yearly action plan 2012-2013 of the COGES: Size USB file
SDSI33C2	0					Yearly action plan 2012-2013 of the COGES: ID of the Photo
SDSI33C3	0					Yearly action plan 2012-2013 of the COGES: Name USB file
SDSI33D	0					Yearly action plan 2012-2013 of the COGES: Remark
SDSI34A	303	5.5	4.0	0	9	Yearly report of the activities of the COGES, 2011-2012: Availability
SDSI34B1	0					Yearly report of the activities of the COGES, 2011-2012: Size pages Photocopy
SDSI34B2	68	1.9	1.1	1	5	Yearly report of the activities of the COGES, 2011-2012: Size file Photo
SDSI34B3	0					Yearly report of the activities of the COGES, 2011-2012: Size USB file
SDSI34C2	0					Yearly report of the activities of the COGES, 2011-2012: ID of the Photo
SDSI34C3	0					Yearly report of the activities of the COGES, 2011-2012: Name USB file
SDSI34D	0					Yearly report of the activities of the COGES, 2011-2012: Remark
SDSI35A	300	5.4	4.2	0	9	SDSI35A Notebook of financial management of the COGES 2012-2013: Availability
SDSI35B1	0					Notebook of financial management of the COGES 2012-2013: Size pages Photocopy
SDSI35B2	44	3.6	2.2	1	11	Notebook of financial management of the COGES 2012-2013: Size file Photo
SDSI35B3	0					Notebook of financial management of the COGES 2012-2013: Size USB file
SDSI35C2	0					Notebook of financial management of the COGES 2012-2013: ID of the Photo
SDSI35C3	0					Notebook of financial management of the COGES 2012-2013: Name USB file
SDSI35D	0					Notebook of financial management of the COGES 2012-2013: Remark

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSJ1A1	295	1.1	1.0	0	9	SDSJ1A1 Elèves ayant manuels de français CP2 : Observé
SDSJ1A2	0					Elèves ayant manuels de français CP2 : Non, puisque
SDSJ1B1	295	1.1	1.0	1	9	SDSJ1B1 Elèves ayant manuels de français CP2 : Photo/Photo ID
SDSJ1B2	0					Elèves ayant manuels de français CP2 : ID
SDSJ1C1	291	1.0	0.7	0	9	SDSJ1C1 Elèves ayant manuels de français CM2 : Observé
SDSJ1C2	0					Elèves ayant manuels de français CM2 : Non, puisque
SDSJ1D1	302	1.1	0.8	0	9	SDSJ1D1 Elèves ayant manuels de français CM2 : Photo/Photo ID
SDSJ1D2	0					Elèves ayant manuels de français CM2 : ID
SDSJ2A1	289	6.4	4.0	0	9	SDSJ2A1 Elèves ayant manuels de calcul CP2 : Observé
SDSJ2A2	0					Elèves ayant manuels de calcul CP2 : Non, puisque
SDSJ2B1	263	8.5	1.9	0	9	SDSJ2B1 Elèves ayant manuels de calcul CP2 : Photo/Photo ID
SDSJ2B2	0					Elèves ayant manuels de calcul CP2 : ID
SDSJ2C1	285	1.0	0.7	0	9	SDSJ2C1 Elèves ayant manuels de calcul CM2 : Observé
SDSJ2C2	0					Elèves ayant manuels de calcul CM2 : Non, puisque
SDSJ2D1	298	1.1	0.8	1	9	SDSJ2D1 Elèves ayant manuels de calcul CM2 : Photo/Photo ID
SDSJ2D2	0					Elèves ayant manuels de calcul CM2 : ID
SDSJ3A1	286	6.2	4.1	0	9	SDSJ3A1 Elèves ayant cahiers de cours CP2 : Observé
SDSJ3A2	0					Elèves ayant cahiers de cours CP2 : Non, puisque
SDSJ3B1	265	8.3	2.3	0	9	SDSJ3B1 Elèves ayant cahiers de cours CP2 : Photo/Photo ID
SDSJ3B2	0					Elèves ayant cahiers de cours CP2 : ID
SDSJ3C1	283	1.0	0.7	0	9	SDSJ3C1 Elèves ayant cahiers de cours CM2 : Observé
SDSJ3C2	0					Elèves ayant cahiers de cours CM2 : Non, puisque
SDSJ3D1	297	1.1	0.8	1	9	SDSJ3D1 Elèves ayant cahiers de cours CM2 : Photo/Photo ID
SDSJ3D2	0					Elèves ayant cahiers de cours CM2 : ID
SDSJ4A1	285	2.7	3.4	0	9	SDSJ4A1 Elèves ayant cahiers d'exercices CP2 : Observé
SDSJ4A2	0					Elèves ayant cahiers d'exercices CP2 : Non, puisque
SDSJ4B1	283	3.3	3.7	0	9	SDSJ4B1 Elèves ayant cahiers d'exercices CP2 : Photo/Photo ID
SDSJ4B2	0					Elèves ayant cahiers d'exercices CP2 : ID

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSJ4C1	283	1.0	0.7	0	9	SDSJ4C1 Elèves ayant cahiers d'exercices CM2 : Observé
SDSJ4C2	0					Elèves ayant cahiers d'exercices CM2 : Non, puisque
SDSJ4D1	296	1.1	0.8	1	9	SDSJ4D1 Elèves ayant cahiers d'exercices CM2 : Photo/Photo ID
SDSJ4D2	0					Elèves ayant cahiers d'exercices CM2 : ID
SDSJ5A1	282	1.2	1.4	0	9	SDSJ5A1 Enseignants ayant registre de présence CP2 : Observé
SDSJ5A2	0					Enseignants ayant registre de présence CP2 : Non, puisque
SDSJ5B1	277	1.3	1.6	0	9	SDSJ5B1 Enseignants ayant registre de présence CP2 : Photo/Photo ID
SDSJ5B2	0					Enseignants ayant registre de présence CP2 : ID
SDSJ5C1	282	1.0	1.0	0	9	SDSJ5C1 Enseignants ayant registre de présence CM2 : Observé
SDSJ5C2	0					Enseignants ayant registre de présence CM2 : Non, puisque
SDSJ5D1	279	1.2	1.4	0	9	SDSJ5D1 Enseignants ayant registre de présence CM2 : Photo/Photo ID
SDSJ5D2	0					Enseignants ayant registre de présence CM2 : ID
SDSJ6A1	284	1.1	1.1	0	9	SDSJ6A1 Enseignants ayant guides pédagogiques CP2 : Observé
SDSJ6A2	0					Enseignants ayant guides pédagogiques CP2 : Non, puisque
SDSJ6B1	279	1.2	1.3	0	9	SDSJ6B1 Enseignants ayant guides pédagogiques CP2 : Photo/Photo ID
SDSJ6B2	0					Enseignants ayant guides pédagogiques CP2 : ID
SDSJ6C1	279	1.0	0.8	0	9	SDSJ6C1 Enseignants ayant guides pédagogiques CM2 : Observé
SDSJ6C2	0					Enseignants ayant guides pédagogiques CM2 : Non, puisque
SDSJ6D1	278	1.2	1.3	1	9	SDSJ6D1 Enseignants ayant guides pédagogiques CM2 : Photo/Photo ID
SDSJ6D2	0					Enseignants ayant guides pédagogiques CM2 : ID
RV01A	21	5,488,203.0	4,770,880.0	4182013	2.62E+07	Jour de visite
RV01JJ	303	15.7	10.4	2	99	JJ
RV01MM	303	5.5	4.3	1	29	MM
RV01AA	303	2,013.0	0.2	2012	2013	AA
RV01B	0					Nom équipe de terrain
RV02A	0					ID de la cible
RV02B	303	6.0	0.2	6	9	Type
RV03	0					Nom de la cible
RV04	0					Interviewés
RV05A	198	1,037.6	297.3	710	2030	Heure de début

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
RV05AHH	303	10.4	3.1	7	20	HHD
RV05MN	303	20.9	18.5	0	99	MND
RV05B	231	1,384.4	287.1	841	2220	Heure de fin
RV05BHH	303	13.5	2.9	8	22	HHF
RV05BMN	303	24.9	17.4	0	59	MNF
RV06	0					Besoin de revisiter et raison
RV07A	303	0.4	5.7	0	99	Nombre de réponses manquantes
RV07B	303	11.4	2.8	0	18	Nombre de pièces justificatives
RV08	0					Remarques sur l'entretien
RV09	0					Incidents et problèmes
RV10	0					Autres remarques
SDSX01A	303	6.5	23.1	0	99	
SDSX01V1	0					
SDSX01V2	216	144.9	1,172.1	1	9998	
SDSX01V3	216	1,390.7	3,052.7	48	9999	
SDSX01V4	0					
SDSX02A	303	5.8	21.9	0	99	
SDSX02V1	0					
SDSX02V2	175	349.2	1,823.3	1	9998	
SDSX02V3	174	2,951.3	4,363.6	26	9999	
SDSX02V4	0					
SDSX03A	303	19.7	39.0	0	98	
SDSX03V1	0					
SDSX03V2	86	582.5	2,353.0	0	9998	
SDSX03V3	0					
SDSX03V4	0					
SDSX04A	302	6.9	25.0	0	99	
SDSX04V1	0					
SDSX04V2	36	833.9	2,802.3	0	9998	
SDSX04V3	0					
SDSX04V4	0					
SDSX05A	303	4.3	18.3	0	99	
SDSX05V1	234	-21,871.2	653.5	-21915	-11918	
SDSX05V2	232	330.9	1,709.0	0	9998	
SDSX05V3	233	0.8	0.4	0	1	
SDSX05V4	0					
SDSX06AA	303	4.0	17.4	0	98	
SDSX06AV1	219	-21,716.8	2,786.7	-21915	19286	
SDSX06AV2	219	1.4	5.4	0	71	
SDSX06AV3	219	0.8	0.4	0	1	
SDSX06AV4	0					
SDSX06BA	303	4.4	18.2	0	98	
SDSX06BV1	0					
SDSX06BV2	0					
SDSX06BV3	245	0.3	0.5	0	1	
SDSX06BV4	0					
SDSX07A	303	1.9	9.7	0	99	
SDSX07V1	0					
SDSX07V2	0					
SDSX07V3	286	210.4	1,435.3	0	9999	
SDSX07V4	0					
SDSX08A	303	10.9	30.0	0	99	
SDSX08V1	0					
SDSX08V2	157	573.3	2,331.6	0	9999	
SDSX08V3	156	449.3	2,076.4	0	9999	
SDSX08V4	0					

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SDSX09AA	303	3.9	16.5	0	99	
SDSX09AV1	0					
SDSX09AV2	287	1.0	0.2	0	1	
SDSX09AV3	286	35.9	591.2	0	9999	
SDSX09AV4	0					
SDSX09BA	303	4.7	19.0	0	98	
SDSX09BV1	0					
SDSX09BV2	261	77.4	873.4	0	9998	
SDSX09BV3	262	1.0	2.6	0	42	
SDSX09BV4	2	1.0	0.0	1	1	
SDSX10A	303	5.9	21.8	0	99	
SDSX10V1	0					
SDSX10V2	0					
SDSX10V3	219	46.8	675.6	0	9999	
SDSX10V4	0					
SDSX11A	301	5.6	21.2	0	99	
SDSX11V1	0					
SDSX11V2	220	1,161.6	3,171.2	0	9999	
SDSX11V3	220	1,496.5	3,515.6	1	9999	
SDSX11V4	13	2,345.6	4,362.6	2	9998	
SDSX21A	300	1.8	9.7	0	99	
SDSX21V1	0					
SDSX21V2	0					
SDSX21V3	0					
SDSX21V4	0					
SDSX31A	279	1.0	8.3	0	98	
SDSX31V1	0					
SDSX31V2	74	1,441.1	3,406.3	6	9998	
SDSX31V3	0					
SDSX31V4	0					
SDSX32A	279	1.6	11.6	0	98	
SDSX32V1	0					
SDSX32V2	65	227.0	1,236.8	0	9998	
SDSX32V3	0					
SDSX32V4	0					
SDSX33A	279	0.7	5.9	0	99	
SDSX33V1	0					
SDSX33V2	0					
SDSX33V3	0					
SDSX33V4	0					
SDSX34A	277	1.3	10.2	0	99	
SDSX34V1	0					
SDSX34V2	0					
SDSX34V3	1	1.0		1	1	
SDSX34V4	0					
SDSX35A	272	0.5	5.9	0	98	
SDSX35V1	0					
SDSX35V2	42	476.8	2,154.8	0	9998	
SDSX35V3	42	476.8	2,154.8	0	9998	
SDSX35V4	38	526.8	2,262.4	0	9998	
RV06EN	0					
RV08EN	0					
RV09EN	0					
RV10EN	0					

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
QSC	432	3521.5	1916.9	1001	8001	Numero du questionnaire
A01	432	2.3	1.1	1	4	A01 DREBA
A01B	432	1.0	0.0	1	1	A01B dreba ok
A02	432	24.9	11.2	11	44	A02 DPEBA
A02B	432	1.0	0.1	0	1	A02B dpeba ok
A03	432	2491.9	1119.0	1101	4409	A03 Commune
A03B	432	1.0	0.1	0	1	A03B Commune ok
A04	432	24920.8	11190.2	11011	44093	A04 ECOLE
A04B	432	1.0	0.1	0	1	A04B Ecole ok
B00	432	1.3	0.5	1	2	B00 Structure
B00B	432	1.0	0.1	0	1	Structure ok
B01	0					Nom du responsable
B01B	431	1.0	0.2	0	1	B01B nom responsable ok
B02	432	1.0	0.1	1	2	B02 Sexe du responsable
B02B	432	1.0	0.1	0	1	B02B sexe du responsable ok
B03	432	68600000.0	17800000.0	-99	7.97E+07	Numero responsable
B03B	407	1.0	0.2	0	1	B03B numero tél responsable ok
B04	0					Nom personne ressource
B04B	154	0.9	0.7	0	9	B04B nom pers. ressource ok
B05	109	73600000.0	3922790.0	6.01E+07	8.00E+07	Numero personne ressource
B05B	136	0.8	0.4	0	1	B05B numero tél ok
C01A	431	4.9	2.5	1	9	C01A Chef d'équipe
C01B	300	447.1	51.1	414	1020	Date de visite chef d'équipe
C01BMM	429	4.5	1.0	2	20	MM
C01BJJ	429	16.4	9.0	1	30	JJ
C01C	430	1.0	0.3	1	8	C01C Chef d'équipe verification
C01D	0					Remarque chef d'équipe
C02A	431	12.5	8.0	1	26	C02A Enquêteur 1
C02B	308	444.2	40.8	414	729	Date de visite Enquêteur 1
C02BMM	430	4.5	0.9	2	20	MM
C02BJJ	430	16.7	9.1	1	30	JJ
C02C	430	1.0	0.0	1	1	C02C Enquêteur 1 verification
C02D	0					Remarque enquêteur 1
C03A	427	11.6	7.3	1	27	C03A Enquêteur 2
C03B	0					Date de visite enquêteur 2
C03BMM	418	4.7	4.7	2	99	MM
C03BJJ	418	16.9	9.9	1	99	JJ
C03C	419	1.0	0.0	1	1	C03C Enquêteur 2 verification
C03D	0					Remarque enquêteur 2
C04A	431	2.4	1.0	1	4	C04A Coordinateur regional
C04B	315	480.4	135.8	210	2727	Date de visite coordinateur regional
C04BMM	424	4.8	1.4	2	27	MM
C04BJJ	424	15.5	7.4	1	30	JJ

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
C04C	425	1.0	0.0	1	1	C04C Coordonateur verification
C04D	0					Remarque coordonnateur
C05A	83	3.7	2.4	1	24	C05A Membre de l'équipe central
C05B	52	470.2	75.2	418	913	Date de visite de l'équipe central
C05BMM	77	4.8	1.2	4	10	MM
C05BJJ	77	15.6	9.5	2	30	JJ
C05C	86	1.0	0.0	1	1	C05C Membre de l'équipe central verification
C05D	0					Remarque membre équipe
D01A	1	22.0		22	22	Verificateur des données
D01B	1	2222.0		2222	2222	Date de verification des données
D01BMM	1	22.0		22	22	MM
D01BJJ	1	22.0		22	22	JJ
D01C	0					Remarque vérif données
D02A	0					Verification des documents
D02B	0					Date de verification des documents
D02BMM	0					MM
D02BJJ	0					JJ
D02C	0					Remarque vérif doc
D03A	414	3.0	1.4	1	5	Saisie des données
D03B	26	531.0	0.0	531	531	Date de saisie de données
D03BMM	414	6.0	1.3	3	31	MM
D03BJJ	414	6.7	6.5	3	31	JJ
D03C	0					Remarque saisie
D04A	0					Verification de la saisie des données
D04B	0					Date de verification de la saisie des données
D04BMM	0					MM
D04BJJ	0					JJ
D04C	0					Remarque vérif saisie
SCSA01A	432	53200000.0	49400000.0	-99	9.90E+07	Date APE in the school
SCSA01AMM	432	-92.6	7.1	-99	1	MM
SCSA01AJJ	432	-92.6	7.4	-99	10	JJ
SCSA01AYY	432	1294.3	985.6	-99	2012	AA
SCSA01B	432	25200000.0	43200000.0	-99	1.00E+08	Date COGES in the school
SCSA01BMM	432	-96.1	6.8	-99	6	MESSRS
SCSA01BJJ	432	-98.3	7.2	-99	10	JJ
SCSA01BYY	432	521.6	961.7	-99	2013	AA
SCSA02A	432	-27.4	47.1	-99	4	Who participated at the assembly general APE
SCSA02B	432	-68.8	46.8	-99	4	Who participated at the assembly general COGES
SCSA03A	432	-28.5	46.6	-99	23	How many assemblies general APE in 2012/2013
SCSA03B	432	-68.7	46.3	-99	6	How many assemblies general COGES in 2012/2013
SCSA04A	432	-29.1	45.9	-99	1	Director participated in the last GA of APE

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSA04B	432	-69.9	45.5	-99	1	Director participated in the last GA of COGES
SCSA05	432	-27.8	46.5	-99	3	Percentage of parents having participated last GA of APE
SCSA06	432	-69.0	46.2	-99	3	Percentage of parents having participated last GA of COGES
SCSA07A	432	-27.1	47.2	-99	4	How representing of the chosen parents: APE
SCSA07B	432	-68.0	47.2	-99	4	How representing of the chosen parents: COGES
SCSA08A1	432	-27.1	47.3	-99	4	How has been chosen: APE - President
SCSA08A2	432	-27.1	47.3	-99	4	How has been chosen: APE - Chief of Staff
SCSA08A3	432	-27.1	47.2	-99	4	How has been chosen: APE - Chief of Staff Attaches
SCSA08A4	432	-27.1	47.3	-99	4	How has been chosen: APE - Treasurer
SCSA08A5	432	-27.1	47.2	-99	4	How has been chosen: APE - Treasurer Attaches
SCSA08A6	432	-27.1	47.2	-99	4	How has been chosen: APE - Secretary to the organization
SCSA08A7	432	-27.1	47.2	-99	4	How has been chosen: APE - Secretary to information
SCSA08A8	432	-27.5	47.3	-99	4	How has been chosen: APE - Commissioner to the accounts
SCSA08B1	432	-68.3	47.2	-99	4	How has been chosen: COGES - President
SCSA08B2	432	-68.6	46.7	-99	4	How has been chosen: COGES - Chief of Staff
SCSA08B3	432	-68.3	47.2	-99	4	How has been chosen: COGES - Treasurer
SCSA08B4	432	-69.2	46.7	-99	4	How has been chosen: COGES - Public Relations
SCSA08B5	432	-69.4	46.6	-99	4	How has been chosen: COGES - Commissioner to the accounts
SCSA09A1	432	-68.3	46.8	-99	5	Who occupies: President / COGES
SCSA09A2	351	-85.0	34.7	-99	10	Who occupies: President - Other / COGES
SCSA09B1	432	-68.6	46.4	-99	3	Who occupies: Chief of Staff / COGES
SCSA09B2	346	-86.4	33.0	-99	0	Who occupies: Chief of Staff - Other / COGES
SCSA09C1	432	-68.2	46.9	-99	5	Who occupies: Treasurer / COGES
SCSA09C2	351	-85.1	34.6	-99	5	Who occupies: Treasurer - Other / COGES
SCSA09D1	432	-68.3	46.8	-99	5	Who occupies: Public / COGES relations
SCSA09D2	352	-84.8	34.9	-99	5	Who occupies: Public relations - Other / COGES

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSA09E1	432	-68.6	46.6	-99	5	Who occupies: Commissioner to the accounts / COGES
SCSA09E2	349	-85.6	34.0	-99	10	Who occupies: Commissioner to the accounts - Other / COGES
SCSA09F	396	-77.1	41.4	-99	6	Other station 1 / COGES
SCSA09F1	432	-84.3	35.7	-99	5	Who occupies: Other station 1 / COGES
SCSA09F2	382	-94.1	21.6	-99	5	Who occupies: Other station 1 - Other / COGES
SCSA09G	397	-76.8	41.4	-99	4	Other station 2 / COGES
SCSA09G1	432	-89.5	29.4	-99	5	Who occupies: Other station 2 / COGES
SCSA09G2	397	-95.3	18.9	-99	3	Who occupies: Other station 2 - Other / COGES
SCSA10A	432	-23.6	49.3	-99	15	Member APE: Total
SCSA10B	432	-24.5	48.7	-99	15	Member APE: Men
SCSA10C	432	-28.4	45.9	-99	7	Member APE: Women
SCSA11A	432	-67.1	48.8	-99	14	Member COGES: Total
SCSA11B	432	-67.5	48.0	-99	12	Member COGES: Men
SCSA11C	432	-68.7	46.2	-99	4	Member COGES: Women
SCSA12	432	5.7	69.4	-99	80	President / APE age
SCSA13A	432	-26.4	47.8	-99	30	Past time to this President / APE (years) station
SCSA13B	432	-29.0	47.4	-99	10	Past time to this President / APE (month) station
SCSA14	432	-29.5	45.7	-99	1	Speak French, President / APE
SCSA15	432	-29.5	46.0	-99	4	Level of instruction, President / APE
SCSA16A	432	-29.8	45.5	-99	1	Agent of the administration education system, President / APE
SCSA16B	432	-29.8	45.5	-99	1	Agent others public administrations, President / APE
SCSA16C	432	-29.8	45.5	-99	1	Director of school or teacher, President / APE
SCSA16D	432	-29.7	45.5	-99	1	Formal private sector, President / APE
SCSA16E	432	-29.2	45.8	-99	1	Sector agriculture or raising, President / APE
SCSA16F	432	-29.8	45.5	-99	1	Chief of village, President / APE
SCSA17	432	-55.6	66.5	-99	69	President / COGES age
SCSA18A	432	-68.5	46.5	-99	5	Past time to this President / COGES (years) station
SCSA18B	432	-68.7	46.3	-99	10	Past time to this President / COGES (month) station
SCSA19	432	-69.1	45.7	-99	1	Speak French, President / COGES
SCSA20	432	-68.8	46.1	-99	5	Level of instruction, President / COGES

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSA21G	432	-69.2	45.5	-99	1	Agent of the administration education system, President / COGES
SCSA21H	432	-69.2	45.5	-99	1	Agent others public administrations, President / COGES
SCSA21I	432	-69.2	45.5	-99	1	Director of school or teacher, President / COGES
SCSA21J	432	-69.2	45.5	-99	1	Formal private sector, President / COGES
SCSA21K	432	-69.0	45.8	-99	1	Sector agriculture or raising, President / COGES
SCSA21L	432	-69.2	45.5	-99	1	Chief of village, President / COGES
SCSB01A11	432	-29.7	45.5	-99	1	APE: Preparation budget / Not of budget
SCSB01A12	432	-29.2	45.9	-99	1	APE: Budget / Member preparation APE
SCSB01A13	432	-29.5	45.7	-99	1	APE: Budget / Parents preparation
SCSB01A14	432	-29.6	45.6	-99	1	APE: Budget / Members preparation community
SCSB01A15	432	-29.3	45.8	-99	1	APE: Budget / Director preparation of school
SCSB01A16	432	-29.4	45.7	-99	1	APE: Budget / Teachers preparation
SCSB01A21	432	-29.7	45.5	-99	1	APE: Adoption budget / Not of budget
SCSB01A22	432	-29.2	45.8	-99	1	APE: Budget / Member adoption APE
SCSB01A23	432	-29.2	45.8	-99	1	APE: Budget / Parents adoption
SCSB01A24	432	-29.5	45.6	-99	1	APE: Budget / Members adoption community
SCSB01A25	432	-29.3	45.8	-99	1	APE: Budget / Director adoption of school
SCSB01A26	432	-29.3	45.8	-99	1	APE: Budget / Teachers adoption
SCSB01A31	432	-29.7	45.5	-99	1	APE: Execution budget / Not of budget
SCSB01A32	432	-29.2	45.9	-99	1	APE: Budget / Member execution APE
SCSB01A33	432	-29.9	45.8	-99	1	APE: Budget / Parents execution
SCSB01A34	432	-29.7	45.6	-99	1	APE: Budget / Members execution community
SCSB01A35	432	-29.4	45.7	-99	1	APE: Budget / Director execution of school
SCSB01A36	432	-29.5	45.7	-99	1	APE: Budget / Teachers execution
SCSB01B11	432	-69.2	45.5	-99	1	COGES: Preparation budget / Not of budget
SCSB01B12	432	-68.9	45.9	-99	1	COGES: Budget / Member preparation APE

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSB01B13	432	-69.1	45.7	-99	1	COGES: Budget / Parents preparation
SCSB01B14	432	-69.1	45.7	-99	1	COGES: Budget / Members preparation community
SCSB01B15	432	-69.0	45.8	-99	1	COGES: Budget / Director preparation of school
SCSB01B16	432	-69.0	45.7	-99	1	COGES: Budget / Teachers preparation
SCSB01B21	432	-69.2	45.5	-99	1	COGES: Adoption budget / Not of budget
SCSB01B22	432	-69.0	45.8	-99	1	COGES: Budget / Member adoption APE
SCSB01B23	432	-69.0	45.8	-99	1	COGES: Budget / Parents adoption
SCSB01B24	432	-69.0	45.8	-99	1	COGES: Budget / Members adoption community
SCSB01B25	432	-69.0	45.8	-99	1	COGES: Budget / Director adoption of school
SCSB01B26	432	-69.0	45.8	-99	1	COGES: Budget / Teachers adoption
SCSB01B31	432	-69.2	45.5	-99	1	COGES: Execution budget / Not of budget
SCSB01B32	432	-68.9	45.9	-99	1	COGES: Budget / Member execution APE
SCSB01B33	432	-69.1	45.7	-99	1	COGES: Budget / Parents execution
SCSB01B34	432	-69.1	45.7	-99	1	COGES: Budget / Members execution community
SCSB01B35	432	-69.0	45.7	-99	1	COGES: Budget / Director execution of school
SCSB01B36	432	-69.1	45.6	-99	1	COGES: Budget / Teachers execution
SCSB02A1	432	-30.0	45.6	-99	1	APE: Who provided funds / Not of fund
SCSB02A2	432	-29.4	45.9	-99	1	APE: Who provided funds / Parents
SCSB02A3	432	-29.9	45.6	-99	1	APE: Who provided funds / Members of the community
SCSB02A4	432	-29.9	45.6	-99	1	APE: Who provided funds / The administrations of the education
SCSB02A5	432	-29.9	45.6	-99	1	APE: Who provided territorial funds / Collectivities
SCSB02A6	432	-29.9	45.6	-99	1	APE: Who provided funds / Other
SCSB02B1	432	-69.2	45.5	-99	1	COGES: Who provided funds / Not of fund
SCSB02B2	432	-69.0	45.8	-99	1	COGES: Who provided funds / Parents
SCSB02B3	432	-69.1	45.7	-99	1	COGES: Who provided funds / Members of the community

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSB02B4	432	-69.2	45.5	-99	1	COGES: Who provided funds / The administrations of the education
SCSB02B5	432	-69.2	45.5	-99	1	COGES: Who provided territorial funds / Collectivities
SCSB02B6	432	-69.2	45.5	-99	1	COGES: Who provided funds / Other
SCSB03A1	432	-29.7	45.5	-99	1	APE: What expenses of the plan of action / Not of plan
SCSB03A2	432	-29.2	45.8	-99	1	APE: What expenses of the plan of action / Plan include operational budgets
SCSB03A3	432	-29.3	45.8	-99	1	APE: What expenses of the plan of action / Plan include expenses of works of ge
SCSB03A4	432	-29.7	45.5	-99	1	APE: What expenses of the plan of action / Plan include wage, indemnities of the
SCSB03B1	432	-69.2	45.5	-99	1	COGES: What expenses of the plan of action / Not of plan
SCSB03B2	432	-69.0	45.8	-99	1	COGES: What expenses of the plan of action / Plan include operational budgets
SCSB03B3	432	-69.0	45.8	-99	1	COGES: What expenses of the plan of action / Plan include expenses of works of
SCSB03B4	432	-69.2	45.5	-99	1	COGES: What expenses of the plan of action / Plan include wage, indemnities of t
SCSB04A1	432	-29.6	45.6	-99	1	APE: What indicatory targets / Not of plan
SCSB04A2	432	-29.5	45.7	-99	1	APE: What indicatory targets / doesn't make reference to the indicators targets
SCSB04A3	432	-29.3	45.8	-99	1	APE: What indicatory targets / The plans made reference to the indicatory c
SCSB04A4	432	-29.4	45.7	-99	1	APE: What indicatory targets / The plans made reference to the indicatory c
SCSB04B1	432	-69.2	45.5	-99	1	CGES: What indicatory targets / Not of plan
SCSB04B2	432	-69.1	45.7	-99	1	COGES: What indicatory targets / doesn't make reference to the indicators target
SCSB04B3	432	-69.0	45.8	-99	1	COGES: What indicatory targets / The plans made reference to the indicators

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSB04B4	432	-69.0	45.8	-99	1	COGES: What indicatory targets / The plans made reference to the indicators
SCSB05A	432	240075.3	526162.5	-99	1.00E+07	Bringing up some returns APE in 2012/13
SCSB05B	432	262449.9	543419.0	-99	1.00E+07	Bringing up some returns APE in 2011/12
SCSB06A	432	625840.0	6031905.0	-99	8.89E+07	Bringing up of returns introverted APE 2011/2012 / Parents
SCSB06B	432	4665.1	49506.0	-99	675000	Bringing up of returns introverted APE 2011/2012 / Members community
SCSB06C	432	3762.3	25593.1	-99	340010	Bringing up of returns introverted APE 2011/2012 / school Administrations
SCSB06D	432	2660.0	45886.5	-99	950000	Bringing up of returns introverted APE 2011/2012 / territorial Collectivities
SCSB06E	432	11056.0	57226.3	-99	550000	Bringing up of returns introverted APE 2011/2012 / Other
SCSB07	432	-28.2	46.9	-99	5	Proportion of the plan of action APE executed
SCSB08A	432	-29.2	45.9	-99	1	APE financial support: Construction / repair infrastructures
SCSB08B	432	-29.8	45.5	-99	1	APE financial support: Enrollment teaching staff
SCSB08C	432	-29.4	45.9	-99	1	APE financial support: Canteen
SCSB08D	432	-29.4	45.7	-99	1	APE financial support: Support to the teaching
SCSB08E	432	-29.3	45.8	-99	1	APE financial support: Teaching aid
SCSB08F	432	-29.4	45.7	-99	1	APE financial support: Water
SCSB08G	432	-29.3	45.8	-99	1	APE financial support: Environment
SCSB08H	432	-29.2	45.9	-99	1	APE financial support: Special Evenementses
SCSB08I	432	-29.4	45.7	-99	1	APE financial support: Promotion / sensitization on education of the girls
SCSB08J	432	-29.9	45.6	-99	1	APE financial support: Program special handicapped children
SCSB08K	432	-29.6	45.6	-99	1	APE financial support: Special programs for underprivileged children
SCSB08L	432	-29.6	45.6	-99	1	APE financial support: Transportation inspectors
SCSB09	432	211423.2	249857.9	-99	1199375	Bringing up some expenses APE in 2011/12

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSB10A	432	21393.3	78279.7	-99	793150	Bringing up some returns COGES in 2012/13
SCSB10B	432	26334.8	76474.2	-99	550000	Bringing up some returns COGES in 2011/12
SCSB11A	432	20529.5	67145.0	-99	525500	Bringing up of returns introverted COGES 2011/2012 / Members COGES
SCSB11B	432	2766.8	27290.6	-99	500000	Bringing up of returns introverted COGES 2011/2012 / Members community
SCSB11C	432	74.5	2484.6	-99	50000	Bringing up of returns introverted COGES 2011/2012 / school Administrations
SCSB11D	432	207.3	3171.2	-99	45000	Bringing up of returns introverted COGES 2011/2012 / territorial Collectivities
SCSB11E	432	2162.6	22645.1	-99	425000	Bringing up of returns introverted COGES 2011/2012 / Other
SCSB12	432	-69.2	46.1	-99	4	Proportion of the plan of action COGES executed
SCSB13A	432	-69.2	45.7	-99	1	COGES financial support: Construction / repair infrastructures
SCSB13B	432	-69.4	45.4	-99	1	COGES financial support: Enrollment teaching staff
SCSB13C	432	-69.3	45.6	-99	1	COGES financial support: Canteen
SCSB13D	432	-69.3	45.5	-99	1	COGES financial support: Support to the teaching
SCSB13E	432	-69.4	45.5	-99	1	COGES financial support: Teaching aid
SCSB13F	432	-69.3	45.5	-99	1	COGES financial support: Water
SCSB13G	432	-69.3	45.6	-99	1	COGES financial support: Environment
SCSB13H	432	-69.3	45.6	-99	1	COGES financial support: Special Evenementses
SCSB13I	432	-69.2	45.7	-99	1	COGES financial support: Promotion / sensitization on education of the girls
SCSB13J	432	-69.6	45.3	-99	1	COGES financial support: Program special handicapped children
SCSB13K	432	-69.4	45.4	-99	1	COGES financial support: Special programs for underprivileged children
SCSB13L	432	-69.4	45.4	-99	1	COGES financial support: Transportation inspectors
SCSB14A	432	-69.2	45.7	-99	1	The plane COGES defined indicatory: To increase the presence of the pupils

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSB14B	432	-69.3	45.6	-99	1	The plane COGES defined indicator: To reduce the increases
SCSB14C	432	-69.3	45.6	-99	1	The plane COGES defined indicator: To reduce the rabandons
SCSB14D	432	-69.2	45.7	-99	1	The plane COGES defined indicator: To improve results of the STOCK
SCSB14E	432	-69.2	45.7	-99	1	The plane COGES defined indicator: To improve results to the compositions
SCSB14F	432	-69.3	45.5	-99	1	The plane COGES defined indicator: Teaching performance
SCSC01A	432	-27.7	46.8	-99	4	APE: Who has access to the financial report
SCSC01B	432	-68.5	46.7	-99	4	COGES: Who has access to the financial report
SCSC02A	432	-28.6	46.6	-99	4	APE: Who has access to the periodic progression report
SCSC02B	432	-68.6	46.6	-99	4	COGES: Who has access to the periodic progression report
SCSD01A	432	-30.0	46.7	-99	3	APE: Technical support received
SCSD01B	432	-69.2	46.0	-99	3	COGES: Technical support received
SCSD02A	432	-30.1	46.4	-99	4	APE: Relevance of the formation, federation APE or COGES
SCSD02B	432	-69.3	45.9	-99	4	COGES: Relevance of the formation, federation APE or COGES
SCSD03A	432	-29.8	46.5	-99	4	APE: Relevance of the formation of the regional administrations
SCSD03B	432	-69.5	45.9	-99	4	COGES: Relevance of the formation of the regional administrations
SCSD04A	432	-1.9	15.3	-99	1	Contained formation: No formation
SCSD04B	432	-2.1	15.2	-99	1	Contained formation: Organizational features of EC
SCSD04C	432	-2.3	15.8	-99	1	Contained formation: Management of the plan of action and the budget of the scho
SCSD04D	432	-2.3	15.8	-99	1	Contained formation: Financial management
SCSD04E	432	-2.6	16.3	-99	1	Contained formation: Tool and mechanism of follow-up
SCSD04F	432	-2.4	15.8	-99	1	Contained formation: Orientations

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSD05A	432	-2.5	17.3	-99	1	Objective for the follow-up: No follow-up
SCSD05B	432	-2.9	17.2	-99	1	Objective for the follow-up: Organizational structure
SCSD05C	432	-2.9	17.2	-99	1	Objective for the follow-up: Plan of action or periodic budget
SCSD05D	432	-2.9	17.2	-99	1	Objective for the follow-up: Report of the progression results
SCSD05E	432	-2.9	17.2	-99	1	Objective for the follow-up: Financial report
SCSD05F	300	-1.9	13.4	-99	1	Objective for the follow-up: Other (code)
SCSD05F1	432	-68.9	45.6	-99	1	Objective for the follow-up: Other (answer)
SCSE01A	432	-29.3	46.6	-99	4	APE: How authorities used the budget
SCSE01B	432	-69.4	46.0	-99	4	COGES: How authorities used the budget
SCSE02A	432	-29.1	46.3	-99	3	Role APE in preparation of the budget public schools
SCSE02B	432	-69.3	45.9	-99	4	Role COGES in preparation of the budget public schools
SCSE03A	432	-29.5	46.7	-99	4	Role APE in the adoption of the budget of the school
SCSE03B	432	-69.5	46.0	-99	4	Role COGES in the adoption of the budget of the school
SCSE04A	432	-29.7	46.7	-99	4	Role APE in the execution of the budget of the school
SCSE04B	432	-69.4	46.0	-99	4	Role COGES in the execution of the budget of the school
SCSE05A	432	-30.6	46.7	-99	4	APE: How authorities use the budget of the school
SCSE05B	432	-71.0	44.9	-99	4	COGES: How authorities use the budget of the school
SCSF01A0	432	-6.9	24.2	-99	1	Teaching assessment permanent / Not of teacher
SCSF01A1	432	-7.2	24.5	-99	1	Teaching assessment permanent / MENA
SCSF01A2	432	-7.2	24.5	-99	1	Teaching assessment permanent / DRH of the Ministry
SCSF01A3	432	-7.2	24.5	-99	1	Teaching assessment permanent / DREBA, DPEBA
SCSF01A4	432	-7.0	25.0	-99	1	Teaching assessment permanent / CEB
SCSF01A5	432	-7.2	24.5	-99	1	Teaching assessment permanent / Commune
SCSF01A6	432	-7.0	25.0	-99	1	Teaching assessment permanent / Director of school
SCSF01A7	432	-6.1	22.9	-99	1	Teaching assessment permanent / APE or COGES

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF01B0	432	-9.3	28.1	-99	1	Teaching assessment contractual / Not of teacher
SCSF01B1	432	-9.9	28.6	-99	1	Teaching assessment contractual / MENA
SCSF01B2	432	-9.9	28.6	-99	1	Teaching assessment contractual / DRH of the Ministry
SCSF01B3	432	-9.9	28.6	-99	1	Teaching assessment contractual / DREBA, DPEBA
SCSF01B4	432	-9.6	28.7	-99	1	Teaching assessment contractual / CEB
SCSF01B5	432	-9.9	28.6	-99	1	Teaching assessment contractual / Commune
SCSF01B6	432	-9.7	29.0	-99	1	Teaching assessment contractual / Director of school
SCSF01B7	432	-9.1	27.7	-99	1	Teaching assessment contractual / APE or COGES
SCSF01C0	432	-18.8	38.6	-99	1	Teaching assessment voluntary / Not of teacher
SCSF01C1	432	-19.9	38.8	-99	1	Teaching assessment voluntary / MENA
SCSF01C2	432	-19.9	38.8	-99	1	Teaching assessment voluntary / DRH of the Ministry
SCSF01C3	432	-19.9	38.8	-99	1	Teaching assessment voluntary / DREBA, DPEBA
SCSF01C4	432	-19.7	38.9	-99	1	Teaching assessment voluntary / CEB
SCSF01C5	432	-19.8	38.8	-99	1	Teaching assessment voluntary / Commune
SCSF01C6	432	-19.8	38.9	-99	1	Teaching assessment voluntary / Director of school
SCSF01C7	432	-19.0	38.4	-99	1	Teaching assessment voluntary / APE or COGES
SCSF02A0	432	-3.4	17.1	-88	1	The presence and the working hours of the teachers / No one
SCSF02A1	432	-3.4	17.1	-88	1	The presence and the working hours of the teachers / DREBA, DPEBA
SCSF02A2	432	-3.1	17.2	-88	1	The presence and the working hours of the teachers / CEB
SCSF02A3	432	-3.4	17.1	-88	1	The presence and the working hours of the teachers / Commune
SCSF02A4	432	-2.4	16.8	-88	1	The presence and the working hours of the school teachers / Director
SCSF02A5	431	-2.2	14.6	-88	1	SCSF02A5 The presence and the working hours of the teachers / APE or COGES

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF02B0	432	-2.6	15.1	-88	1	Interactions between teachers and pupils / No one
SCSF02B1	432	-2.6	15.1	-88	1	Interactions between teachers and pupils / DREBA, DPEBA
SCSF02B2	432	-2.4	15.1	-88	1	Interactions between teachers and pupils / CEB
SCSF02B3	432	-2.6	15.1	-88	1	Interactions between teachers and pupils / Commune
SCSF02B4	432	-1.6	14.6	-88	1	Interactions between teachers and pupils / Director of school
SCSF02B5	432	-1.7	14.0	-88	1	Interactions between teachers and pupils / APE or COGES
SCSF02C0	432	-2.6	15.1	-88	1	Interactions between teaching and related / No one
SCSF02C1	432	-2.6	15.1	-88	1	Interactions between teaching and related / DREBA, DPEBA
SCSF02C2	432	-2.4	15.1	-88	1	Interactions between teaching and related / CEB
SCSF02C3	432	-2.6	15.1	-88	1	Interactions between teaching and related / Commune
SCSF02C4	432	-1.7	14.6	-88	1	Interactions between teaching and related / Director of school
SCSF02C5	432	-1.6	14.0	-88	1	Interactions between teaching and related / APE or COGES
SCSF02D0	432	-4.7	19.8	-88	1	The respect of the programs by the teachers / No one
SCSF02D1	432	-4.8	20.2	-88	1	The respect of the programs by the teachers / DREBA, DPEBA
SCSF02D2	432	-4.4	20.3	-88	1	The respect of the programs by the teachers / CEB
SCSF02D3	432	-4.9	20.2	-88	1	The respect of the programs by the teachers / Commune
SCSF02D4	432	-3.9	20.0	-88	1	The respect of the programs by the teachers / Director of school
SCSF02D5	432	-3.6	17.6	-88	1	The respect of the programs by the teachers / APE or COGES
SCSF02E0	432	-4.7	19.8	-88	1	Methods of teaching of the teachers / No one
SCSF02E1	432	-4.8	20.2	-88	1	Methods of teaching of the teachers / DREBA, DPEBA
SCSF02E2	432	-4.4	20.3	-88	1	Methods of teaching of the teachers / CEB

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF02E3	432	-4.9	20.2	-88	1	Methods of teaching of the teachers / Commune
SCSF02E4	432	-3.9	20.0	-88	1	Methods of teaching of the school teachers / Director
SCSF02E5	431	-3.8	18.1	-88	1	SCSF02E5 Methods of teaching of the teachers / APE or COGES
SCSF03A	432	-29.0	46.2	-99	4	Role of the APE in mantien or transfer of the teachers
SCSF03B	432	-69.5	45.7	-99	4	Role of COGES in mantien or transfer of the teachers
SCSF04A1	432	-6.7	23.5	-99	1	Assessment of the school / MENA Director
SCSF04A2	432	-6.7	23.5	-99	1	Assessment of the Director of school / SRH of the Ministry
SCSF04A3	432	-6.7	23.5	-99	1	Assessment of the school / DREBA Director, DPEBA
SCSF04A4	432	-5.9	23.8	-99	1	Assessment of the school / CEB Director
SCSF04A5	432	-6.7	23.5	-99	1	Assessment of the school / Commune Director
SCSF04A6	432	-8.6	26.8	-99	1	Assessment of the school / APE Director or COGES
SCSF05A0	432	-3.3	16.8	-99	1	Who bought the manuals of your school for 2012/13: No one
SCSF05A1	432	-3.1	17.9	-99	1	Who bought the manuals of your school for 2012/13: MENA
SCSF05A2	432	-3.7	17.7	-99	1	Who bought the manuals of your school for 2012/13: DREBA / DPEBA
SCSF05A3	432	-3.3	17.3	-99	1	Who bought the manuals of your school for 2012/13: CEB
SCSF05A4	432	-3.0	16.8	-99	1	Who bought the manuals of your school for 2012/13: Commune
SCSF05A5	432	-3.1	16.3	-99	1	Who bought the manuals of your school for 2012/13: Director of school
SCSF05A6	432	-4.6	20.3	-99	1	Who bought the manuals of your school for 2012/13: APE
SCSF05A7	431	-38.9	48.1	-99	1	SCSF05A7 Who bought the manuals of your school for 2012/13: COGES
SCSF05B0	432	-0.4	6.0	-88	1	Who distributed the manuals of your school for 2012/13: No one
SCSF05B1	432	-0.6	7.3	-88	1	Who distributed the manuals of your school for 2012/13: MENA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF05B2	432	-0.6	7.3	-88	1	Who distributed the manuals of your school for 2012/13: DREBA / DPEBA
SCSF05B3	432	0.1	6.0	-88	1	Who distributed the manuals of your school for 2012/13: CEB
SCSF05B4	432	-0.3	6.0	-88	1	Who distributed the manuals of your school for 2012/13: Commune
SCSF05B5	432	0.3	6.0	-88	1	Who distributed the manuals of your school for 2012/13: Director of school
SCSF05B6	432	-1.4	13.9	-99	1	Who distributed the manuals of your school for 2012/13: APE
SCSF05B7	431	-36.5	48.0	-99	1	SCSF05B7 Who distributed the manuals of your school for 2012/13: COGES
SCSF06A0	432	-2.7	15.8	-99	1	Who bought the didactic material for your school for 2012/13: No one
SCSF06A1	432	-2.3	15.3	-99	1	Who bought the didactic material for your school for 2012/13: MENA
SCSF06A2	432	-2.7	15.2	-99	1	Who bought the didactic material for your school for 2012/13: DREBA / DPEBA
SCSF06A3	432	-2.6	15.2	-99	1	Who bought the didactic material for your school for 2012/13: CEB
SCSF06A4	432	-2.4	15.3	-99	1	Who bought the didactic material for your school for 2012/13: Commune
SCSF06A5	432	-2.7	15.2	-99	1	Who bought the didactic material for your school for 2012/13: Director of e
SCSF06A6	432	-3.8	19.0	-99	1	Who bought the didactic material for your school for 2012/13: APE
SCSF06A7	431	-38.7	48.1	-99	1	SCSF06A7 Who bought the didactic material for your school for 2012/13: COGES
SCSF06B0	432	-0.7	8.7	-99	1	Who has distibue of the didactic material for your school for 2012/13: No one
SCSF06B1	432	-0.8	8.7	-99	1	Who has distibue of the didactic material for your school for 2012/13: MENA
SCSF06B2	432	-0.8	8.7	-99	1	Who has distibue of the didactic material for your school for 2012/13: DREBA / D

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF06B3	432	-0.5	8.8	-99	1	Who has distibue of the didactic material for your school for 2012/13: CEB
SCSF06B4	432	-0.7	8.7	-99	1	Who has distibue of the didactic material for your school for 2012/13: Commune
SCSF06B5	432	-0.5	9.7	-99	1	Who has distibue of the didactic material for your school for 2012/13: Director
SCSF06B6	432	-1.8	14.5	-99	1	Who has distibue of the didactic material for your school for 2012/13: APE
SCSF06B7	431	-37.0	48.1	-99	1	SCSF06B7 Who has distibue of the didactic material for your school for 2012/13: COGES
SCSF07A0	432	-3.4	18.7	-88	1	Years 2011/2012 or 2012/2013: received supplementary funds / No one
SCSF07A1	432	-4.0	18.5	-88	1	Years 2011/2012 or 2012/2013: received supplementary / MENA funds
SCSF07A2	432	-4.1	18.5	-88	0	Years 2011/2012 or 2012/2013: received supplementary / DREBA funds, DPEBA
SCSF07A3	432	-4.1	18.5	-88	1	Years 2011/2012 or 2012/2013: received supplementary / CEB funds
SCSF07A4	432	-4.1	18.5	-88	1	Years 2011/2012 or 2012/2013: received supplementary / Commune funds
SCSF07A5	432	-4.1	18.5	-88	1	Years 2011/2012 or 2012/2013: received supplementary / Director funds of school
SCSF07A6	432	-5.3	21.6	-99	1	Years 2011/2012 or 2012/2013: received supplementary / APE funds
SCSF07A7	431	-38.7	48.0	-99	1	SCSF07A7 Years 2011/2012 or 2012/2013: received supplementary / COGES funds
SCSF08A0	432	-9.8	28.9	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / No one
SCSF08A1	432	-10.3	28.7	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / MENA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF08A2	432	-10.4	28.7	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / DREBA, DPEB
SCSF08A3	432	-10.3	28.7	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / CEB
SCSF08A4	432	-10.4	28.7	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / Commune
SCSF08A5	432	-10.3	28.7	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / Director of
SCSF08A6	431	-11.1	30.0	-99	1	SCSF08A6 Years 2011/2012 or 2012/2013: Who managed budget project of school / APE
SCSF08A7	432	-42.1	48.1	-99	1	Years 2011/2012 or 2012/2013: Who managed budget project of school / COGES
SCSF09A1	432	-2.1	13.9	-88	1	Number of presence CP1 days to the CP2
SCSF09A2	432	-2.1	13.9	-88	1	Number of presence CM1 days to the CM2
SCSF09B1	432	-2.3	14.7	-99	1	Daily behavior in class CP1 to the CP2
SCSF09B2	432	-2.3	14.7	-99	1	Daily behavior in class CM1 to the CM2
SCSF09C1	432	-1.8	13.3	-88	1	Exercises or duties CP1 to the CP2
SCSF09C2	432	-1.8	13.3	-88	1	Exercises or duties CM1 to the CM2
SCSF09D1	432	-1.4	14.0	-88	1	Compositions magazines CP1 to the CP2
SCSF09D2	432	-1.4	14.0	-88	1	Compositions magazines CM1 to the CM2
SCSF09E1	432	-1.2	13.4	-88	1	Composition of year end CP1 to the CP2
SCSF09E2	432	-1.2	13.4	-88	1	Composition of year end CM1 to the CM2
SCSF09F	284	-1.2	10.4	-88	1	Other (code)
SCSF09F1	410	-64.6	47.2	-99	1	SCSF09F1 Other CP1 to the CP2
SCSF09F2	410	-64.8	47.1	-99	1	SCSF09F2 Other CM1 to the CM2
SCSF10A	432	-10.2	32.0	-99	4	The school: frequency of assessment
SCSF10B	432	-3.5	24.5	-99	4	The pupils: frequency of assessment

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF11A0	432	0.9	0.3	0	1	Access to the STOCK / Administration results local
SCSF11A1	432	1.0	0.1	0	1	Access to the STOCK / Director results of school
SCSF11A2	432	1.0	0.1	0	1	Access to the STOCK / Teachers results
SCSF11A3	432	1.0	0.1	0	1	Access to the STOCK / Parents results or pupils
SCSF11A4	432	0.9	0.3	0	1	Access to the results STOCK / All members of the community
SCSF11B0	432	0.8	0.4	0	1	Access to the results exam white STOCK / Administration
SCSF11B1	432	0.9	0.2	0	1	Access to the results exam white STOCK / Director of school
SCSF11B2	432	1.0	0.1	0	1	Access to the results exam white STOCK / Teachers
SCSF11B3	432	0.9	0.2	0	1	Access to the results exam white STOCK / Parents or pupils
SCSF11B4	432	0.6	0.5	0	1	Access to the results exam white STOCK / All members of the community
SCSF11C0	432	-0.9	12.4	-99	1	Access to the harmonized results compositions / Administration
SCSF11C1	432	-0.8	12.4	-99	1	Access to the harmonized results compositions / Director of school
SCSF11C2	432	-0.9	13.1	-99	1	Access to the harmonized results compositions / Teachers
SCSF11C3	432	-0.8	12.4	-99	1	Access to the harmonized results compositions / Parents or pupils
SCSF11C4	432	-2.3	15.4	-99	1	Access to the harmonized results compositions / All members of the community
SCSF11D0	432	-38.3	45.7	-99	1	Access to the results investigations on school / Administration acquirements
SCSF11D1	432	-38.6	45.7	-99	1	Access to the results investigations on school / Director acquirements of school
SCSF11D2	432	-38.6	45.6	-99	1	Access to the results investigations on school / Teachers acquirements
SCSF11D3	432	-38.7	45.6	-99	1	Access to the results investigations on school / Parents acquirements or pupils

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF11D4	432	-38.7	45.5	-99	1	Access to the results investigations on school acquirments / All members of the
SCSF11E0	432	-50.9	46.0	-99	1	Access to the PASEC / Administration results
SCSF11E1	432	-51.0	45.9	-99	1	Access to the PASEC / Director results of school
SCSF11E2	432	-51.0	45.9	-99	1	Access to the PASEC / Teachers results
SCSF11E3	432	-51.0	45.9	-99	1	Access to the PASEC / Parents results or pupils
SCSF11E4	432	-51.0	45.9	-99	1	Access to the PASEC results / All members of the community
SCSF12A1	432	-2.3	16.3	-88	1	Who decides: School / MENA calendar
SCSF12A2	432	-2.9	16.2	-88	1	Who decides: School / DREBA calendar, DPEBA
SCSF12A3	432	-2.9	16.2	-88	1	Who decides: School / CEB calendar
SCSF12A4	432	-3.0	16.1	-88	1	Who decides: School / Commune calendar
SCSF12A5	432	-2.9	16.2	-88	1	Who decides: School / Director calendar of school
SCSF12A6	432	-4.9	20.7	-99	1	Who decides: School / APE calendar
SCSF12A7	432	-31.7	45.9	-99	1	Who decides: School / COGES calendar
SCSF12A8	432	-3.3	16.8	-99	1	Who decides: School / Union calendar of the teachers
SCSF12B1	432	-2.7	17.3	-88	1	Who decides: Hourly volume of matters / MENA
SCSF12B2	432	-3.3	17.2	-88	1	Who decides: Hourly volume of matters / DREBA, DPEBA
SCSF12B3	432	-3.3	17.2	-88	1	Who decides: Hourly volume of matters / CEB
SCSF12B4	432	-3.4	17.1	-88	1	Who decides: Hourly volume of matters / Commune
SCSF12B5	432	-3.3	17.2	-88	1	Who decides: Hourly volume of the school matters / Director
SCSF12B6	432	-5.3	21.4	-99	1	Who decides: Hourly volume of matters / APE
SCSF12B7	432	-32.1	46.0	-99	0	Who decides: Hourly volume of matters / COGES
SCSF12B8	432	-3.7	17.7	-99	1	Who decides: Hourly volume of the matters / Union of the teachers
SCSF13A	432	1.2	6.1	-88	3	Absenteeism of the pupils girls
SCSF13B	432	1.5	4.4	-88	3	Absenteeism of the pupils boys
SCSF14	432	1.2	4.3	-88	3	Absence of the teachers

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF15	432	-1.1	16.5	-88	3	Malnutrition in the school
SCSF16	432	0.8	8.6	-88	3	School bulletins including information on the results
SCSF17	432	-5.2	23.7	-99	4	Proportion of the pupils of the CP2 studying more than 30 minutes home
SCSF18	432	-3.3	21.5	-88	4	Proportion of the pupils of the CM2 studying more than 60 minutes home
SCSF19A	432	0.4	6.0	-88	1	The director will teach the class
SCSF19B	432	0.3	6.0	-88	1	A teacher will partially teach a class in addition to the one that he holds
SCSF19C	432	0.0	6.0	-88	1	A teacher of matter will teach the class
SCSF19D	432	-0.1	6.0	-88	1	The pupils will study themselves
SCSF19E	432	-0.3	6.0	-88	1	The pupils will go home
SCSF20	429	715.5	1449.3	-99	9910	Day of beginning of the courses in all classes this year
SCSF20JJ	432	-4.9	30.6	-99	30	JJ
SCSF20MM	432	0.2	29.5	-99	11	MESSRS
SCSF21	432	4.0	8.7	-88	5	Total length of the strand this school year and last year
SCSF22	432	0.7	4.3	-88	1	Your school has it given of the correction courses to the pupils during the paus
SCSF23	432	0.7	4.3	-88	1	There are courses of correction or support last year
SCSF24A1	432	0.2	0.4	0	1	The pupils or the parents have they paid for the expenses of enrollment to the C
SCSF24A2	79	925.9	664.0	200	3300	Bringing up inscription to the CP1
SCSF24B1	432	0.1	0.3	0	1	Expenses to the CP2, CE1, CE2, CM1, CM2,
SCSF24B2	32	1285.9	536.9	200	2000	Expenses of enrollment to the CP2, CE1, CE2, CM1, CM2,
SCSF24C1	432	-0.6	10.4	-88	1	Expenses of exam (STOCK) to the CM2
SCSF24C2	256	2590.2	5516.9	-88	50000	Going up cool of exam to the CM2
SCSF24D1	432	-0.3	6.0	-88	1	Expenses of exam white STOCK
SCSF24D2	51	10501.7	13645.9	0	88888	Going up cool of exam white STOCK
SCSF24E1	432	-0.2	4.2	-88	1	Manual
SCSF24E2	10	5025.0	4813.8	1250	17500	Expenses of manuals
SCSF24F1	432	-0.1	4.3	-88	1	Supplies, workbooks, various,

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF24F2	59	5541.7	6900.0	0	30000	Bringing up supplies
SCSF24G1	432	-0.2	4.8	-99	0	Uniform
SCSF24G2	1	-99.0		-99	-99	Going up uniform
SCSF24H1	432	0.1	9.6	-99	1	APE / AME contribution
SCSF24H2	420	1748.6	714.0	100	12300	Bringing up APE / AME dcontribution
SCSF24I1	428	-18.4	38.6	-99	1	SCSF24I1 Contribution COGES
SCSF24I2	47	580.9	812.3	-99	4600	Bringing up contribution COGES
SCSF24J1	432	-0.2	7.7	-99	1	School canteens
SCSF24J2	173	2824.1	8115.3	-99	60000	Expenses school canteens
SCSF25A1	432	-69.0	45.6	-99	1	Some pupils exempted of the enrollment expenses to the CP1 boys
SCSF25A2	432	-69.0	45.6	-99	1	Some pupils exempted of the enrollment expenses to the CP1 girls
SCSF25A3	432	-68.9	45.6	-99	1	Some pupils exempted of the enrollment expenses to the CP1 poverty
SCSF25A4	432	-69.0	45.6	-99	1	Some pupils exempted of the enrollment expenses to the CP1 handicap
SCSF25A51	432	-54.5	49.3	-99	1	Some pupils exempted of the enrollment expenses to the CP1 Others
SCSF25A52	430	-45.3	49.5	-99	9	Some pupils exempted of the enrollment expenses to the CP1 Others (code)
SCSF25B1	432	-77.7	40.8	-99	1	Some pupils exempted of the enrollment expenses to the CP2, CE1, CE2, CM1, CM2 G
SCSF25B2	432	-77.7	40.8	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SCSF25B3	432	-77.7	40.8	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SCSF25B4	432	-77.7	40.8	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SCSF25B51	432	-62.1	47.9	-99	1	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,
SCSF25B52	430	-39.3	48.6	-99	9	Some pupils sont' ils exempt of the expenses of enrollment to the CP2, CE1, CE2,

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF25C1	432	-1.1	10.6	-99	1	Some exempt pupils sont' ils APE / AME contribution boys
SCSF25C2	432	-1.1	10.6	-99	1	Some exempt pupils sont' ils APE / AME contribution girls
SCSF25C3	432	-1.0	10.6	-99	1	Some exempt pupils sont' ils APE / AME contribution poverty
SCSF25C4	432	-1.3	11.6	-99	1	Some exempt pupils sont' ils APE / AME contribution handicap
SCSF25C51	432	-0.9	9.5	-99	1	Some exempt pupils sont' ils APE / AME contribution Others
SCSF25C52	418	0.1	5.1	-99	10	Some exempt pupils sont' ils APE / AME contributions Others (code)
SCSF25D0	318	0.0	0.1	0	2	SCSF25D0 Some Other exempt pupils (code)
SCSF25D1	432	-72.4	43.9	-99	1	Some Other exempt pupils, boys
SCSF25D2	432	-72.2	44.0	-99	1	Some Other exempt pupils sont' ils girls
SCSF25D3	432	-72.2	44.1	-99	1	Some pupils exempt sont' ils Others poverty
SCSF25D4	432	-72.2	44.1	-99	1	Some pupils exempt sont' ils Others handicap
SCSF25D51	432	-72.0	44.2	-99	1	Some pupils Other, Other exempt sont' ils
SCSF25D52	419	-74.4	42.8	-99	1	Some pupils Other, Other (code) exempt sont' ils
SCSF26A	432	-1.5	16.0	-99	4	What is the norm of use of the manuals French CP2
SCSF26B	432	-82.9	37.2	-99	5	What is the norm of use of the manuals CP2 calculation
SCSF26C	432	-1.5	15.7	-99	4	What is the norm of use of the manuals French CM2
SCSF26D	432	-1.5	15.6	-99	4	What is the norm of use of the manuals CM2 calculation
SCSF27A	432	0.2	8.0	-99	1	The pupils of the CP2 are them authorized to bring the school manuals of francai
SCSF27B	432	-0.1	9.8	-99	1	The pupils of the CM2 are them authorized to bring the school manuals of francai
SCSF28	432	1.3	0.6	0	2	Your school has it provided meal to the pupils this year (2012/2013)
SCSF29	432	0.8	0.4	0	1	The parents provided supplies and manpower in the canteen this year
SCSF30A	432	-6.1	23.1	-99	1	Your school has it receipt a subsidy for a project to the the school year pass
SCSF30B	48	221285.9	255564.0	-99	900000	If yes, going up received

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSF31A	432	-5.2	21.6	-99	1	Your school has it receipt a subsidy for a project this year (2012/2013)
SCSF31B	23	261469.6	269620.4	0	774000	If yes, going up received
SCSF32A	432	2.9	1.1	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32B	432	3.0	1.1	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32C	432	3.3	1.1	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32D	432	2.6	1.3	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32E	432	2.7	1.3	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32F	432	1.9	1.1	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32G	432	2.7	1.3	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32H	432	2.9	1.1	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32I	432	2.7	1.2	1	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF32J	432	2.4	10.1	-99	4	The capacity of your school to offer a teaching is it summer affected by one
SCSF33	432	-0.8	12.8	-88	3	Proportion of the children of 6 years, non schooled
SCSF34	432	-1.9	15.8	-88	3	Proportion of the children scholarisable (6-12 years), non schooled
SCSF35	432	0.3	0.5	0	1	The girls are them more schooled
SCSF36	432	1.2	7.5	-88	3	The parents know them the age of their children
SCSF37	432	-11.5	30.3	-99	1	The collectivities know them number of the children scholarisables, non solar
SCSF38	432	2.8	7.7	-88	4	There are children scholarisables refused to the enrollment for lack of places
SCSG01A	432	4.0	3.3	0	9	Register of contribution of the parents of pupils 2012/13: Availability

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSG01B1	3	0.7	1.2	0	2	Register of contribution of the parents of pupils 2012/13: Size pages Photocopy
SCSG01B2	271	8.5	8.4	1	79	Register of contribution of the parents of pupils 2012/13: Size file Photo
SCSG01B3	4	0.0	0.0	0	0	Register of contribution of the parents of pupils 2012/13: Size USB file
SCSG01C0	0					ID camera
SCSG01C1	0					ID card memory
SCSG01C2	0					Register of contribution of the parents of pupils 2012/13: ID of the Photo
SCSG01C3	0					Register of contribution of the parents of pupils 2012/13: Name USB file
SCSG01D	0					Register of contribution of the parents of pupils 2012/13: Remark
SCSG31A	431	6.5	3.7	0	9	Minutes GA elective office COGES: Availability
SCSG31B1	0					Minutes GA elective office COGES: Size pages Photocopy
SCSG31B2	80	1.9	0.7	1	4	Minutes GA elective office COGES: Size file Photo
SCSG31B3	2	1.5	0.7	1	2	Minutes GA elective office COGES: Size USB file
SCSG31C2	0					Minutes GA elective office COGES: ID of the Photo
SCSG31C3	0					Minutes GA elective office COGES: Name USB file
SCSG31D	0					Minutes GA elective office COGES: Remark
SCSG32A	431	6.5	3.7	0	9	List of presence members COGES of one GA 2012-2013: Availability
SCSG32B1	1	1.0		1	1	List of presence members COGES of one GA 2012-2013: Size pages Photocopy
SCSG32B2	74	2.9	2.0	1	11	List of presence members COGES of one GA 2012-2013: Size file Photo
SCSG32B3	0					List of presence members COGES of one GA 2012-2013: Size USB file
SCSG32C2	0					List of presence members COGES of one GA 2012-2013: ID of the Photo
SCSG32C3	0					List of presence members COGES of one GA 2012-2013: Name USB file

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSG32D	0					List of presence members COGES of one GA 2012-2013: Remark
SCSG33A	431	6.7	3.4	0	9	Yearly action plan 2012-2013 of the COGES: Availability
SCSG33B1	2	1.5	0.7	1	2	Yearly action plan 2012-2013 of the COGES: Size pages Photocopy
SCSG33B2	106	1.8	0.9	1	6	Yearly action plan 2012-2013 of the COGES: Size file Photo
SCSG33B3	1	1.0		1	1	Yearly action plan 2012-2013 of the COGES: Size USB file
SCSG33C2	0					Yearly action plan 2012-2013 of the COGES: ID of the Photo
SCSG33C3	0					Yearly action plan 2012-2013 of the COGES: Name USB file
SCSG33D	0					Yearly action plan 2012-2013 of the COGES: Remark
SCSG34A	431	6.5	3.7	0	9	Yearly report of the activities of the COGES, 2011-2012: Availability
SCSG34B1	0					Yearly report of the activities of the COGES, 2011-2012: Size pages Photocopy
SCSG34B2	75	2.1	1.3	1	5	Yearly report of the activities of the COGES, 2011-2012: Size file Photo
SCSG34B3	0					Yearly report of the activities of the COGES, 2011-2012: Size USB file
SCSG34C2	0					Yearly report of the activities of the COGES, 2011-2012: ID of the Photo
SCSG34C3	0					Yearly report of the activities of the COGES, 2011-2012: Name USB file
SCSG34D	0					Yearly report of the activities of the COGES, 2011-2012: Remark
SCSG35A	429	6.3	3.9	0	9	Notebook of financial management of the COGES 2012-2013: Availability
SCSG35B1	0					Notebook of financial management of the COGES 2012-2013: Size pages Photocopy
SCSG35B2	55	3.6	2.5	1	14	Notebook of financial management of the COGES 2012-2013: Size file Photo

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSG35B3	0					Notebook of financial management of the COGES 2012-2013: Size USB file
SCSG35C2	0					Notebook of financial management of the COGES 2012-2013: ID of the Photo
SCSG35C3	0					Notebook of financial management of the COGES 2012-2013: Name USB file
SCSG35D	0					Notebook of financial management of the COGES 2012-2013: Remark
SCRV01A	5	4236013.0	27018.5	4202013	4272013	Jour de visite
SCRV01JJ	432	16.5	9.1	1	30	JJ
SCRV01MM	432	4.6	2.1	1	27	MM
SCRV01AA	432	2013.0	0.0	2012	2013	AA
SCRV01B	0					Nom équipe de terrain
SCRV02A	0					ID de la cible
SCRV02B	432	7.0	0.3	1	7	Type
SCRV03	0					Nom de la cible
SCRV04	0					Interviewés
SCRV05A	303	1176.7	306.6	710	1919	Heure de début
SCRV05AHH	432	11.6	3.1	7	19	HHD
SCRV05MN	432	21.8	17.6	0	59	MND
SCRV05B	348	1329.3	305.5	815	2021	Heure de fin
SCRV05BHH	432	13.0	3.1	8	20	HHF
SCRV05BMN	432	26.8	17.8	0	99	MNF
SCRV06	0					Besoin de revisiter et raison
SCRV07A	432	0.1	0.6	0	10	Nombre de réponses manquantes
SCRV07B	432	1.9	3.1	0	35	Nombre de pièces justificatives
SCRV08	0					Remarques sur l'entretien
SCRV09	0					Incidents et problèmes
SCRV10	0					Autres remarques
ITEM_0_0_605	0					Item 0-0-605
SCRV06EN	0					
SCRV08EN	0					
SCRV09EN	0					
SCRV10EN	0					
SCSX01A	298	2.6	12.5	0	99	
SCSX01V1	0					
SCSX01V2	278	36.8	599.6	0	9998	
SCSX01V3	278	36.3	599.6	0	9998	
SCSX01V4	0					
SCSX31A	130	3.6	16.9	0	98	
SCSX31V1	0					
SCSX31V2	78	1757.9	3709.7	11	9998	
SCSX31V3	0					
SCSX31V4	0					
SCSX32A	130	4.3	18.8	0	98	
SCSX32V1	0					
SCSX32V2	69	61.0	28.9	11	159	

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
SCSX32V3	0					
SCSX32V4	0					
SCSX33A	130	6.9	23.6	0	99	
SCSX33V1	0					
SCSX33V2	0					
SCSX33V3	102	0.5	0.5	0	1	
SCSX33V4	0					
SCSX34A	130	2.8	14.7	0	98	
SCSX34V1	0					
SCSX34V2	0					
SCSX34V3	1	0.0		0	0	
SCSX34V4	0					
SCSX35A	130	1.9	12.1	0	99	
SCSX35V1	0					
SCSX35V2	51	196.6	1399.9	0	9998	
SCSX35V3	51	196.8	1399.9	0	9998	
SCSX35V4	50	200.6	1413.8	0	9998	

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
QC0	96	254.9	109.5	101	423	Numero du questionnaire
A01A	96	2.4	1.1	1	4	A01A DREBA
A01B	96	1.0	0.0	1	1	A01B dreba ok
A02A	96	26.3	11.4	11	44	A02A DPEBA
A02B	96	1.0	0.0	1	1	A02B dpeba ok
A03A	96	2634.7	1136.2	1101	4409	A03A Commune
A03B	96	1.0	0.0	1	1	A03B Commune ok
B01A	0					Nom du secretaire general
B01B	92	1.0	0.2	0	1	B01B nom sg ok
B02A	96	1.1	0.3	1	2	B02A Sexe du SG
B02B	92	1.0	0.2	0	1	B02B sexe du SG ok
B03A	92	72300000.0	2887917.0	7.00E+07	7.94E+07	Numero SG
B03B	88	1.0	0.2	0	1	B03B numero tél SG ok
B04A	30	39800000.0	12300000.0	2.09E+07	5.05E+07	Numero Commune
B04B	37	0.9	0.3	0	1	B04B numero tél ok
C01A	96	4.8	2.6	1	9	C01A Chef d'équipe
C01B	67	443.3	37.9	417	522	Date de visite chef d'équipe
C01BMM	96	4.5	0.5	4	6	MM
C01BJJ	96	16.2	8.8	1	30	JJ
C01C	95	1.0	0.0	1	1	C01C Chef d'équipe verification
C01D	0					Remarque chef d'équipe
C02A	96	11.2	8.3	1	25	C02A Enquêteur 1
C02B	68	444.4	38.8	417	531	Date de visite Enquêteur 1
C02BMM	96	4.5	0.5	4	6	MM
C02BJJ	96	16.4	8.8	2	31	JJ
C02C	94	1.0	0.0	1	1	C02C Enquêteur 1 verification
C02D	0					Remarque enquêteur 1
C03A	96	10.4	6.8	1	25	C03A Enquêteur 2
C03B	0					Date de visite enquêteur 2
C03BMM	94	4.5	0.5	4	6	MM
C03BJJ	94	16.1	8.7	2	30	JJ
C03C	93	1.0	0.0	1	1	C03C Enquêteur 2 verification
C03D	0					Remarque enquêteur 2
C04A	95	2.4	1.2	1	4	C04A Coordinateur regional
C04B	65	483.1	43.2	418	520	Date de visite coordinateur regional
C04BMM	94	5.0	2.0	4	24	MM
C04BJJ	94	14.3	8.3	1	30	JJ
C04C	94	1.0	0.0	1	1	C04C Coordonateur verification
C04D	0					Remarque coordonnateur
C05A	20	3.4	0.9	2	4	C05A Membre de l'équipe central
C05B	11	465.5	46.6	419	518	Date de visite de l'équipe central
C05BMM	20	5.6	2.5	4	14	MM
C05BJJ	20	13.5	8.9	3	28	JJ

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
C05C	20	1.1	0.2	1	2	C05C Membre de l'équipe central verification
C05D	0					Remarque membre équipe
D01A	0					Verificateur des données
D01B	0					Date de verification des données
D01BMM	0					MM
D01BJJ	0					JJ
D01C	0					Remarque vérif données
D02A	1	2.0		2	2	Verification des documents
D02B	1	615.0		615	615	Date de verification des documents
D02BMM	1	6.0		6	6	MM
D02BJJ	1	15.0		15	15	JJ
D02C	0					Remarque vérif doc
D03A	76	2.8	1.5	1	5	Saisie des données
D03B	76	616.4	1.2	615	618	Date de saisie de données
D03BMM	76	6.0	0.0	6	6	MM
D03BJJ	76	16.4	1.2	15	18	JJ
D03C	0					Remarque saisie
D04A	0					Verification de la saisie des données
D04B	0					Date de verification de la saisie des données
D04BMM	0					MM
D04BJJ	0					JJ
D04C	0					Remarque vérif saisie
COSA01	96	50.8	8.8	34	71	Age of the Mayor
COSA02A	96	1.5	0.5	0	2	Month / year code
COSA02B	96	4.7	2.8	0	17	Past time to Mayor's station
COSA03	96	3.2	1.1	0	4	Most elevated diploma of the Mayor
COSA04A	96	0.2	0.4	0	1	Agent of the school / Mayor administration
COSA04B	96	0.6	0.5	0	1	Agent of other public / Mayor administrations
COSA04C	96	0.2	0.4	0	1	Director of school or teacher / Mayor
COSA04D	96	0.3	0.4	0	1	Formal / Mayor private sector
COSA04E	96	0.2	0.4	0	1	Sector agriculture or raising / Mayor
COSA05	96	1.9	0.8	1	3	How many times the Mayor is him to the office
COSA06	96	45.7	9.8	27	72	Age of the deputy to the Mayor
COSA07A	96	1.5	0.5	0	2	Month / year code
COSA07B	96	4.2	2.6	0	10	Past time to deputy's station to the Mayor (years)
COSA08	96	2.0	1.0	0	4	Most elevated diploma of the deputy to the Mayor

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSA09A	96	0.2	0.4	0	1	Agent of the school / Deputy administration to the Mayor
COSA09B	96	0.1	0.3	0	1	Agent of other public / Deputy administrations to the Mayor
COSA09C	96	0.2	0.4	0	1	Director of school or teacher / Deputy to the Mayor
COSA09D	96	0.2	0.4	0	1	Formal / Deputy private sector to the Mayor
COSA09E	96	0.4	0.5	0	1	Sector agriculture or raising / Deputy to the Mayor
COSA10	96	0.4	9.1	-88	3	How many times the deputy to the Mayor is him to the office
COSA11	96	31.2	24.7	-99	59	Age of the Chief of Staff
COSA12A	96	-1.3	17.6	-99	2	Month / year code
COSA12B	96	0.6	18.2	-99	16	Past time to Chief of Staff station (years)
COSA13	96	0.4	18.0	-99	4	Most elevated diploma of the Chief of Staff
COSA14A	96	-3.1	17.3	-99	1	Agent of the school / Chief of Staff administration
COSA14B	96	-2.3	17.5	-99	1	Agent of other public / Chief of Staff administrations
COSA14C	96	-3.1	17.3	-99	1	Director of school or teacher / Chief of Staff
COSA14D	96	-3.1	17.3	-99	1	Formal / Chief of Staff private sector
COSA14E	96	-3.1	17.3	-99	1	Sector agriculture or raising / Chief of Staff
COSA15	96	-2.1	17.5	-99	3	How many times the Chief of Staff is him to the office
COSA16	96	-2.1	17.5	-99	2	Statute of the Chief of Staff as employee
COSB01A	96	4.7	2.3	1	11	Efficient of the staff: Men
COSB01B	96	1.6	1.8	0	13	Efficient of the staff: Women
COSB02A	96	3.0	2.0	0	10	Used: Civil servant / permanent
COSB02B	96	1.8	2.1	0	9	Used: Contractual
COSB02C	96	1.5	2.7	0	15	Used: Voluntary
COSB03A	96	1.9	1.3	0	9	Used: Secretariat or service of the general administration
COSB03B	96	1.2	0.6	0	3	Used: Service of the finances and the budget

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSB03C	96	-1.8	14.3	-99	2	Used: Service of the human resources
COSB03D	96	-1.7	14.3	-99	3	Used: Service of statistics and the scheduling
COSB03E	96	-2.8	20.3	-99	12	Used: Service of the education and other social services
COSB04A1	96	-0.5	9.0	-88	1	Formation on transfer of expertise
COSB04A2	96	-5.4	28.3	-99	100	Number formed on transfer of expertise
COSB04B1	96	0.1	0.3	0	1	Formation on the OMDses section Education
COSB04B2	96	-9.1	29.1	-99	4	Number formed on the OMDses section Education
COSB04C1	96	-0.7	9.0	-88	1	Formation on communal involvement, domain education
COSB04C2	96	-7.6	26.9	-99	7	Number formed on communal involvement, education
COSB05	96	2005.9	1.2	1995	2007	Your Commune began to function when (year)
COSB06A	96	0.7	0.5	0	1	To grant working / subsidies budget in the schools
COSB06B	96	0.7	0.5	0	1	To provide teaching aid in the schools
COSB06C	96	0.0	0.0	0	0	To pay for wage of the teachers
COSB06D	96	0.0	0.0	0	0	Enrollment of permanent teachers
COSB06E	96	0.0	0.0	0	0	Enrollment of contractual teachers
COSB06F	96	0.0	0.2	0	1	To subsidize formation teaching and leading of school
COSB06G	96	0.7	0.5	0	1	Consistent of the schools
COSB06H	96	-19.1	39.6	-99	1	To orient and to sustain the advice (COGES)
COSB06I	96	0.7	0.5	0	1	To sustain the associations of parents (APE / AME)
COSB06J	96	0.9	0.3	0	1	Construction of class rooms
COSB06K	96	-0.8	9.0	-88	1	To finance the canteen
COSB06L1	95	-30.3	49.4	-99	15	Other
COSB06L2	96	-16.0	37.3	-99	1	Other action
COSB07	96	47.0	40.9	7	338	Number of the members of the city council
COSB08	96	0.5	0.5	0	1	There are committee or meeting encouraging exchanges on primary education

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSB09A	96	-24.3	43.4	-99	1	The assignment of the governmental budget for the schools
COSB09B	96	-24.3	43.4	-99	1	Endowment in materials
COSB09C	96	-24.6	43.2	-99	1	Food program (canteen)
COSB09D	96	-24.2	43.4	-99	1	Assignment and affectation of the teachers
COSB09E	96	-24.2	43.4	-99	1	Construction of schools
COSB09F	96	-24.2	43.4	-99	1	Reduction of the number of children descolarises in the township
COSB09G	96	-25.2	43.8	-99	1	Improvement of the fairness
COSB09H	96	-24.2	43.4	-99	1	Improvement of the results of the training
COSB10A	96	0.8	0.4	0	1	Facilities: System of lighting
COSB10B	96	0.2	0.4	0	1	Facilities: Current water
COSB10C	96	0.1	0.3	0	1	Facilities: Air conditioners
COSB10D1	96	0.0	0.1	0	1	Small cars: Availability
COSB10D2	96	-96.9	14.4	-99	2	Small cars: Quantity
COSB10E1	96	0.1	0.2	0	1	Vehicles 4X4: Availability
COSB10E2	96	-93.8	22.3	-99	1	Vehicles 4X4: Quantity
COSB10F1	96	1.0	0.1	0	1	Motorcycles / bicycles: Availability
COSB10F2	96	2.1	15.6	-99	48	Motorcycles / bicycles: Quantity
COSB10G1	96	0.5	0.5	0	1	Telephone: Availability
COSB10G2	96	-53.1	50.2	-99	4	Telephone: Quantity
COSB10H1	96	0.0	0.1	0	1	Fax: Availability
COSB10H2	96	-96.9	14.4	-99	1	Fax: Quantity
COSB10I1	96	0.5	0.5	0	1	Copier: Availability
COSB10I2	96	-48.9	50.4	-99	7	Copier: Quantity
COSB10J1	96	0.8	0.4	0	1	Desktop computers: Availability
COSB10J2	96	-17.5	40.7	-99	10	Desktop computers: Quantity
COSB10K1	96	0.8	0.4	0	1	Portable computers: Availability
COSB10K2	96	-15.1	37.7	-99	4	Portable computers: Quantity
COSCO1AA	96	27000000.0	38300000.0	-99	2.11E+08	Clean incomes
COSCO1AB	96	-5.0	22.5	-99	1	Come back used for the education
COSCO1BA	96	29900000.0	52000000.0	-99	4.65E+08	Specific transfers of the State for the education
COSCO1BB	96	-2.8	18.5	-99	1	Transfers used for the education
COSCO1CA	96	12400000.0	20800000.0	-99	1.64E+08	Other general transfers of the State
COSCO1CB	96	-6.4	24.8	-99	1	Other general transfers used for the education
COSCO1DA	96	-5.6	21.9	-99	0	Empreunts

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSC01DB	96	-12.0	32.0	-99	0	Empreunts used for the education
COSC01EA	96	6549459.0	18500000.0	-99	1.50E+08	Agencies of development
COSC01EB	96	-10.8	30.9	-99	1	Returns Agencies of development used for the education
COSC01FA	96	3130297.0	8573841.0	-99	4.51E+07	NGO
COSC01FB	96	-10.8	30.5	-99	1	NGO returns used for the education
COSC01GA	96	7325119.0	15700000.0	-99	1.00E+08	Other
COSC01GB	96	-62.3	48.0	-99	1	Other returns used for the education
COSC01HA	96	70700000.0	56300000.0	-99	3.27E+08	TOTAL
COSC01HB	96	-4.1	20.8	-99	1	TOTAL returns used for the education
COSC02A1	96	34800000.0	37600000.0	-99	1.89E+08	TOTAL expenses of the township / Expenses foreseen
COSC02A2	96	48400000.0	44700000.0	-99	3.29E+08	Real TOTAL expenses of the township / Expenses
COSC02B1	96	612416.7	4067308.0	-99	2.88E+07	Wage: Teachers, TOTAL / Expenses foreseen
COSC02B2	96	456387.8	3083371.0	-99	2.59E+07	Wage: Teachers, TOTAL / Expenses real
COSC02C1	96	45094.1	333099.3	-99	2989704	Wage: Teachers, Contractual / Expenses foreseen
COSC02C2	96	35834.6	253592.1	-99	2114784	Wage: Teachers, Contractual / Expenses real
COSC02D1	96	969.5	9646.5	-99	94500	Wage: Teachers, foreseen Volunteer / Expenses
COSC02D2	96	969.5	9646.5	-99	94500	Wage: Teachers, Volunteer / Expenses real
COSC02E1	96	440128.3	2649438.0	-99	2.48E+07	Wage: No-teachers, Total / Expenses foreseen
COSC02E2	96	408332.5	2603946.0	-99	2.48E+07	Wage: No-teachers, Total / Expenses real
COSC02F1	96	66839.3	614945.3	-99	6016000	Wage: Other administrative and educational / Expenses staff foreseen
COSC02F2	96	45631.7	407852.8	-99	3980071	Wage: Other administrative and educational / Expenses staff real
COSC02G1	96	344726.9	2810318.0	-99	2.72E+07	Wage: Personal of foreseen support / Expenses
COSC02G2	96	327502.9	2651910.0	-99	2.57E+07	Wage: Personal of support / Expenses real
COSC02H1	96	354412.6	2551791.0	-99	2.48E+07	Wage: Other / Expenses foreseen
COSC02H2	96	349881.2	2549255.0	-99	2.48E+07	Wage: Other / Expenses real

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSC02I1	96	17700000.0	17600000.0	-99	7.17E+07	Infrastructures: Construction of infrastructures educational, Total / Expenses p
COSC02I2	96	15500000.0	15600000.0	-99	6.83E+07	Infrastructures: Construction of infrastructures educational, Total / Expenses r
COSC02J1	96	11300000.0	14000000.0	-99	6.67E+07	Infrastructures: Class rooms / Expenses foreseen
COSC02J2	96	10700000.0	11900000.0	-99	4.51E+07	Infrastructures: Real class rooms / Expenses
COSC02K1	96	2450336.0	4934916.0	-99	2.50E+07	Infrastructures: Other / Expenses foreseen
COSC02K2	96	2720780.0	4925662.0	-99	2.50E+07	Infrastructures: Other / Expenses real
COSC02L1	96	2064992.0	3505550.0	-99	1.44E+07	Infrastructures: Rehabilitation infrastructures educational, Total / Expenses pr
COSC02L2	96	1879243.0	3191993.0	-99	1.44E+07	Infrastructures: Rehabilitation infrastructures educational, Total / Expenses re
COSC02M1	96	1515979.0	3507227.0	-99	2.20E+07	Infrastructures: Rehabilitation, foreseen Class rooms / Expenses
COSC02M2	96	1365643.0	3166358.0	-99	1.84E+07	Infrastructures: Rehabilitation, real Class rooms / Expenses
COSC02N1	96	430385.4	1516534.0	-99	9000000	Infrastructures: Rehabilitation, Other / Expenses foreseen
COSC02N2	96	436211.9	1517778.0	-99	9000000	Infrastructures: Rehabilitation, Other / Expenses real
COSC02O1	96	12400000.0	21500000.0	-99	1.74E+08	Equipment: Teaching aids and didactic, Total / Expenses foreseen
COSC02O2	96	8968185.0	8991391.0	-99	3.25E+07	Equipment: Teaching aids and didactic, Total / Expenses real
COSC02P1	96	457720.5	2271677.0	-99	1.52E+07	Equipment: Manuals foreseen school pupils / Expenses
COSC02P2	96	399554.3	2048147.0	-99	1.43E+07	Equipment: Manuals school real pupils / Expenses
COSC02Q1	96	591061.4	1894121.0	-99	1.73E+07	Equipment: Educational manuals, foreseen teachers / Expenses

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSC02Q2	96	667592.3	2276667.0	-99	1.73E+07	Equipment: Educational manuals, real teachers / Expenses
COSC02R1	96	18000000.0	73100000.0	-99	7.22E+08	Equipment: School / Expenses supplies foreseen
COSC02R2	96	9328951.0	7512014.0	-99	3.00E+07	Equipment: Real school / Expenses supplies
COSC02S1	96	1197238.0	2604536.0	-99	1.63E+07	Equipment: Facilities of class rooms / Expenses foreseen
COSC02S2	96	1198166.0	2374579.0	-99	1.50E+07	Equipment: Facilities of real class rooms / Expenses
COSC02T	96	-63.5	48.1	-99	8	Equipment: Teaching aid, Other (code)
COSC02T1	96	279587.4	766494.3	-99	4350000	Equipment: Teaching aid, Other / Expenses foreseen
COSC02T2	96	277471.6	763553.3	-99	4343875	Equipment: Teaching aid, Other / Expenses real
COSC02U1	96	441326.1	2177080.0	-99	1.80E+07	Equipment: Material and edible data processings / Expenses foreseen
COSC02U2	96	317645.1	1833184.0	-99	1.75E+07	Equipment: Material and edible real data processings / Expenses
COSC02V	96	-72.0	44.5	-99	6	Equipment: Other (code)
COSC02V1	96	83128.8	419900.2	-99	3000000	Equipment: Other / Expenses foreseen
COSC02V2	96	88259.2	399951.9	-99	2590000	Equipment: Other / Expenses real
COSC02W1	96	1127493.0	2512159.0	-99	1.63E+07	Services: Total / Expenses foreseen
COSC02W2	96	1237574.0	2864200.0	-99	1.63E+07	Services: Total / Expenses real
COSC02X1	96	256540.3	650501.0	-99	6000000	Services: Cultural and sporty / Expenses activities foreseen
COSC02X2	96	222160.7	640881.9	-99	6000000	Services: Real cultural and sporty / Expenses activities
COSC02Y1	96	69903.8	289483.2	-99	2021000	Services: Formation / Expenses foreseen
COSC02Y2	96	68945.4	287183.9	-99	2021000	Services: Formation / Expenses real
COSC02Z1	96	110468.3	513928.2	-99	4000500	Services: Health and nutrition / Expenses foreseen
COSC02Z2	96	115397.6	552456.8	-99	4473710	Services: Health and nutrition / Expenses real
COSC02AA1	96	100561.1	327993.1	-99	2400000	Services: Stock markets and allowances / Expenses foreseen

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSC02AA2	96	90456.4	313882.6	-99	2400000	Services: Stock markets and real allowances / Expenses
COSC02AB	96	-41.7	50.8	-99	10	Service: Other (code)
COSC02AB1	96	629549.2	2098566.0	-99	1.55E+07	Services: Other / Expenses foreseen
COSC02AB2	96	627447.9	2030917.0	-99	1.55E+07	Services: Other / Expenses real
COSD01AA	96	0.4	0.5	0	1	Notebooks: Received demand
COSD01AB	96	0.8	0.4	0	1	Notebooks: Well stocked
COSD01AC	96	24038.4	24859.2	-99	111046	Notebooks: Well stocked quantity
COSD01BA	96	0.4	0.5	0	1	Erasers: Received demand
COSD01BB	96	0.8	0.4	0	1	Erasers: Well stocked
COSD01BC	96	2736.8	3716.7	-99	22232	Erasers: Well stocked quantity
COSD01CA	96	0.4	0.5	0	1	Pencils / pens: Received demand
COSD01CB	96	0.8	0.4	0	1	Pencils / pens: Well stocked
COSD01CC	96	10370.7	11565.9	-99	54458	Pencils / pens: Well stocked quantity
COSD01DA	96	0.4	0.5	0	1	Slates: Received demand
COSD01DB	96	0.8	0.4	0	1	Slates: Well stocked
COSD01DC	96	2963.0	4075.8	-99	23268	Slates: Well stocked quantity
COSD01EA	96	0.4	0.5	0	1	Chalks: Received demand
COSD01EB	96	0.7	0.5	0	1	Chalks: Well stocked
COSD01EC	96	9965.4	23997.7	-99	110000	Chalks: Well stocked quantity
COSD01FA	96	0.4	0.5	0	1	T-square: Received demand
COSD01FB	96	0.8	0.4	0	1	T-square: Well stocked
COSD01FC	96	805.2	1018.1	-99	4936	T-square: Well stocked quantity
COSD01GA	96	0.4	0.5	0	1	Compass: Received demand
COSD01GB	96	0.7	0.5	0	1	Compass: Well stocked
COSD01GC	96	1010.4	1756.8	-99	12800	Compass: Well stocked quantity
COSD01HA	96	0.4	0.5	0	1	Reporters: Received demand
COSD01HB	96	0.7	0.5	0	1	Reporters: Well stocked
COSD01HC	96	819.2	1282.9	-99	5860	Reporters: Well stocked quantity
COSD01IA	96	-0.9	10.1	-99	1	School Manuesls: Received demand
COSD01IB	96	-2.9	16.7	-99	1	School manuals: Well stocked
COSD01IC	96	14.8	665.4	-99	5090	School manuals: Well stocked quantity
COSD01JA	96	-1.0	10.1	-99	1	Manual-CP2, French: Received demand
COSD01JB	96	-2.0	14.2	-99	1	Manual-CP2, French: Well stocked
COSD01JC	96	-84.5	79.2	-99	570	Manual-CP2, French: Well stocked quantity

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD01KA	96	-2.0	14.2	-99	1	Manual-CP2, Calculation: Received demand
COSD01KB	96	-3.0	17.3	-99	1	Manual-CP2, Calculation: Well stocked
COSD01KC	96	-90.4	27.5	-99	0	Manual-CP2, Calculation: Well stocked quantity
COSD01LA	96	-1.0	10.1	-99	1	Manual-CM2, French: Received demand
COSD01LB	96	-2.0	14.2	-99	1	Manual-CM2, French: Well stocked
COSD01LC	96	-88.4	51.4	-99	296	Manual-CM2, French: Well stocked quantity
COSD01MA	96	-1.0	10.1	-99	1	Manual-CM2, Calculation: Received demand
COSD01MB	96	-2.0	14.2	-99	1	Manual-CM2, Calculation: Well stocked
COSD01MC	96	-87.2	58.3	-99	318	Manual-CM2, Calculation: Well stocked quantity
COSD01NA	96	-1.0	10.1	-99	1	Guides of the teacher: Received demand
COSD01NB	96	-2.0	14.2	-99	1	Guides of the teacher: Well stocked
COSD01NC	96	-92.7	25.2	-99	49	Guides of the teacher: Well stocked quantity
COSD01OA	96	-0.9	10.1	-99	1	Office supplies: Received demand
COSD01OB	96	-1.9	14.2	-99	1	Office supplies: Well stocked
COSD01OC	96	-66.4	76.7	-99	350	Office supplies: Well stocked quantity
COSD01PA	96	-1.0	10.1	-99	1	Computers: Received demand
COSD01PB	96	-2.0	14.2	-99	1	Computers: Well stocked
COSD01PC	96	-91.7	26.0	-99	2	Computers: Well stocked quantity
COSD02A1	96	-0.9	9.0	-88	1	Enrollment of staff No-teacher: Received demand
COSD02A2	96	-9.2	29.1	-99	9	Enrollment of staff No-teacher: Sustained schools
COSD02B1	96	-0.9	9.0	-88	0	Wages and/or bonuses for staff No teaching: Received demand
COSD02B2	96	-9.2	29.1	-99	9	Wages and/or bonuses for staff No teaching: Sustained schools
COSD02C1	96	-0.9	9.0	-88	1	Indemnities for the teachers: Received demand
COSD02C2	96	-9.7	30.5	-99	38	Indemnities for the teachers: Sustained schools
COSD02D1	96	-1.8	12.6	-88	1	Demand of supplies or cash on hand for the school canteen: Received demand

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD02D2	96	-10.9	31.2	-99	9	Demand of supplies or cash on hand for the school canteen: Sustained schools
COSD02E1	96	-0.4	9.0	-88	1	Construction of additional classes: Received demand
COSD02E2	96	-3.0	20.3	-99	20	Construction of additional classes: Sustained schools
COSD03A1	96	-6.4	23.0	-88	1	Help of the PAM: Shop of formation
COSD03A2	96	-7.3	24.4	-88	0	Help of the PAM: Equipment
COSD03A3	96	-7.3	24.5	-88	1	Help of the PAM: School supplies
COSD03A4	96	-7.3	24.4	-88	0	Help of the PAM: Construction
COSD03A5	96	-7.3	24.5	-88	1	Help of the PAM: Meal
COSD03A6	96	-7.3	24.4	-88	0	Help of the PAM: Other
COSD03B1	96	-7.3	24.5	-88	1	Aide CRS: Shop of formation
COSD03B2	96	-8.2	25.8	-88	1	Aide CRS: Equipment
COSD03B3	96	-8.3	25.8	-88	0	Aide CRS: School supplies
COSD03B4	96	-8.2	25.8	-88	1	Aide CRS: Construction
COSD03B5	96	-7.9	25.9	-88	1	Aide CRS: Meal
COSD03B6	96	-8.3	25.8	-88	0	Aide CRS: Other
COSD03C1	96	-6.4	23.0	-88	1	Burkina plan: Shop of formation
COSD03C2	96	-7.2	24.5	-88	1	Burkina plan: Equipment
COSD03C3	96	-7.3	24.5	-88	1	Burkina plan: School supplies
COSD03C4	96	-7.2	24.5	-88	1	Burkina plan: Construction
COSD03C5	96	-7.3	24.5	-88	1	Burkina plan: Meal
COSD03C6	96	-7.3	24.5	-88	1	Burkina plan: Other
COSD03D1	96	-6.4	23.0	-88	1	UNICEF: Shop of formation
COSD03D2	96	-7.3	24.5	-88	1	UNICEF: Equipment
COSD03D3	96	-7.3	24.5	-88	1	UNICEF: School supplies
COSD03D4	96	-7.3	24.5	-88	1	UNICEF: Construction
COSD03D5	96	-7.3	24.5	-88	1	UNICEF: Meal
COSD03D6	96	-7.3	24.5	-88	1	UNICEF: Other
COSD03E1	96	-6.4	23.0	-88	0	World Bank: Shop of formation
COSD03E2	96	-7.3	24.4	-88	0	World Bank: Equipment
COSD03E3	96	-7.3	24.4	-88	0	World Bank: School supplies
COSD03E4	96	-7.3	24.5	-88	1	World Bank: Construction
COSD03E5	96	-7.3	24.4	-88	0	World Bank: Meal
COSD03E6	96	-7.3	24.5	-88	1	World Bank: Other
COSD03F1	96	-6.4	23.0	-88	0	ACDI, Canada: Shop of formation
COSD03F2	96	-7.3	24.4	-88	0	ACDI, Canada: Equipment
COSD03F3	96	-7.3	24.4	-88	0	ACDI, Canada: School supplies
COSD03F4	96	-7.3	24.4	-88	0	ACDI, Canada: Construction
COSD03F5	96	-7.3	24.4	-88	0	ACDI, Canada: Meal
COSD03F6	96	-7.3	24.4	-88	0	ACDI, Canada: Other

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD03G1	96	-6.4	23.0	-88	0	USAID, US: Shop of formation
COSD03G2	96	-7.3	24.4	-88	0	USAID, US: Equipment
COSD03G3	96	-7.3	24.4	-88	0	USAID, US: School supplies
COSD03G4	96	-7.3	24.4	-88	0	USAID, US: Construction
COSD03G5	96	-7.3	24.4	-88	0	USAID, US: Meal
COSD03G6	96	-7.3	24.4	-88	0	USAID, US: Other
COSD03H1	96	-6.3	23.0	-88	1	JICA, Japan: Shop of formation
COSD03H2	96	-7.3	24.5	-88	1	JICA, Japan: Equipment
COSD03H3	96	-7.3	24.4	-88	0	JICA, Japan: School supplies
COSD03H4	96	-7.3	24.5	-88	1	JICA, Japan: Construction
COSD03H5	96	-7.3	24.4	-88	0	JICA, Japan: Meal
COSD03H6	96	-7.3	24.5	-88	1	JICA, Japan: Other
COSD03I1	96	-6.4	23.0	-88	0	AFD, France: Shop of formation
COSD03I2	96	-7.3	24.4	-88	0	AFD, France: Equipment
COSD03I3	96	-7.3	24.4	-88	0	AFD, France: School supplies
COSD03I4	96	-7.3	24.4	-88	0	AFD, France: Construction
COSD03I5	96	-7.3	24.5	-88	1	AFD, France: Meal
COSD03I6	96	-7.3	24.4	-88	0	AFD, France: Other
COSD04A0	96	-3.7	18.3	-99	1	Who bought school manuals in the primary schools in 2012/13: No one
COSD04A1	96	-3.2	18.4	-99	1	Who bought school manuals in the primary schools in 2012/13: MENA
COSD04A2	96	-3.7	18.3	-99	1	Who bought school manuals in the primary schools in 2012/13: DREBA / DPEBA
COSD04A3	96	-3.8	18.3	-99	1	Who bought school manuals in the primary schools in 2012/13: CEB
COSD04A4	96	-3.4	18.3	-99	1	Who bought school manuals in the primary schools in 2012/13: Commune
COSD04A5	96	-3.8	18.3	-99	0	Who bought school manuals in the primary schools in 2012/13: Director of eco
COSD04A6	96	-3.8	18.3	-99	1	Who bought school manuals in the primary schools in 2012/13: APE
COSD04A7	96	-48.0	49.3	-99	1	Who bought school manuals in the primary schools in 2012/13: COGES
COSD04B0	96	-3.8	18.3	-99	1	Who distributed school manuals in the primary schools in 2012/13: No one
COSD04B1	96	-3.8	18.3	-99	1	Who distributed school manuals in the primary schools in 2012/13: MENA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD04B2	96	-3.8	18.3	-99	1	Who distributed school manuals in the primary schools in 2012/13: DREBA / DPEBA
COSD04B3	96	-2.9	18.4	-99	1	Who distributed school manuals in the primary schools in 2012/13: CEB
COSD04B4	96	-3.8	18.3	-99	1	Who distributed school manuals in the primary schools in 2012/13: Commune
COSD04B5	96	-3.6	18.3	-99	1	Who distributed school manuals in the primary schools in 2012/13: Director of
COSD04B6	96	-3.6	18.3	-99	1	Who distributed school manuals in the primary schools in 2012/13: APE
COSD04B7	96	-48.0	49.4	-99	1	Who distributed school manuals in the primary schools in 2012/13: COGES
COSD05A0	96	-0.9	9.0	-88	1	Who bought school materials others that manual in 2012/13: No one
COSD05A1	96	-0.8	9.0	-88	1	Who bought school materials others that manual in 2012/13: MENA
COSD05A2	96	-0.9	9.0	-88	1	Who bought school materials others that manual in 2012/13: DREBA / DPEBA
COSD05A3	96	-0.9	9.0	-88	1	Who bought school materials others that manual in 2012/13: CEB
COSD05A4	96	0.0	9.1	-88	1	Who bought school materials others that manual in 2012/13: Commune
COSD05A5	96	-0.9	9.0	-88	0	Who bought school materials others that manual in 2012/13: Director of eco
COSD05A6	96	-0.9	9.0	-88	1	Who bought school materials others that manual in 2012/13: APE
COSD05A7	96	-44.1	49.3	-99	1	Who bought school materials others that manual in 2012/13: COGES
COSD05B0	96	-0.9	9.0	-88	1	Who distributed school materials others that manual in 2012/13: No one
COSD05B1	96	-0.9	9.0	-88	1	Who distributed school materials others that manual in 2012/13: MENA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD05B2	96	-0.9	9.0	-88	1	Who distributed school materials others that manual in 2012/13: DREBA / DPEBA
COSD05B3	96	0.0	9.1	-88	1	Who distributed school materials others that manual in 2012/13: CEB
COSD05B4	96	-0.8	9.0	-88	1	Who distributed school materials others that manual in 2012/13: Commune
COSD05B5	96	-0.7	9.0	-88	1	Who distributed school materials others that manual in 2012/13: Director of
COSD05B6	96	-0.8	9.0	-88	1	Who distributed school materials others that manual in 2012/13: APE
COSD05B7	96	-45.1	49.4	-99	1	Who distributed school materials others that manual in 2012/13: COGES
COSD06A0	96	-2.2	15.5	-88	1	Supplementary funds received in 2011/12 or 2012/13: No one
COSD06A1	96	-2.7	15.4	-88	1	Supplementary funds received in 2011/12 or 2012/13: MENA
COSD06A2	96	-2.7	15.4	-88	1	Supplementary funds received in 2011/12 or 2012/13: DREBA / DPEBA
COSD06A3	96	-2.7	15.4	-88	1	Supplementary funds received in 2011/12 or 2012/13: CEB
COSD06A4	96	-2.6	15.4	-88	1	Supplementary funds received in 2011/12 or 2012/13: Commune
COSD06A5	96	-2.8	15.4	-88	0	Supplementary funds received in 2011/12 or 2012/13: Director of school
COSD06A6	96	-2.6	15.4	-88	1	Supplementary funds received in 2011/12 or 2012/13: APE
COSD06A7	96	-46.9	49.4	-99	1	Supplementary funds received in 2011/12 or 2012/13: COGES
COSD07A0	96	0.0	0.0	0	0	Affectation, permanent teachers: No one
COSD07A1	96	-0.7	9.0	-88	1	Affectation, permanent teachers: MENA
COSD07A2	96	-0.8	9.0	-88	1	Affectation, permanent teachers: DRH / MENA
COSD07A3	96	-0.8	9.0	-88	1	Affectation, permanent teachers: DREBA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD07A4	96	-0.8	9.0	-88	1	Affectation, permanent teachers: DPEBA
COSD07A5	96	0.6	0.5	0	1	Affectation, permanent teachers: CEB
COSD07A6	96	0.8	0.4	0	1	Affectation, permanent teachers: Commune
COSD07A7	96	0.0	0.0	0	0	Affectation, permanent teachers: APE
COSD07A8	96	-45.4	49.6	-99	0	Affectation, permanent teachers: COGES
COSD08A0	96	-0.9	10.1	-99	1	Affectation, contractual teachers: No one
COSD08A1	96	-0.9	10.1	-99	1	Affectation, contractual teachers: MENA
COSD08A2	96	-1.0	10.1	-99	1	Affectation, contractual teachers: DRH / MENA
COSD08A3	96	-1.0	10.1	-99	1	Affectation, contractual teachers: DREBA
COSD08A4	96	-0.9	10.1	-99	1	Affectation, contractual teachers: DPEBA
COSD08A5	96	-0.5	10.2	-99	1	Affectation, contractual teachers: CEB
COSD08A6	96	-0.4	10.2	-99	1	Affectation, contractual teachers: Commune
COSD08A7	96	-1.0	10.1	-99	0	Affectation, contractual teachers: APE
COSD08A8	96	-46.3	49.6	-99	0	Affectation, contractual teachers: COGES
COSD09A	96	-1.1	15.7	-88	4	APE: Titularisation or teaching transfer
COSD09B	96	-54.6	49.7	-99	4	Sometimes the advice of school uses these formal mechanisms to require measures
COSD10A0	96	-0.9	9.0	-88	0	Sometimes the advice of school uses these formal mechanisms to require measures
COSD10A1	96	-0.9	9.0	-88	1	Affectation director, that manages: MENA
COSD10A2	96	-0.9	9.0	-88	1	Affectation director, that manages: DRH Ministry
COSD10A3	96	-0.9	9.0	-88	1	Affectation director, that manages: DREBA
COSD10A4	96	-0.9	9.0	-88	1	Affectation director, that manages: DPEBA
COSD10A5	96	-0.2	9.1	-88	1	Affectation director, that manages: CEB
COSD10A6	96	-0.1	9.1	-88	1	Affectation director, that manages: Commune
COSD10A7	96	-0.9	9.0	-88	1	Affectation director, that manages: APE
COSD10A8	96	-45.1	49.4	-99	1	Affectation director, that manages: COGES

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSD10B0	96	-0.9	9.0	-88	0	Assessment performance director, that manages: No one
COSD10B1	96	-0.9	9.0	-88	1	Assessment performance director, that manages: MENA
COSD10B2	96	-0.9	9.0	-88	1	Assessment performance director, that manages: DRH Ministry
COSD10B3	96	-0.9	9.0	-88	1	Assessment performance director, that manages: DREBA
COSD10B4	96	-0.9	9.0	-88	1	Assessment performance director, that manages: DPEBA
COSD10B5	96	0.0	9.1	-88	1	Assessment performance director, that manages: CEB
COSD10B6	96	-0.8	9.0	-88	1	Assessment performance director, that manages: Commune
COSD10B7	96	-0.9	9.0	-88	1	Assessment performance director, that manages: APE
COSD10B8	96	-46.2	49.4	-99	0	Assessment performance director, that manages: COGES
COSD10C0	96	-1.9	13.4	-99	1	Leading transfer, that manages: No one
COSD10C1	96	-1.8	13.5	-99	1	Leading transfer, that manages: MENA
COSD10C2	96	-1.9	13.5	-99	1	Leading transfer, that manages: DRH Ministry
COSD10C3	96	-1.9	13.5	-99	1	Leading transfer, that manages: DREBA
COSD10C4	96	-1.8	13.5	-99	1	Leading transfer, that manages: DPEBA
COSD10C5	96	-1.3	13.6	-99	1	Leading transfer, that manages: CEB
COSD10C6	96	-1.5	13.5	-99	1	Leading transfer, that manages: Commune
COSD10C7	96	-1.9	13.4	-99	0	Leading transfer, that manages: APE
COSD10C8	96	-46.2	49.5	-99	1	Leading transfer, that manages: COGES
COSE01A	96	17.1	30.0	-88	85	How much in the township: Public primary schools
COSE01B	96	-3.5	20.0	-88	11	How much in the township: Primary schools deprived
COSE01C	96	-0.8	12.8	-88	3	How much in the township: Public colleges
COSE01D	96	-1.4	12.7	-88	3	How much in the township: Private colleges

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSE01E	96	-1.3	12.7	-88	2	How much in the township: Public high schools
COSE01F	96	-1.7	12.7	-88	2	How much in the township: Private high schools
COSE01G	96	-2.2	15.5	-88	5	How much in the township: Nursery schools, day nurseries
COSE02A	96	2.2	0.9	1	3	On how many schools have yourselves the information: Number of schools
COSE02B	96	2.3	0.9	1	3	On how many schools have yourselves the information: Number of teachers
COSE02C	96	2.6	0.8	1	3	On how many schools have yourselves the information: Results of the STOCK
COSE02D	96	2.3	0.8	1	3	On how many schools have yourselves the information: Presence / absenteeism of t
COSE02E	96	2.1	0.8	1	3	On how many schools have yourselves the information: Name and contact of the dir
COSE02F	96	-35.9	49.1	-99	3	On how many schools have yourselves the information: Name of the president of th
COSE02G	96	1.9	0.8	1	3	On how many schools have yourselves the information: Name of the president of th
COSE03	96	-0.8	9.0	-88	1	Your local office has the yearly report of the school statistics
COSE04	96	0.4	0.5	0	1	Your local office has a clean procedure of follow- up of the schools primair
COSE05	96	0.9	0.3	0	1	Are you aware on the schools and the pupils
COSE05A	96	-5.1	24.4	-99	2	Means of information on schools and pupils: The reports of the administrations s
COSE05B	96	-5.0	24.4	-99	2	Means of information on schools and pupils: Telephonic calls or emails of has th

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSE05C	96	-4.9	24.4	-99	2	Means of information on schools and pupils: Meetings with authorities of the adm
COSE05D	96	-5.8	24.2	-99	2	Means of information on schools and pupils: Reports of the school directors
COSE05E	96	-5.3	24.3	-99	2	Means of information on schools and pupils: Telephonic calls of the directors
COSE05F	96	-5.4	24.3	-99	2	Means of information on schools and pupils: Meetings with the directors of eco
COSE05G	96	-36.7	48.5	-99	2	Means of information on schools and pupils: Meetings with the representatives of
COSE05H	96	-5.5	24.3	-99	2	Means of information on schools and pupils: Meetings with the representatives of
COSE05I	96	-6.2	26.2	-99	2	Means of information on schools and pupils: Visits to the schools
COSF01A	96	1.1	13.1	-88	3	Proportion of the schools having: Association of the parents of pupils (APE)
COSF01B	96	-2.9	22.1	-88	3	Proportion of the schools having: Association of the mothers educatrices (AME)
COSF01C	96	-20.8	42.4	-99	3	Proportion of the schools having: Advice of schools (COGES)
COSF02A	96	-3.1	17.8	-88	1	Union or Federation in the township: APE
COSF02B	96	-6.1	23.1	-88	1	Union or Federation in the township: AME
COSF02C	96	-22.0	41.4	-99	1	Union or Federation in the township: COGES
COSF03	96	-57.7	49.5	-99	4	How many times general assemblies of the COGES
COSF04	96	-54.9	50.0	-99	4	To what frequency the persons responsible of your Commune participate in the GA
COSF05	96	-54.1	50.1	-99	3	Proportion of the COGES that includes a representative of your local advice in

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSF06A	96	-49.5	50.6	-99	3	Plan of action: Number of COGES having submitted it at your local office
COSF06B	96	-50.7	50.2	-99	3	Financial report: Number of COGES having submitted it at your local office
COSF06C	96	-50.8	50.1	-99	3	State of advancement: Number of COGES having submitted it at your local office
COSF07	96	-40.0	48.8	-99	1	Your Commune brings financial support to the COGES
COSF08A	96	0.0	18.5	-88	4	APE: How representing parents have been chosen
COSF08B	96	-45.3	51.2	-99	4	COGES: How representing parents have been chosen
COSF09A1	96	0.1	18.5	-88	4	APE: President / How has been chosen
COSF09A2	96	0.1	18.5	-88	4	APE: Chief of Staff / How has been chosen
COSF09A3	96	0.1	18.5	-88	4	APE: Treasurer / How has been chosen
COSF09A4	96	-2.1	23.3	-99	4	APE: Audit / How has been chosen
COSF09B1	96	-52.5	51.2	-99	4	COGES: President / How has been chosen
COSF09B2	96	-53.0	50.7	-99	4	COGES: Chief of Staff / How has been chosen
COSF09B3	96	-52.5	51.2	-99	4	COGES: Treasurer / How has been chosen
COSF09B4	96	-52.5	51.2	-99	4	COGES: Audit / How has been chosen
COSF10A1	96	-1.8	12.6	-88	1	APE: Who provided funds / Not of budget nor fund
COSF10A2	96	-0.9	12.8	-88	1	APE: Who provided funds / Parents
COSF10A3	96	-1.8	12.6	-88	1	APE: Who provided funds / Members of the community
COSF10A4	96	-1.8	12.6	-88	1	APE: Who provided funds / The school administrations
COSF10A5	96	-1.8	12.6	-88	1	APE: Who provided funds / The local collectivities
COSF10A6	96	-1.7	12.7	-88	1	APE: Who provided funds / Other
COSF10B1	96	-53.1	49.2	-99	1	COGES: Who provided funds / Not of budget nor fund
COSF10B2	96	-52.8	49.6	-99	1	COGES: Who provided funds / Parents
COSF10B3	96	-52.9	49.5	-99	1	COGES: Who provided funds / Members of the community
COSF10B4	96	-53.2	49.2	-99	1	COGES: Who provided funds / The school administrations

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSF10B5	96	-53.1	49.3	-99	1	COGES: Who provided funds / The local collectivities
COSF10B6	96	-53.1	49.3	-99	1	COGES: Who provided funds / Other
COSF11A1	96	-12.6	31.3	-88	1	APE: What type of expenses includes the plan of action / Not of plan of action
COSF11A2	96	-13.3	32.3	-88	1	APE: What type of expenses includes the plan of action / Budgets of working
COSF11A3	96	-12.4	31.4	-88	1	APE: What type of expenses includes the plan of action / Realization of infrastr
COSF11A4	96	-13.8	32.4	-99	1	APE: What type of expenses includes the plan of action / Wages and indemnities o
COSF11B1	96	-58.7	48.0	-99	1	COGES: What type of expenses includes the plan of action / Not of plan of action
COSF11B2	96	-59.5	47.9	-99	1	COGES: What type of expenses includes the plan of action / Budgets of fonctionne
COSF11B3	96	-58.6	48.2	-99	1	COGES: What type of expenses includes the plan of action / Realization of infras
COSF11B4	96	-58.8	48.0	-99	1	COGES: What type of expenses includes the plan of action / Wages and d indemniti
COSF12A1	96	-12.7	31.6	-99	1	APE: What are the indicators targets / Not of plan of action
COSF12A2	96	-12.7	31.6	-99	1	APE: What are the indicators targets / Not of indicators targets
COSF12A3	96	-12.6	31.7	-99	1	APE: What are the targets / Indicatory indicators targets in terms of access
COSF12A4	96	-12.5	31.7	-99	1	APE: What are the relative targets / Indicators indicators to the results sco
COSF12B1	96	-58.8	48.1	-99	1	COGES: What are the indicators targets / Not of plan of action

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSF12B2	96	-58.8	48.2	-99	1	COGES: What are the indicators targets / Not of indicators targets
COSF12B3	96	-58.7	48.3	-99	1	COGES: What are the targets / Indicatory indicators targets in terms of access
COSF12B4	96	-58.7	48.3	-99	1	COGES: What are the relative targets / Indicators indicators to the s results
COSF13A	96	-6.9	27.8	-88	4	APE: Who has access to the financial report
COSF13B	96	-55.0	50.2	-99	4	COGES: Who has access to the financial report
COSF14A	96	-8.9	30.1	-88	4	APE: Who has access to the periodic progression report
COSF14B	96	-57.8	49.3	-99	4	COGES: Who has access to the periodic progression report
COSF15A	96	-6.9	28.2	-99	4	DREBA / CEB: What type of conducted follow-up for the schools
COSF15B	96	-5.6	26.7	-99	4	Commune: What type of conducted follow-up for the schools
COSF16A	96	-4.7	23.5	-88	4	APE: How the plan of action is used in the scheduling of the budget
COSF16B	96	-57.1	49.4	-99	4	COGES: How the plan of action is used in the scheduling of the budget
COSG01A	96	26820.4	14409.2	2677	83800	Population of the township: Farming
COSG01B	96	122.5	1432.6	-99	14006	Population of the township: Urban
COSG02A	96	44.1	48.5	-88	100	Language the more spoken: Moore
COSG02B	96	4.0	25.7	-88	80	Language the more spoken: Dioula
COSG02C	96	2.1	20.1	-88	40	Language the more spoken: Fulfulde
COSG02D	96	10.9	32.7	-88	75	Language the more spoken: French
COSG02E	96	8.8	33.5	-88	99	Language the more spoken: Gourounsi
COSG02F	96	-2.9	18.2	-88	35	Language the more spoken: Gourmantche
COSG02G	96	-3.6	17.7	-88	2	Language the more spoken: Bwan
COSG02H	96	24.2	46.2	-88	99	Language the more spoken: Other
COSG03A	96	31.0	37.7	-88	95	Religion: Muslims

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSG03B	96	24.8	33.1	-88	95	Religion: Christians
COSG03C	96	25.0	38.0	-88	96.6	Religion: Animists
COSG03D	96	-4.1	19.9	-88	10	Religion: Other
COSG03E	96	-4.4	19.7	-88	10	Religion: Acune religion
COSG04	96	1.8	53.5	-88	80	Percentage of the adults alphabetized in the township
COSG05	96	2.6	9.4	-88	4	Percentage of the households or economically underprivileged homes
COSG06	96	0.5	9.2	-88	4	Percentage of the households or economically prosperous homes
COSH1AA	96	1.8	0.5	0	2	Card of information on the elected local of the town hall 2012 or 2013: Disponib
COSH1AB1	21	3.1	2.1	1	8	Card of information on the elected local of the town hall 2012 or 2013: Size pa
COSH1AB2	38	4.1	2.6	1	12	Card of information on the elected local of the town hall 2012 or 2013: Size fi
COSH1AB3	24	1.9	2.8	1	14	Card of information on the elected local of the town hall 2012 or 2013: Size fi
COSH1AC0	0					ID camera
COSH1AC1	0					ID card memory
COSH1AC2	0					Card of information on the elected local of the town hall 2012 or 2013: ID of th
COSH1AC3	0					Card of information on the elected local of the town hall 2012 or 2013: Name fic
COSH1AD	0					Card of information on the elected local of the town hall 2012 or 2013: Remark
COSH1BA	96	1.7	0.7	0	2	List of the technical commissions of the town hall 2012 or 2013: Availability
COSH1BB1	25	3.1	3.0	1	10	List of the technical commissions of the town hall 2012 or 2013: Size Photoc pag
COSH1BB2	40	6.8	20.8	1	134	List of the technical commissions of the town hall 2012 or 2013: Size Phot file

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSH1BB3	14	1.4	0.9	1	4	List of the technical commissions of the town hall 2012 or 2013: Size USB file
COSH1BC2	0					List of the technical commissions of the town hall 2012 or 2013: ID of the Photo
COSH1BC3	0					List of the technical commissions of the town hall 2012 or 2013: Name USB file
COSH1BD	0					List of the technical commissions of the town hall 2012 or 2013: Remark
COSH02A	96	1.9	0.4	0	2	Local plan of development of the township: Availability
COSH02B1	6	98.5	37.2	42	156	Local plan of development of the township: Size pages Photocopy
COSH02B2	56	79.3	40.0	3	151	Local plan of development of the township: Size file Photo
COSH02B3	22	19.4	36.6	1	111	Local plan of development of the township: Size USB file
COSH02C2	0					Local plan of development of the township: ID of the Photo
COSH02C3	0					Local plan of development of the township: Name USB file
COSH02D	0					Local plan of development of the township: Remark
COSH03A	96	2.0	0.2	0	2	Budget primitive of management of the township 2013 or 2012: Availability
COSH03B1	11	30.5	14.0	1	53	Budget primitive of management of the township 2013 or 2012: Size pages Photocop
COSH03B2	44	29.8	17.5	6	95	Budget primitive of management of the township 2013 or 2012: Size file Photo
COSH03B3	38	2.6	17.3	-88	33	Budget primitive of management of the township 2013 or 2012: Size USB file
COSH03C2	0					Budget primitive of management of the township 2013 or 2012: ID of the Photo

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSH03C3	0					Budget primitive of management of the township 2013 or 2012: Name USB file
COSH03D	0					Budget primitive of management of the township 2013 or 2012: Remark
COSH04A	96	1.5	0.9	0	2	Yearly financial report of the town hall 2012: Availability
COSH04B1	11	6.7	7.5	1	21	Yearly financial report of the town hall 2012: Size pages Photocopy
COSH04B2	30	16.2	17.3	1	83	Yearly financial report of the town hall 2012: Size file Photo
COSH04B3	25	2.2	4.0	1	21	Yearly financial report of the town hall 2012: Size USB file
COSH04C2	0					Yearly financial report of the town hall 2012: ID of the Photo
COSH04C3	0					Yearly financial report of the town hall 2012: Name USB file
COSH04D	0					Yearly financial report of the town hall 2012: Remark
COSH05A	96	1.8	0.6	0	2	Invoice of purchase of the school supplies: Availability
COSH05B1	29	1.6	0.7	1	3	Invoice of purchase of the school supplies: Size pages Photocopy
COSH05B2	51	3.7	5.2	1	30	Invoice of purchase of the school supplies: Size file Photo
COSH05B3	3	1.0	0.0	1	1	Invoice of purchase of the school supplies: Size USB file
COSH05C2	0					Invoice of purchase of the school supplies: ID of the Photo
COSH05C3	0					Invoice of purchase of the school supplies: Name USB file
COSH05D	0					Invoice of purchase of the school supplies: Remark
COSH06A	96	1.0	1.0	0	2	State of distribution of the school supplies to the level of the township 2012-1

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSH06B1	9	5.2	10.9	0	34	State of distribution of the school supplies to the level of the township 2012-1
COSH06B2	32	6.8	9.3	1	42	State of distribution of the school supplies to the level of the township 2012-1
COSH06B3	5	0.8	0.4	0	1	State of distribution of the school supplies to the level of the township 2012-1
COSH06C2	0					State of distribution of the school supplies to the level of the township 2012-1
COSH06C3	0					State of distribution of the school supplies to the level of the township 2012-1
COSH06D	0					State of distribution of the school supplies to the level of the township 2012-1
COSH07A	96	-51.2	50.1	-99	2	Minutes of creation of the union of the COGES of the township: Availability
COSH07B1	4	1.8	1.0	1	3	Minutes of creation of the union of the COGES of the township: Size Phot pages
COSH07B2	7	2.4	1.6	1	5	Minutes of creation of the union of the COGES of the township: Size Ph file
COSH07B3	3	1.0	0.0	1	1	Minutes of creation of the union of the COGES of the township: Size US file
COSH07C2	0					Minutes of creation of the union of the COGES of the township: ID of the Photo
COSH07C3	0					Minutes of creation of the union of the COGES of the township: Name USB file
COSH07D	0					Minutes of creation of the union of the COGES of the township: Remark
COSH08A	96	-49.0	50.2	-99	2	Minutes of the elective general assembly of the members of the office COGES: Say
COSH08B1	6	2.2	1.6	1	5	Minutes of the elective general assembly of the members of the office COGES: Tai

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSH08B2	10	4.5	7.7	1	26	Minutes of the elective general assembly of the members of the office COGES: Tai
COSH08B3	2	1.0	0.0	1	1	Minutes of the elective general assembly of the members of the office COGES: Tai
COSH08C2	0					Minutes of the elective general assembly of the members of the office COGES: ID
COSH08C3	0					Minutes of the elective general assembly of the members of the office COGES: Nam
COSH08D	0					Minutes of the elective general assembly of the members of the office COGES: Rem
COSH09	0					Drawn Autre1
COSH09A	10	-8.1	31.9	-99	2	Other 1: Availability
COSH09B1	1	3.0		3	3	Other 1: Size pages Photocopy
COSH09B2	6	1.3	0.5	1	2	Other 1: Size file Photo
COSH09B3	1	1.0		1	1	Other 1: Size USB file
COSH09C2	0					Other 1: ID of the Photo
COSH09C3	0					Other 1: Name USB file
COSH09D	0					Other 1: Remark
COSH10	0					Drawn Autre2
COSH10A	7	-12.4	38.2	-99	2	Other 2: Availability
COSH10B1	1	3.0		3	3	Other 2: Size pages Photocopy
COSH10B2	5	1.2	0.4	1	2	Other 2: Size file Photo
COSH10B3	0					Other 2: Size USB file
COSH10C2	0					Other 2: ID of the Photo
COSH10C3	0					Other 2: Name USB file
COSH10D	0					Other 2: Remark
COSH11	0					Other wording 3
COSH11A	3	-31.7	58.3	-99	2	Other 3: Availability
COSH11B1	1	3.0		3	3	Other 3: Size pages Photocopy
COSH11B2	1	1.0		1	1	Other 3: Size file Photo
COSH11B3	0					Other 3: Size USB file
COSH11C2	0					Other 3: ID of the Photo
COSH11C3	0					Other 3: Name USB file
COSH11D	0					Other 3: Remark
COSH12	0					Other wording 4
COSH12A	3	-31.7	58.3	-99	2	Other 4: Availability
COSH12B1	1	1.0		1	1	Other 4: Size pages Photocopy
COSH12B2	1	1.0		1	1	Other 4: Size file Photo
COSH12B3	0					Other 4: Size USB file
COSH12C2	0					Other 4: ID of the Photo

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSH12C3	0					Other 4: Name USB file
COSH12D	0					Other 4: Remark
COSH13	0					Other wording 5
COSH13A	2	5.5	4.9	2	9	Other 5: Availability
COSH13B1	1	2.0		2	2	Other 5: Size pages Photocopy
COSH13B2	0					Other 5: Size file Photo
COSH13B3	0					Other 5: Size USB file
COSH13C2	0					Other 5: ID of the Photo
COSH13C3	0					Other 5: Name USB file
COSH13D	0					Other 5: Remark
CORV01A	0					Jour de visite
CORV01JJ	96	15.8	8.7	2	30	JJ
CORV01MM	96	4.5	0.5	4	6	MM
CORV01AA	96	2013.0	0.0	2013	2013	AA
CORV01B	0					Nom équipe de terrain
CORV02A	0					ID de la cible
CORV02B	96	3.0	0.0	3	3	Type
CORV03	0					Nom de la cible
CORV04	0					Interviewés
CORV05A	69	1064.4	320.8	715	1747	Heure de début
CORV05AHH	96	10.6	3.3	7	17	HHD
CORV05MN	92	22.9	16.3	0	57	MND
CORV05B	72	1372.9	319.5	825	1840	Heure de fin
CORV05BHH	96	13.2	3.1	8	19	HHF
CORV05BMN	95	24.1	17.3	0	58	MNF
CORV06	0					Besoin de revisiter et raison
CORV07A	94	0.0	0.0	0	0	Nombre de réponses manquantes
CORV07B	96	6.2	1.6	3	14	Nombre de pièces justificatives
CORV08	0					Remarques sur l'entretien
CORV09	0					Incidents et problèmes
CORV10	0					Autres remarques
COSX01AA	96	5.0	19.7	0	99	
COSX01AV1	0					
COSX01AV2	81	45.0	32.6	1	233	
COSX01AV3	76	1.0	0.2	0	1	
COSX01AV4	0					
COSX01BA	96	15.0	34.6	0	99	
COSX01BV1	66	-12670.2	7904.7	-19904	19471	
COSX01BV2	66	610.0	2402.8	1	9998	
COSX01BV3	65	461.5	2114.1	0	9998	
COSX01BV4	0					
COSX02A	96	7.1	23.9	0	99	
COSX02V1	0					
COSX02V2	84	94.5	107.7	5	1003	
COSX02V3	83	121.2	1097.5	0	9999	
COSX02V4	0					
COSX03A	96	10.1	28.7	0	99	
COSX03V1	85	2200.7	1217.6	2011	9998	
COSX03V2	85	236.2	1524.5	0	9999	
COSX03V3	85	0.6	0.5	0	1	

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
COSX03V4	0					
COSX04A	96	11.9	31.4	0	99	
COSX04V1	0					
COSX04V2	57	176.1	1324.2	0	9998	
COSX04V3	57	175.9	1324.2	0	9998	
COSX04V4	1	0.0		0	0	
COSX05A	96	1.9	10.0	0	99	
COSX05V1	82	-21409.5	4561.2	-21914	19390	
COSX05V2	82	15133.3	11206.0	-21914	19602	
COSX05V3	82	122.9	1104.0	0	9998	
COSX05V4	80	1.0	0.2	0	1	
COSX06A	96	8.6	27.3	0	99	
COSX06V1	0					
COSX06V2	36	6401.7	16750.4	1	99980	
COSX06V3	36	833.8	2802.3	0	9998	
COSX06V4	34	882.4	2878.4	0	9998	
COSX07A	96	4.2	19.7	0	99	
COSX07V1	11	16588.6	9454.6	-11918	19480	
COSX07V2	11	908.9	3014.5	0	9998	
COSX07V3	1	0.0		0	0	
COSX07V4	0					
COSX08A	95	3.3	17.3	0	99	
COSX08V1	17	-11759.5	12656.5	-21915	19418	
COSX08V2	17	589.0	2424.6	0	9998	
COSX08V3	0					
COSX08V4	0					
CORV06EN	0					
CORV08EN	0					
CORV09EN	0					
CORV10EN	0					

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
QCE	93	254.7	109.0	101	422	Numero du questionnaire
A01	93	2.4	1.1	1	4	A01 Région (DREBA)
A01B	93	1.0	0.0	1	1	A01B dreba ok
A02	93	26.3	11.3	11	44	A02 Province (DPEBA)
A02B	93	1.0	0.0	1	1	A02B dpeba ok
A03	93	2636.7	1131.5	1101	4409	A03 Département (Mairie)
A03B	93	1.0	0.0	1	1	A03B Mairie ok
A04	93	2636.7	1131.5	1101	4409	A04 Circonscription (CEB)
A04B	93	1.0	0.0	1	1	A04B CEB ok
B01	0					Nom du responsable
B01B	93	1.0	0.1	0	1	B01B nom responsable ok
B02	93	1.0	0.0	1	1	B02 Sexe du responsable
B02B	93	1.0	0.0	1	1	B02B sexe du responsable ok
B03	93	71800000.0	3065808.0	6.15E+07	7.96E+07	Numero responsable
B03B	92	1.0	0.0	1	1	B03B numero tél responsable ok
B04	25	48200000.0	14900000.0	2.09E+07	7.80E+07	Numero CEB
B04B	48	0.9	0.3	0	1	B04B numero CEB ok
C01A	93	4.8	2.6	1	9	C01A Chef d'équipe
C01B	67	443.0	48.1	224	520	Date de visite chef d'équipe
C01BMM	93	4.4	0.6	2	5	MM
C01BJJ	93	16.2	8.7	1	30	JJ
C01C	93	1.0	0.0	1	1	C01C Chef d'équipe verification
C01D	0					Remarque chef d'équipe
C02A	93	12.7	8.4	1	27	C02A Enquêteur 1
C02B	65	438.3	34.3	410	520	Date de visite Enquêteur 1
C02BMM	93	4.4	0.5	4	5	MM
C02BJJ	93	16.4	9.0	2	30	JJ
C02C	93	1.0	0.0	1	1	C02C Enquêteur 1 verification
C02D	0					Remarque enquêteur 1
C03A	91	12.7	8.1	1	27	C03A Enquêteur 2
C03B	63	438.9	34.5	417	520	Date de visite enquêteur 2
C03MM	91	4.4	0.5	4	5	MM
C03JJ	91	16.4	9.0	2	30	JJ
C03C	89	1.0	0.0	1	1	C03C Enquêteur 2 verification
C03D	0					Remarque enquêteur 2
C04A	92	2.4	1.2	1	4	C04A Coordinateur regional
C04B	66	473.0	73.6	5	520	Date de visite coordinateur regional
C04BMM	88	4.9	2.1	4	24	MM
C04BJJ	89	13.7	7.2	1	30	JJ
C04C	89	1.0	0.1	0	1	C04C Coordonateur verification
C04D	0					Remarque coordonnateur

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
C05A	32	3.6	0.8	1	4	C05A Membre de l'équipe central
C05B	23	477.5	48.1	418	523	Date de visite de l'équipe central
C05BMM	32	5.1	1.9	4	14	MM
C05BJJ	32	16.6	8.4	4	28	JJ
C05C	31	1.0	0.0	1	1	C05C Membre de l'équipe central verification
C05D	0					Remarque membre équipe
D01A	0					Verificateur des données
D01B	0					Date de verification des données
D01BMM	0					MM
D01BJJ	0					JJ
D01C	0					Remarque vérif données
D02A	0					Verification des documents
D02B	0					Date de verification des documents
D02BMM	0					MM
D02BJJ	0					JJ
D02C	0					Remarque vérif doc
D03A	76	2.8	1.5	1	5	Saisie des données
D03B	76	611.9	0.8	611	613	Date de saisie de données
D03BMM	76	6.0	0.0	6	6	MM
D03BJJ	76	11.9	0.8	11	13	JJ
D03C	0					Remarque saisie
D04A	0					Verification de la saisie des données
D04B	0					Date de verification de la saisie des données
D04BMM	0					MM
D04BJJ	0					JJ
D04C	0					Remarque vérif saisie
CESA01	93	47.1	5.2	34	60	Responsible / CEB age
CESA02	93	13.6	52.0	0	213	Past time to this station
CESA02A	93	1.9	0.2	1	2	Month / Years code
CESA02B	93	4.5	2.9	1	13	Month / Years
CESA03	93	2.3	0.8	1	3	Level of instruction, Responsible
CESA04A	93	0.4	0.5	0	1	Agent of the administration education system, Responsible CEB
CESA04B	93	0.1	0.3	0	1	Agent others administrations public, Responsible CEB
CESA04C	93	0.9	0.3	0	1	Director of school, Responsible CEB
CESA04D	93	1.0	0.2	0	1	Teaching, Responsible CEB
CESA04E	93	0.0	0.2	0	1	Sector private formal, Responsible CEB
CESA04F	93	0.0	0.2	0	1	Sector agriculture or raising, Responsible CEB
CESA05	93	1.0	0.0	1	1	Statute of the first person responsible

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESA06	93	0.9	0.3	0	1	Initial formation of the first person responsible
CESA07	93	0.6	0.5	0	1	Speak main local language
CESA08	93	2.0	0.3	0	2	Use cell phone to communicate with directors
CESB01A	93	15.6	18.7	4	74	Number of employees Hommes
CESB01B	93	6.2	14.1	0	72	Number of employees Femmes
CESB02A	93	10.3	12.6	1	76	Number of employees Civil servant / permanent
CESB02B	93	10.4	25.9	0	110	Number of employees Contractuel
CESB02C	93	0.7	0.9	0	4	Number of employees Volontaire
CESB03A	93	1.4	0.8	0	5	Efficient: Secretariat
CESB03B	93	0.1	10.4	-99	4	Efficient: Service Administration and Ministry of Finance
CESB03C	93	-0.4	10.4	-99	2	Efficient: Direction / service human resources
CESB03D	93	1.2	0.5	0	3	Efficient: Statistical service and scheduling
CESB03E	93	1.7	1.0	0	5	Efficient: Service loaded of the promotion of the teaching
CESB03F1	93	-7.8	30.1	-99	8	Other (code)
CESB03F2	93	1.2	10.7	-99	11	Efficient: Other
CESB04A1	93	0.1	0.3	0	1	Formation: Communal involvement
CESB04A2	93	-10.2	31.1	-99	20	Formation: Communal / efficient involvement
CESB04B1	93	0.1	0.2	0	1	Formation: Fairness and inclusion
CESB04B2	93	-10.9	33.2	-99	68	Formation: Fairness and inclusion / efficient
CESB04C1	93	0.2	0.4	0	1	Formation: Scheduling, management, follow-up,
CESB04C2	93	-8.5	30.3	-99	52	Formation: Scheduling, management, follow-up / efficient,
CESB05	93	0.2	0.4	0	1	Your CEB holds absences / presences register
CESB06	93	6.3	18.1	-88	27	Your CEB functions since how many years
CESB07A	93	0.0	0.1	0	1	Your CEB: Provides budget of working and subsidies
CESB07B	93	0.9	0.3	0	1	Your CEB: Provides educational resources in the school
CESB07C	93	0.0	0.2	0	1	Your CEB: Enrollment contractual teachers
CESB07D	93	1.0	0.1	0	1	Your CEB: Consistent of the schools and teachers
CESB07E	93	-19.8	40.4	-99	1	Your CEB: Support to the Council of school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESB07F	93	0.9	0.3	0	1	Your CEB: Support to the association of the parents of pupils
CESB07G1	93	0.9	2.3	0	10	Your CEB: Other (code)
CESB07G2	93	-0.8	10.3	-99	1	Your CEB: Other
CESB08A	93	0.3	0.5	0	1	Facilities: System of lighting
CESB08B	93	0.0	0.1	0	1	Facilities: Current water
CESB08C	93	0.0	0.1	0	1	Facilities: Air conditioners
CESB08D1	93	0.0	0.0	0	0	Small cars: Availability
CESB08D2	93	-97.9	10.3	-99	0	Small cars: Quantity
CESB08E1	93	0.0	0.0	0	0	Vehicles 4X4: Availability
CESB08E2	93	-99.0	0.0	-99	-99	Vehicles 4X4: Quantity
CESB08F1	93	0.9	0.2	0	1	Motorcycles / bicycles: Availability
CESB08F2	93	-3.2	23.0	-99	5	Motorcycles / bicycles: Quantity
CESB08G1	93	0.3	0.4	0	1	Telephone: Availability
CESB08G2	93	-72.2	44.5	-99	1	Telephone: Quantity
CESB08H1	93	0.0	0.0	0	0	Fax: Availability
CESB08H2	93	-99.0	0.0	-99	-99	Fax: Quantity
CESB08I1	93	0.1	0.2	0	1	Copier: Availability
CESB08I2	93	-92.5	24.7	-99	1	Copier: Quantity
CESB08J1	93	0.4	0.5	0	1	Desktop computers: Availability
CESB08J2	93	-58.0	49.6	-99	2	Desktop computers: Quantity
CESB08K1	93	0.4	0.5	0	1	Portable computers: Availability
CESB08K2	93	-58.1	49.4	-99	2	Portable computers: Quantity
CESC01A1	93	17500000.0	51500000.0	-99	2.59E+08	State: Education / general ministry, foreseen
CESC01A2	93	15000000.0	44900000.0	-99	2.15E+08	State: Education / general, real ministry
CESC01A3	93	22100000.0	54300000.0	-99	2.59E+08	State: Education / primary ministry, foreseen
CESC01A4	93	19500000.0	48400000.0	-99	2.15E+08	State: Education / primary, real ministry
CESC01B1	93	518.0	5187.0	-99	50000	State: Other / general, foreseen
CESC01B2	93	519.1	5186.8	-99	50000	State: Other / general, real
CESC01B3	93	372790.9	2425243.0	-99	2.05E+07	State: Other / primary, foreseen
CESC01B4	93	375984.5	2422134.0	-99	2.05E+07	State: Other / primary, real
CESC01C1	93	-20.5	38.2	-99	0	Collectivities: Region / general, foreseen
CESC01C2	93	-21.5	39.0	-99	0	Collectivities: Region / general, real
CESC01C3	93	96643.3	850659.0	-99	8171500	Collectivities: Region / primary, foreseen

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESCO1C4	93	111417.5	860833.2	-99	8171500	Collectivities: Region / primary, real
GESCO1D1	93	2731560.0	9946879.0	-99	7.00E+07	Collectivities: Commune / general, foreseen
GESCO1D2	93	2023189.0	6893914.0	-99	3.75E+07	Collectivities: Commune / general, real
GESCO1D3	93	2443317.0	7226992.0	-99	3.75E+07	Collectivities: Commune / primary, foreseen
GESCO1D4	93	2603336.0	7383629.0	-99	3.75E+07	Collectivities: Commune / primary, real
GESCO1E1	93	80219.9	731836.3	-99	7050000	Partners school: Private / general people, foreseen
GESCO1E2	93	92760.8	732393.8	-99	7050000	Partners school: Private / general, real people
GESCO1E3	93	106538.4	736158.4	-99	7050000	Partners school: Private / primary people, foreseen
GESCO1E4	93	116292.2	734776.3	-99	7050000	Partners school: Private / primary, real people
GESCO1F1	93	89882.5	493042.4	-99	4500000	Partners school: APE / general, foreseen
GESCO1F2	93	98870.2	487494.7	-99	4500000	Partners school: APE / general, real
GESCO1F3	93	204468.4	541166.3	-99	4500000	Partners school: APE / primary, foreseen
GESCO1F4	93	189083.8	410905.7	-99	3179100	Partners school: APE / primary, real
GESCO1G1	93	-28.0	43.0	-99	0	Partners school: COGES / general, foreseen
GESCO1G2	93	1571.4	15438.1	-99	148850	Partners school: COGES / general, real
GESCO1G3	93	51919.8	395205.7	-99	3630420	Partners school: COGES / primary, foreseen
GESCO1G4	93	37048.7	307708.6	-99	2948555	Partners school: COGES / primary, real
GESCO1H1	93	-17.7	36.5	-99	0	Partners school: Religious / general institutions, foreseen
GESCO1H2	93	-17.7	36.5	-99	0	Partners school: Institutions religious / general, real
GESCO1H3	93	-8.9	27.3	-99	0	Partners school: Religious / primary institutions, foreseen
GESCO1H4	93	-8.9	27.3	-99	0	Partners school: Institutions religious / primary, real
GESCO1I1	93	111.3	1246.7	-99	12000	Partners school: Undertaken / general, foreseen
GESCO1I2	93	14115.3	115242.9	-99	1102375	Partners school: Undertaken / general, real
GESCO1I3	93	24582.5	225532.4	-99	2175000	Partners school: Undertaken / primary, foreseen
GESCO1I4	93	43425.3	255443.4	-99	2175000	Partners school: Undertaken / primary, real

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESC01J1	93	1756.5	17111.6	-99	165000	Other partners: PTF / general, foreseen
GESC01J2	93	21003.8	176939.5	-99	1700000	Other partners: PTF / general, real
GESC01J3	93	1715426.0	14500000.0	-99	1.40E+08	Other partners: PTF / primary, foreseen
GESC01J4	93	1734995.0	14500000.0	-99	1.40E+08	Other partners: PTF / primary, real
GESC01K1	93	-65.2	46.4	-99	0	Other source / general, foreseen
GESC01K2	93	-66.2	46.0	-99	0	Other source / general, real
GESC01K3	93	37708.7	364246.1	-99	3512600	Other source / primary, foreseen
GESC01K4	93	75300.1	511105.5	-99	3512600	Other source / primary, real
GESC02AA1	93	59000000.0	71400000.0	-99	2.52E+08	Wage: Teachers, Total / Expenses foreseen
GESC02AA2	93	58800000.0	71300000.0	-99	2.52E+08	Wage: Teachers, Total / Expenses real
GESC02AB1	93	18400000.0	27500000.0	-99	1.35E+08	Wage: Teachers, foreseen Civil servant / Expenses
GESC02AB2	93	18100000.0	27500000.0	-99	1.35E+08	Wage: Teachers, Civil servant / Expenses real
GESC02AC1	93	38200000.0	50400000.0	-99	1.48E+08	Wage: Teachers, Contractual / Expenses foreseen
GESC02AC2	93	38500000.0	50500000.0	-99	1.48E+08	Wage: Teachers, Contractual / Expenses real
GESC02AD1	93	54245.4	313208.8	-99	2880000	Wage: Teachers, foreseen Volunteer / Expenses
GESC02AD2	93	74181.8	362104.7	-99	2880000	Wage: Teachers, Volunteer / Expenses real
GESC02AE1	93	3717028.0	11200000.0	-99	9.00E+07	Wage: No-teachers, Total / Expenses foreseen
GESC02AE2	93	6104019.0	29300000.0	-99	2.66E+08	Wage: No-teachers, Total / Expenses real
GESC02AF1	93	2520631.0	6328741.0	-99	2.66E+07	Wage: No-teachers, foreseen administrative / Expenses Other
GESC02AF2	93	2712330.0	6521251.0	-99	2.66E+07	Wage: No-teachers, administrative / Expenses Other real
GESC02AG1	93	10116.4	41515.6	-99	300000	Wage: No-teachers, Personal of foreseen support / Expenses
GESC02AG2	93	15816.3	55689.3	-99	300000	Wage: No-teachers, Personal of support / Expenses real
GESC02AH1	93	4290.3	41479.2	-99	400000	Wage: No-teachers, Other / Expenses foreseen
GESC02AH2	93	4290.3	41479.2	-99	400000	Wage: No-teachers, Other / Expenses real
GESC02BA1	93	6687276.0	19300000.0	-99	1.14E+08	Infrastructures: Construction, Total / Expenses foreseen

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESC02BA2	93	5250520.0	17900000.0	-99	1.14E+08	Infrastructures: Construction, Total / Expenses real
GESC02BB1	93	2556414.0	8784784.0	-99	3.87E+07	Infrastructures: Construction, foreseen Schools / Expenses
GESC02BB2	93	1822791.0	7307047.0	-99	3.64E+07	Infrastructures: Construction, real Schools / Expenses
GESC02BC1	93	2137616.0	9674854.0	-99	8.00E+07	Infrastructures: Construction, foreseen Class rooms / Expenses
GESC02BC2	93	1817001.0	9307056.0	-99	8.00E+07	Infrastructures: Construction, real Class rooms / Expenses
GESC02BD1	93	1386545.0	5925596.0	-99	3.45E+07	Infrastructures: Construction, Other / Expenses foreseen
GESC02BD2	93	1080093.0	5280107.0	-99	3.45E+07	Infrastructures: Construction, Other / Expenses real
GESC02BE1	93	536031.4	4864985.0	-99	4.69E+07	Infrastructures: Construction, foreseen Commune / Expenses Transfer
GESC02BE2	93	197321.7	1752780.0	-99	1.69E+07	Infrastructures: Construction, Commune / Expenses Transfer real
GESC02BF1	93	387077.5	2106062.0	-99	1.50E+07	Infrastructures: Rehabilitation, Total / Expenses foreseen
GESC02BF2	93	447745.3	2140724.0	-99	1.50E+07	Infrastructures: Rehabilitation, Total / Expenses real
GESC02BG1	93	75251.4	423152.8	-99	3000000	Infrastructures: Rehabilitation, foreseen Schools / Expenses
GESC02BG2	93	59122.4	328450.3	-99	2000000	Infrastructures: Rehabilitation, real Schools / Expenses
GESC02BH1	93	216562.5	1229797.0	-99	1.06E+07	Infrastructures: Rehabilitation, foreseen Class rooms / Expenses
GESC02BH2	93	200433.5	1202427.0	-99	1.06E+07	Infrastructures: Rehabilitation, real Class rooms / Expenses
GESC02BI1	93	177402.0	1104945.0	-99	9500000	Infrastructures: Rehabilitation, Other / Expenses foreseen
GESC02BI2	93	161272.9	1073805.0	-99	9500000	Infrastructures: Rehabilitation, Other / Expenses real
GESC02BJ1	93	32237.8	311087.6	-99	3000000	Infrastructures: Rehabilitation, foreseen Commune / Expenses Transfer

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESC02BJ2	93	26861.5	259240.0	-99	2500000	Infrastructures: Rehabilitation, Commune / Expenses Transfer real
GESC02CA1	93	2393945.0	5929885.0	-99	2.32E+07	Equipment: Teaching aid, Total / Expenses foreseen
GESC02CA2	93	2167814.0	5624112.0	-99	2.32E+07	Equipment: Teaching aid, Total / Expenses real
GESC02CB1	93	43070.9	415613.0	-99	4008000	Equipment: Teaching aid, foreseen Manual pupils / Expenses
GESC02CB2	93	43070.9	415613.0	-99	4008000	Equipment: Teaching aid, Manual real pupils / Expenses
GESC02CC1	93	314327.8	1851298.0	-99	1.40E+07	Equipment: Teaching aid, foreseen teach / Expenses Manuals
GESC02CC2	93	337446.1	1860991.0	-99	1.40E+07	Equipment: Teaching aid, real teach / Expenses Manuals
GESC02CD1	93	2422676.0	5431571.0	-99	2.20E+07	Equipment: Teaching aid, foreseen school / Expenses Supplies
GESC02CD2	93	2037191.0	4953301.0	-99	2.20E+07	Equipment: Teaching aid, real school / Expenses Supplies
GESC02CE1	93	194587.9	1296126.0	-99	1.20E+07	Equipment: Teaching aid, foreseen classes / Expenses Facilities
GESC02CE2	93	194587.9	1296126.0	-99	1.20E+07	Equipment: Teaching aid, real classes / Expenses Facilities
GESC02CF	93	-57.2	48.9	-99	0	Equipment: Teaching aid, Other (code)
GESC02CF1	93	21114.5	150299.1	-99	1290000	Equipment: Teaching aid, Other / Expenses foreseen
GESC02CF2	93	7243.5	69995.8	-99	675000	Equipment: Teaching aid, Other / Expenses real
GESC02CG1	93	-19.3	37.1	-99	0	Equipment: Teaching aid, Material and edible data processings / Dep
GESC02CG2	93	-19.3	37.1	-99	0	Equipment: Teaching aid, Material and edible data processings / Dep
GESC02CH	93	-53.0	49.4	-99	0	Equipment: Computer, Other (code) material
GESC02CH1	93	-15.6	34.5	-99	0	Equipment: Material computer, Other / Expenses foreseen
GESC02CH2	93	-15.6	34.5	-99	0	Equipment: Material computer, Other / Expenses real
GESC02DA1	93	5061499.0	33400000.0	-99	3.21E+08	Services: Total / Expenses foreseen

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESC02DA2	93	5185546.0	33300000.0	-99	3.21E+08	Services: Total / Expenses real
GESC02DB1	93	3712526.0	33200000.0	-99	3.21E+08	Services: Cultural / Expenses activities foreseen
GESC02DB2	93	3692012.0	33200000.0	-99	3.21E+08	Services: Real cultural / Expenses activities
GESC02DC1	93	761758.9	1488704.0	-99	7850300	Services: Formation / Expenses foreseen
GESC02DC2	93	979790.9	1620392.0	-99	7781300	Services: Formation / Expenses real
GESC02DD1	93	434172.4	4147568.0	-99	4.00E+07	Services: Health and nutrition / Expenses foreseen
GESC02DD2	93	434172.4	4147568.0	-99	4.00E+07	Services: Health and nutrition / Expenses real
GESC02DE	93	-51.8	49.7	-99	2	Service: Other (code)
GESC02DE1	93	157578.1	746299.5	-99	6565360	Services: Other / Expenses foreseen
GESC02DE2	93	164169.5	747598.5	-99	6565360	Services: Other / Expenses real
GESC03SA1	93	5475245.0	19300000.0	-99	1.65E+08	Wage: Administrative / Expenses foreseen
GESC03SA2	93	4141285.0	9982045.0	-99	7.14E+07	Services: Administrative / Expenses real
GESC03SB1	93	93324.3	691443.2	-99	6610272	Wage: Other / Expenses foreseen
GESC03SB2	93	96229.6	691613.6	-99	6610272	Services: Other / Expenses real
GESC03AA1	93	-12.8	31.9	-99	0	Infrastructures: Construction / Expenses foreseen
GESC03AA2	93	-12.8	31.9	-99	0	Infrastructures: Construction / Expenses real
GESC03AB1	93	27944.2	203431.9	-99	1800000	Infrastructures: Rehabilitation / Expenses foreseen
GESC03AB2	93	25524.9	175429.1	-99	1500000	Infrastructures: Rehabilitation / Expenses real
GESC03BA1	93	17177.0	78418.4	-99	618000	Equipment: Material and edible data processings / Expenses foreseen
GESC03BA2	93	15361.1	64909.6	-99	489100	Equipment: Material and edible real data processings / Expenses
GESC03BB1	93	6169.1	54935.4	-99	528200	Equipment: Vehicles / Expenses foreseen
GESC03BB2	93	6170.0	54935.3	-99	528200	Equipment: Real vehicles / Expenses
GESC03BC1	93	37092.0	188850.1	-99	1547100	Equipment: Materials and office / Expenses supplies foreseen

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESCO3BC2	93	53962.4	227823.5	-99	1547100	Equipment: Materials and real office supplies / Expenses
GESCO3BD	93	-59.2	48.6	-99	3	Equipment: Other (code)
GESCO3BD1	93	6589.4	56174.0	-99	539000	Equipment: Other / Expenses foreseen
GESCO3BD2	93	8137.8	48652.7	-99	442000	Equipment: Other / Expenses real
GESCO3CA1	93	2863033.0	2910576.0	-99	1.23E+07	Services: Exams, Total / Expenses foreseen
GESCO3CA2	93	2789135.0	2753717.0	-99	1.22E+07	Services: Exams, Total / Expenses real
GESCO3CB1	93	3092257.0	4208788.0	-99	3.38E+07	Services: National / Expenses exams foreseen
GESCO3CB2	93	2821571.0	2521531.0	-99	1.02E+07	Services: Real national / Expenses exams
GESCO3CC1	93	87168.3	549824.7	-99	4939300	Services: Tests standardized / foreseen Expenses
GESCO3CC2	93	57711.3	511875.2	-99	4939300	Services: Tests standardized / real Expenses
GESCO3CD1	93	19266.5	65769.7	-99	435140	Services: Transportation and expenses of journey / Expenses foreseen
GESCO3CD2	93	27924.6	72842.4	-99	435140	Services: Transportation and real expenses of journey / Expenses
GESCO3CE1	93	51935.4	78267.7	-99	435140	Services: Carburating / foreseen Expenses
GESCO3CE2	93	63395.5	81542.4	-99	435140	Services: Carburating / real Expenses
GESCO3CF	93	-56.9	49.3	-99	6	Services: Other (code)
GESCO3CF1	93	67079.0	548726.6	-99	5285200	Services: Other / Expenses foreseen
GESCO3CF2	93	69326.6	538342.7	-99	5179200	Services: Other / Expenses real
GESD01A0	93	0.0	0.1	0	1	Who bought school manuals in the primary schools in 2012/13: No one
GESD01A1	93	0.9	0.3	0	1	Who bought school manuals in the primary schools in 2012/13: MENA
GESD01A2	93	0.0	0.0	0	0	Who bought school manuals in the primary schools in 2012/13: DREBA
GESD01A3	93	0.0	0.0	0	0	Who bought school manuals in the primary schools in 2012/13: DPEBA
GESD01A4	93	0.0	0.0	0	0	Who bought school manuals in the primary schools in 2012/13: CEB

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD01A5	93	0.1	0.3	0	1	Who bought school manuals in the primary schools in 2012/13: Commune
CESD01A6	93	0.0	0.0	0	0	Who bought school manuals in the primary schools in 2012/13: Director of eco
CESD01A7	93	0.0	0.1	0	1	Who bought school manuals in the primary schools in 2012/13: APE
CESD01A8	93	-44.7	49.5	-99	1	Who bought school manuals in the primary schools in 2012/13: COGES
CESD01B0	93	0.0	0.1	0	1	Who distributed school manuals in the primary schools in 2012/13: No one
CESD01B1	93	0.2	0.4	0	1	Who distributed school manuals in the primary schools in 2012/13: MENA
CESD01B2	93	0.0	0.1	0	1	Who distributed school manuals in the primary schools in 2012/13: DREBA
CESD01B3	93	0.0	0.1	0	1	Who distributed school manuals in the primary schools in 2012/13: DPEBA
CESD01B4	93	1.0	0.2	0	1	Who distributed school manuals in the primary schools in 2012/13: CEB
CESD01B5	93	0.0	0.2	0	1	Who distributed school manuals in the primary schools in 2012/13: Commune
CESD01B6	93	0.4	0.5	0	1	Who distributed school manuals in the primary schools in 2012/13: Director of
CESD01B7	93	0.4	0.5	0	1	Who distributed school manuals in the primary schools in 2012/13: APE
CESD01B8	93	-44.6	49.6	-99	1	Who distributed school manuals in the primary schools in 2012/13: COGES
CESD02A0	93	0.1	0.3	0	1	Who bought educational material in the schools in 2012/13: No one
CESD02A1	93	0.3	0.5	0	1	Who bought educational material in the schools in 2012/13: MENA
CESD02A2	93	0.0	0.1	0	1	Who bought educational material in the schools in 2012/13: DREBA
CESD02A3	93	0.2	0.4	0	1	Who bought educational material in the schools in 2012/13: DPEBA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESD02A4	93	0.0	0.1	0	1	Who bought educational material in the schools in 2012/13: CEB
GESD02A5	93	0.6	0.5	0	1	Who bought educational material in the schools in 2012/13: Commune
GESD02A6	93	0.0	0.0	0	0	Who bought educational material in the schools in 2012/13: Director of school
GESD02A7	93	0.1	0.3	0	1	Who bought educational material in the schools in 2012/13: APE
GESD02A8	93	-44.7	49.6	-99	1	Who bought educational material in the schools in 2012/13: COGES
GESD02B0	93	0.1	0.3	0	1	Who distributed educational material in the schools in 2012/13: No one
GESD02B1	93	0.0	0.2	0	1	Who distributed educational material in the schools in 2012/13: MENA
GESD02B2	93	0.0	0.0	0	0	Who distributed educational material in the schools in 2012/13: DREBA
GESD02B3	93	0.0	0.1	0	1	Who distributed educational material in the schools in 2012/13: DPEBA
GESD02B4	93	0.8	0.4	0	1	Who distributed educational material in the schools in 2012/13: CEB
GESD02B5	93	0.1	0.3	0	1	Who distributed educational material in the schools in 2012/13: Commune
GESD02B6	93	0.4	0.5	0	1	Who distributed educational material in the schools in 2012/13: Director of scho
GESD02B7	93	0.3	0.5	0	1	Who distributed educational material in the schools in 2012/13: APE
GESD02B8	93	-44.6	49.6	-99	1	Who distributed educational material in the schools in 2012/13: COGES
GESD03A0	93	0.6	0.5	0	1	Supplementary funds received in 2011/12 or 2012/13: No one
GESD03A1	93	0.1	0.2	0	1	Supplementary funds received in 2011/12 or 2012/13: MENA
GESD03A2	93	0.0	0.0	0	0	Supplementary funds received in 2011/12 or 2012/13: DREBA
GESD03A3	93	0.0	0.1	0	1	Supplementary funds received in 2011/12 or 2012/13: DPEBA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD03A4	93	0.0	0.0	0	0	Supplementary funds received in 2011/12 or 2012/13: CEB
CESD03A5	93	0.1	0.2	0	1	Supplementary funds received in 2011/12 or 2012/13: Commune
CESD03A6	93	0.0	0.0	0	0	Supplementary funds received in 2011/12 or 2012/13: Director of school
CESD03A7	93	0.3	0.5	0	1	Supplementary funds received in 2011/12 or 2012/13: APE
CESD03A8	93	-43.5	49.5	-99	1	Supplementary funds received in 2011/12 or 2012/13: COGES
CESD04A0	93	0.6	0.5	0	1	Who managed school allowance in 2011/12 or 2012/13: No one
CESD04A1	93	0.0	0.1	0	1	Who managed school allowance in 2011/12 or 2012/13: MENA
CESD04A2	93	0.0	0.0	0	0	Who managed school allowance in 2011/12 or 2012/13: DREBA
CESD04A3	93	0.0	0.1	0	1	Who managed school allowance in 2011/12 or 2012/13: DPEBA
CESD04A4	93	0.0	0.0	0	0	Who managed school allowance in 2011/12 or 2012/13: CEB
CESD04A5	93	0.2	0.4	0	1	Who managed school allowance in 2011/12 or 2012/13: Commune
CESD04A6	93	0.1	0.3	0	1	Who managed school allowance in 2011/12 or 2012/13: Director of school
CESD04A7	93	0.2	0.4	0	1	Who managed school allowance in 2011/12 or 2012/13: APE
CESD04A8	93	-43.6	49.5	-99	1	Who managed school allowance in 2011/12 or 2012/13: COGES
CESD05A0	93	0.0	0.1	0	1	Affectation, permanent teachers: No one
CESD05A1	93	0.5	0.5	0	1	Affectation, permanent teachers: MENA
CESD05A2	93	0.5	0.5	0	1	Affectation, permanent teachers: DRH / MENA
CESD05A3	93	0.4	0.5	0	1	Affectation, permanent teachers: DREBA
CESD05A4	93	0.4	0.5	0	1	Affectation, permanent teachers: DPEBA
CESD05A5	93	0.6	0.5	0	1	Affectation, permanent teachers: CEB

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD05A6	93	0.7	0.5	0	1	Affectation, permanent teachers: Commune
CESD05A7	93	0.0	0.1	0	1	Affectation, permanent teachers: Director of school
CESD05A8	93	0.0	0.0	0	0	Affectation, permanent teachers: APE
CESD05A9	93	-44.7	49.5	-99	0	Affectation, permanent teachers: COGES
CESD05B0	93	-16.0	36.6	-99	1	Enrollment, permanent teachers: No one
CESD05B1	93	-15.2	37.0	-99	1	Enrollment, permanent teachers: MENA
CESD05B2	93	-15.7	36.7	-99	1	Enrollment, permanent teachers: DRH / MENA
CESD05B3	93	-16.0	36.6	-99	0	Enrollment, permanent teachers: DREBA
CESD05B4	93	-16.0	36.6	-99	0	Enrollment, permanent teachers: DPEBA
CESD05B5	93	-16.0	36.6	-99	0	Enrollment, permanent teachers: CEB
CESD05B6	93	-16.0	36.6	-99	1	Enrollment, permanent teachers: Commune
CESD05B7	93	-16.0	36.6	-99	0	Enrollment, permanent teachers: Director of school
CESD05B8	93	-16.0	36.6	-99	0	Enrollment, permanent teachers: APE
CESD05B9	93	-57.5	49.1	-99	0	Enrollment, permanent teachers: COGES
CESD06A0	93	0.0	0.2	0	1	Affectation, contractual teachers: No one
CESD06A1	93	0.5	0.5	0	1	Affectation, contractual teachers: MENA
CESD06A2	93	0.5	0.5	0	1	Affectation, contractual teachers: DRH / MENA
CESD06A3	93	0.4	0.5	0	1	Affectation, contractual teachers: DREBA
CESD06A4	93	0.4	0.5	0	1	Affectation, contractual teachers: DPEBA
CESD06A5	93	0.6	0.5	0	1	Affectation, contractual teachers: CEB
CESD06A6	93	0.6	0.5	0	1	Affectation, contractual teachers: Commune
CESD06A7	93	0.0	0.1	0	1	Affectation, contractual teachers: Director of school
CESD06A8	93	0.0	0.0	0	0	Affectation, contractual teachers: APE
CESD06A9	93	-44.7	49.5	-99	0	Affectation, contractual teachers: COGES
CESD06B0	93	0.0	0.1	0	1	Enrollment, contractual teachers: No one

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD06B1	93	0.9	0.3	0	1	Enrollment, contractual teachers: MENA
CESD06B2	93	0.3	0.5	0	1	Enrollment, contractual teachers: DRH / MENA
CESD06B3	93	0.0	0.1	0	1	Enrollment, contractual teachers: DREBA
CESD06B4	93	0.0	0.1	0	1	Enrollment, contractual teachers: DPEBA
CESD06B5	93	0.0	0.0	0	0	Enrollment, contractual teachers: CEB
CESD06B6	93	0.0	0.2	0	1	Enrollment, contractual teachers: Commune
CESD06B7	93	0.0	0.0	0	0	Enrollment, contractual teachers: Director of school
CESD06B8	93	0.0	0.0	0	0	Enrollment, contractual teachers: APE
CESD06B9	93	-42.6	49.3	-99	0	Enrollment, contractual teachers: COGES
CESD07A	93	0.9	10.6	-99	4	APE: Maintenance or teaching transfer
CESD07B	93	-48.0	50.8	-99	4	COGES: Maintenance or teaching transfer
CESD08A0	93	0.0	0.2	0	1	Enrollment director, that manages: No one
CESD08A1	93	0.9	0.3	0	1	Enrollment director, that manages: MENA
CESD08A2	93	0.3	0.4	0	1	Enrollment director, that manages: DRH Ministry
CESD08A3	93	0.0	0.1	0	1	Enrollment director, that manages: DREBA
CESD08A4	93	0.0	0.1	0	1	Enrollment director, that manages: DPEBA
CESD08A5	93	0.1	0.3	0	1	Enrollment director, that manages: CEB
CESD08A6	93	0.1	0.3	0	1	Enrollment director, that manages: Commune
CESD08A7	93	0.0	0.0	0	0	Enrollment director, that manages: APE
CESD08A8	93	-42.6	49.3	-99	0	Enrollment director, that manages: COGES
CESD08B0	93	0.0	0.1	0	1	Affectation director, that manages: No one
CESD08B1	93	0.2	0.4	0	1	Affectation director, that manages: MENA
CESD08B2	93	0.3	0.5	0	1	Affectation director, that manages: DRH Ministry
CESD08B3	93	0.3	0.5	0	1	Affectation director, that manages: DREBA
CESD08B4	93	0.3	0.5	0	1	Affectation director, that manages: DPEBA
CESD08B5	93	0.7	0.5	0	1	Affectation director, that manages: CEB

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD08B6	93	0.8	0.4	0	1	Affectation director, that manages: Commune
CESD08B7	93	0.0	0.0	0	0	Affectation director, that manages: APE
CESD08B8	93	-42.6	49.3	-99	0	Affectation director, that manages: COGES
CESD08C0	93	0.0	0.1	0	1	Assessment performance director, that manages: No one
CESD08C1	93	0.0	0.1	0	1	Assessment performance director, that manages: MENA
CESD08C2	93	0.0	0.1	0	1	Assessment performance director, that manages: DRH Ministry
CESD08C3	93	0.0	0.1	0	1	Assessment performance director, that manages: DREBA
CESD08C4	93	0.0	0.1	0	1	Assessment performance director, that manages: DPEBA
CESD08C5	93	1.0	0.1	0	1	Assessment performance director, that manages: CEB
CESD08C6	93	0.0	0.1	0	1	Assessment performance director, that manages: Commune
CESD08C7	93	0.0	0.0	0	0	Assessment performance director, that manages: APE
CESD08C8	93	-42.6	49.3	-99	0	Assessment performance director, that manages: COGES
CESD08D0	93	-0.9	9.1	-88	1	Leading return, that manages: No one
CESD08D1	93	-0.2	9.2	-88	1	Leading return, that manages: MENA
CESD08D2	93	-0.7	9.2	-88	1	Leading return, that manages: DRH Ministry
CESD08D3	93	-0.9	9.1	-88	1	Leading return, that manages: DREBA
CESD08D4	93	-0.9	9.1	-88	1	Leading return, that manages: DPEBA
CESD08D5	93	-0.8	9.2	-88	1	Leading return, that manages: CEB
CESD08D6	93	-0.9	9.1	-88	1	Leading return, that manages: Commune
CESD08D7	93	-0.9	9.1	-88	0	Leading return, that manages: APE
CESD08D8	93	-42.5	49.2	-99	0	Leading return, that manages: COGES
CESD09A	93	0.2	9.3	-88	3	Norm for use manual CP2-French
CESD09B	93	-68.9	47.3	-99	5	Norm for use manual CP2-calculation

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESD09C	93	1.2	0.5	1	3	Norm for use manual CM2-French
GESD09D	93	1.2	0.6	1	4	Norm for use manual CM2-calculation
GESD10A	93	0.0	9.2	-88	1	The pupils of the CP2 are them authorized to bring French book home for
GESD10B	93	0.0	9.2	-88	1	The pupils of the CM2 are them authorized to bring French book home for
GESD11A	93	-33.1	56.4	-99	200	How many manuals Calculation of the CP2, received in 2012/2013
GESD11B	93	437.4	357.5	-99	2050	How many manuals Calculation of the CM2, received in 2012/2013
GESD11C	93	524.0	359.4	-99	2387	How many manuals French of the CP2, received in 2012/2013
GESD11D	93	372.2	246.3	-99	1298	How many manuals French of the CM2, received in 2012/2013
GESD12A	93	5077.2	3567.3	-99	18859	How many manuals to the Total, provide in 2012/2013
GESD12B	93	402.9	379.1	-99	2437	How many manuals CP2-French, provide in 2012/2013
GESD12C	93	-18.1	50.2	-99	203	How many manuals CP2-calculation, provide in 2012/2013
GESD12D	93	277.7	261.4	-99	1324	How many manuals CM2-French, provide in 2012/2013
GESD12E	93	329.2	323.1	-99	1466	How many manuals CM2-calculation, provide in 2012/2013
GESD12F	93	199.0	665.1	-99	6313	How many educational guides, provide in 2012/2013
GESD13A	93	-48.7	50.1	-99	4	How many pupils use Calculation for the CP2
GESD13B	93	3.8	0.5	2	4	How many pupils use Calculation for the CM2
GESD13C	93	2.5	10.7	-99	4	How many pupils use French for the CP2
GESD13D	93	2.6	10.7	-99	4	How many pupils use French for the CM2
GESD14A	93	-6.9	28.4	-99	2	How many teachers of the CP2/CM2 use educational guide Calculation for the CP2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD14B	93	0.7	10.5	-99	2	How many teachers of the CP2/CM2 use educational guide Calculation for the CM2
CESD14C	93	2.0	0.1	1	2	How many teachers of the CP2/CM2 use educational guide French for the CP
CESD14D	93	1.9	0.3	0	2	How many teachers of the CP2/CM2 use educational guide French for the CM
CESD15A1	93	0.4	0.5	0	1	Notebooks: Received demand
CESD15A2	93	0.8	0.4	0	1	Notebooks: Well stocked
CESD15A3	93	21705.9	20521.3	-88	96511	Notebooks: Well stocked quantity
CESD15B1	93	0.4	0.5	0	1	Erasers: Received demand
CESD15B2	93	0.7	0.5	0	1	Erasers: Well stocked
CESD15B3	93	2216.7	2042.3	-88	10463	Erasers: Well stocked quantity
CESD15C1	93	0.4	0.5	0	1	Pencils / pens: Received demand
CESD15C2	93	0.7	0.5	0	1	Pencils / pens: Well stocked
CESD15C3	93	9781.2	10185.5	-88	50321	Pencils / pens: Well stocked quantity
CESD15D1	93	0.4	0.5	0	1	Slates: Received demand
CESD15D2	93	0.7	0.4	0	1	Slates: Well stocked
CESD15D3	93	2467.4	2372.3	-88	13218	Slates: Well stocked quantity
CESD15E1	93	0.5	0.5	0	1	Chalks: Received demand
CESD15E2	93	0.8	0.4	0	1	Chalks: Well stocked
CESD15E3	93	17208.0	42595.9	-88	282000	Chalks: Well stocked quantity
CESD15F1	93	0.5	0.5	0	1	T-square: Received demand
CESD15F2	93	0.8	0.4	0	1	T-square: Well stocked
CESD15F3	93	1075.9	1595.4	-88	7976	T-square: Well stocked quantity
CESD15G1	93	0.4	0.5	0	1	Compass: Received demand
CESD15G2	93	0.7	0.5	0	1	Compass: Well stocked
CESD15G3	92	795.4	1215.0	-88	5000	Compass: Well stocked quantity
CESD15H1	93	0.4	0.5	0	1	Reporters: Received demand
CESD15H2	93	0.7	0.5	0	1	Reporters: Well stocked
CESD15H3	92	774.8	1185.0	-88	5000	Reporters: Well stocked quantity
CESD15I1	93	0.3	0.4	0	1	Furniture of office: Received demand
CESD15I2	93	0.2	0.4	0	1	Furniture of office: Well stocked
CESD15I3	92	-5.8	38.7	-99	213	Furniture of office: Well stocked quantity
CESD15J1	93	-1.0	10.3	-99	1	Computers: Received demand
CESD15J2	93	-1.0	10.3	-99	1	Computers: Well stocked
CESD15J3	93	-12.4	32.5	-99	1	Computers: Well stocked quantity

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESD16A	93	3.6	1.0	0	4	How many pupils have for their own use: Pencils
GESD16B	93	3.6	1.0	0	4	How many pupils have for their own use: Notebooks
GESD16C	93	3.4	1.0	0	4	How many pupils have for their own use: Chalks and slates
GESD17A	93	69.7	57.1	-88	205	Number of teaching and leading having participated in continuing education in 20
GESD17B	93	88.0	43.9	0	205	Number of teaching and leading having participated in continuing education in 20
GESD18A	93	4.6	30.0	-88	117	Number of teaching and leading having participated in formation on involvement
GESD18B	93	1.1	23.7	-88	118	Number of teaching and leading having participated in formation on involvement
GESD19A	93	5.0	22.3	-88	98	Number of teaching and leading having participated in formation on the e inclusi
GESD19B	93	4.9	21.6	-77	118	Number of teaching and leading having participated in formation on the e inclusi
GESD20A	93	-2.2	15.8	-88	1	Involvement of teachers to the trial lessons in 2012/2013
GESD20B	93	19.8	88.5	-99	177	Number of teachers having participated in the trial lessons in 2012/2013
GESD21A1	93	0.0	0.1	0	1	Enrollment of staff No-teacher: Received demand
GESD21A2	93	-7.2	26.4	-99	18	Enrollment of staff No-teacher: Sustained schools
GESD21B1	93	0.2	0.4	0	1	Supply to live, money for canteen: Received demand
GESD21B2	93	-1.2	22.1	-99	34	Supply to live, money for canteen: Sustained schools
GESD21C1	93	0.3	0.4	0	1	Construction of additional classes: Received demand
GESD21C2	93	-5.1	22.5	-99	5	Construction of additional classes: Sustained schools
GESD21D1	93	0.4	0.5	0	1	Continuing education, shop for teachers: Received demand
GESD21D2	93	5.7	19.8	-99	42	Continuing education, shop for teachers: Sustained schools

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD21E1	93	0.3	0.5	0	1	Formation, shop for director of school: Received demand
CESD21E2	93	0.3	26.0	-99	40	Formation, shop for director of school: Sustained schools
CESD21F1	93	0.2	0.4	0	1	Formation, shop for parents or communities: Received demand
CESD21F2	93	-7.5	30.9	-99	40	Formation, shop for parents or communities: Sustained schools
CESD22A1	93	0.0	0.0	0	0	Help of the PAM: Formation, shop
CESD22A2	93	0.0	0.0	0	0	Help of the PAM: Equipment
CESD22A3	93	0.0	0.0	0	0	Help of the PAM: Supplies
CESD22A4	93	0.0	0.0	0	0	Help of the PAM: Construction
CESD22A5	93	0.0	0.0	0	0	Help of the PAM: Food
CESD22A6A	93	-0.9	9.1	-88	0	Help of the PAM: Other
CESD22A6B	93	-25.5	43.6	-99	0	Help of the PAM: Other (code)
CESD22B1	93	-0.9	9.1	-88	1	Aide CRS: Formation, shop
CESD22B2	93	-0.9	9.1	-88	0	Aide CRS: Equipment
CESD22B3	93	-0.9	9.1	-88	0	Aide CRS: Supplies
CESD22B4	93	-0.9	9.1	-88	0	Aide CRS: Construction
CESD22B5	93	-0.4	9.2	-88	1	Aide CRS: Food
CESD22B6A	93	-0.9	9.1	-88	1	Aide CRS: Other
CESD22B6B	93	-25.5	43.6	-99	1	Aide CRS: Other (code)
CESD22C1	93	0.1	0.3	0	1	Burkina plan: Formation, shop
CESD22C2	93	0.2	0.4	0	1	Burkina plan: Equipment
CESD22C3	93	0.1	0.3	0	1	Burkina plan: Supplies
CESD22C4	93	0.1	0.3	0	1	Burkina plan: Construction
CESD22C5	93	0.1	0.3	0	1	Burkina plan: Food
CESD22C6A	93	-0.9	9.1	-88	1	Burkina plan: Other
CESD22C6B	93	-25.5	43.6	-99	2	Burkina plan: Other (code)
CESD22D1	93	0.1	0.2	0	1	UNICEF: Formation, shop
CESD22D2	93	0.1	0.2	0	1	UNICEF: Equipment
CESD22D3	93	0.0	0.2	0	1	UNICEF: Supplies
CESD22D4	93	0.0	0.2	0	1	UNICEF: Construction
CESD22D5	93	0.0	0.1	0	1	UNICEF: Food
CESD22D6A	93	-0.9	9.1	-88	0	UNICEF: Other
CESD22D6B	93	-25.5	43.6	-99	0	UNICEF: Other (code)
CESD22E1	93	0.0	0.1	0	1	World Bank: Formation, shop
CESD22E2	93	0.0	0.0	0	0	World Bank: Equipment
CESD22E3	93	0.0	0.0	0	0	World Bank: Supplies
CESD22E4	93	0.0	0.0	0	0	World Bank: Construction
CESD22E5	93	0.0	0.0	0	0	World Bank: Food
CESD22E6A	93	-0.9	9.1	-88	0	World Bank: Other
CESD22E6B	93	-25.5	43.6	-99	0	World Bank: Other (code)
CESD22F1	93	0.0	0.0	0	0	ACDI, Canada: Formation, shop
CESD22F2	93	0.0	0.0	0	0	ACDI, Canada: Equipment

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESD22F3	93	0.0	0.0	0	0	ACDI, Canada: Supplies
CESD22F4	93	0.0	0.0	0	0	ACDI, Canada: Construction
CESD22F5	93	0.0	0.0	0	0	ACDI, Canada: Food
CESD22F6A	93	-0.9	9.1	-88	0	ACDI, Canada: Other
CESD22F6B	93	-25.5	43.6	-99	0	ACDI, Canada: Other (code)
CESD22G1	93	0.0	0.0	0	0	USAID, US: Formation, shop
CESD22G2	93	0.0	0.0	0	0	USAID, US: Equipment
CESD22G3	93	0.0	0.0	0	0	USAID, US: Supplies
CESD22G4	93	0.0	0.0	0	0	USAID, US: Construction
CESD22G5	93	0.0	0.0	0	0	USAID, US: Food
CESD22G6A	93	-0.9	9.1	-88	0	USAID, US: Other
CESD22G6B	93	-25.5	43.6	-99	0	USAID, US: Other (code)
CESD22H1	93	0.4	0.5	0	1	JICA, Japan: Formation, shop
CESD22H2	93	0.0	0.1	0	1	JICA, Japan: Equipment
CESD22H3	93	0.0	0.2	0	1	JICA, Japan: Supplies
CESD22H4	93	0.0	0.1	0	1	JICA, Japan: Construction
CESD22H5	93	0.0	0.0	0	0	JICA, Japan: Food
CESD22H6A	93	-0.9	9.1	-88	1	JICA, Japan: Other
CESD22H6B	93	-25.5	43.6	-99	3	JICA, Japan: Other (code)
CESD22I1	93	0.0	0.0	0	0	AFD, France: Formation, shop
CESD22I2	93	0.0	0.0	0	0	AFD, France: Equipment
CESD22I3	93	0.0	0.0	0	0	AFD, France: Supplies
CESD22I4	93	0.0	0.0	0	0	AFD, France: Construction
CESD22I5	93	0.0	0.0	0	0	AFD, France: Food
CESD22I6A	93	-0.9	9.1	-88	0	AFD, France: Other
CESD22I6B	93	-25.5	43.6	-99	0	AFD, France: Other (code)
CESD23A	93	1.6	1.3	0	3	Quality of the teaching affected by lack: Teaching aids
CESD23B	93	1.4	1.3	0	3	Quality of the teaching affected by lack: Budget for supplies
CESD23C	93	1.2	1.3	0	3	Quality of the teaching affected by lack: Teachers
CESD23D	93	1.5	0.9	0	3	Quality of the teaching affected by lack: Buildings and school lands
CESD23E	93	1.6	0.9	0	3	Quality of the teaching affected by lack: Educational space
CESD23F	93	1.1	0.6	0	3	Quality of the teaching affected by lack: Systems of lighting
CESD23G	93	1.7	0.8	0	3	Quality of the teaching affected by lack: Drinking water
CESD23H	93	1.8	1.1	0	3	Quality of the teaching affected by lack: Toilets
CESD23I	93	1.5	1.0	0	3	Quality of the teaching affected by lack: Security

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESD23J	93	1.2	1.2	0	3	Quality of the teaching affected by lack: Special equipment for pupils h
GESE01A	93	22.7	9.1	4	58	How much in the circumscription: Public primary schools
GESE01B	93	2.0	2.8	0	16	How much in the circumscription: Primary schools deprived
GESE01C	93	-2.0	16.5	-99	3	How much in the circumscription: Public colleges
GESE01D	93	-4.5	21.1	-99	4	How much in the circumscription: Private colleges
GESE01E	93	-2.4	16.4	-99	2	How much in the circumscription: Public high schools
GESE01F	93	-4.8	21.0	-99	3	How much in the circumscription: Private high schools
GESE01G	93	-3.3	19.3	-99	4	How much in the circumscription: Nursery schools, day nurseries
GESE02A	93	2.0	0.1	1	2	On how many schools have yourselves the information: Number of schools
GESE02B	93	2.0	0.0	2	2	On how many schools have yourselves the information: Number of teachers
GESE02C	93	0.9	10.5	-99	2	On how many schools have yourselves the information: Results of the CEP
GESE02D	93	1.5	0.6	0	2	On how many schools have yourselves the information: Presence / absenteeism of t
GESE02E	93	2.0	0.1	1	2	On how many schools have yourselves the information: Name of the school director
GESE02F	93	-31.1	47.1	-99	2	On how many schools have yourselves the information: Name of the president of th
GESE02G	93	1.5	0.6	0	2	On how many schools have yourselves the information: Name of the president of th
GESE03	93	0.5	0.5	0	1	Your structure has the yearly report of the school statistics
GESE04	93	0.6	0.5	0	1	Your structure has its own reglementation of follow-up of the primary schools pu

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESE05A	93	1.9	0.3	1	2	Means of information on schools and pupils: The reports of the school directors
CESE05B	93	1.7	0.5	1	2	Means of information on schools and pupils: Telephonic calls of the directors
CESE05C	93	1.8	0.4	1	2	Means of information on schools and pupils: Meetings with the directors of eco
CESE05D	93	-32.2	47.5	-99	2	Means of information on schools and pupils: Meetings with the representatives of
CESE05E	93	1.5	0.6	0	2	Means of information on schools and pupils: Meetings with the representatives of
CESE05F	93	1.9	0.3	1	2	Means of information on schools and pupils: Visits to the schools
CESE06A	93	41.2	23.5	2	110	Distance between the school and the DPEBA
CESE06B	93	2.4	6.5	0	42	Distance between the school and the Town hall
CESE07	93	1.4	9.4	-88	3	Number of received visits of the inspectors / administrators
CESE08	93	1.7	9.4	-88	3	Proportion of schools having received at least a visit of the inspectors / admin
CESE09A	93	1.0	0.2	0	1	Objectives of the visits: Inspection of the schools
CESE09B	93	1.0	0.2	0	1	Objectives of the visits: Inspection of the teachers
CESE09C	93	0.8	0.4	0	1	Objectives of the visits: Inspection of the infrastructures
CESE09D	93	1.0	0.2	0	1	Objectives of the visits: Inspection of the canteens
CESE09E	93	0.8	0.4	0	1	Objectives of the visits: Advice on the communal involvement
CESE09F	93	1.0	0.2	0	1	Objectives of the visits: Consistent of the educational animation activities
CESE10A1	93	0.2	0.4	0	1	Criteria used for passage of the CP1 to the CP2: Number of company days

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESE10A2	93	0.2	0.4	0	1	Criteria used for passage of the CM1 to the CM2: Number of company days
GESE10B1	93	0.2	0.4	0	1	Criteria used for passage of the CP1 to the CP2: Daily behavior in class
GESE10B2	93	0.2	0.4	0	1	Criteria used for passage of the CM1 to the CM2: Daily behavior in class
GESE10C1	93	0.2	0.4	0	1	Criteria used for passage of the CP1 to the CP2: Exercises in class or duty
GESE10C2	93	0.2	0.4	0	1	Criteria used for passage of the CM1 to the CM2: Exercises in class or duty
GESE10D1	93	0.8	0.4	0	1	Criteria used for passage of the CP1 to the CP2: Quarterly compositions
GESE10D2	93	0.7	0.4	0	1	Criteria used for passage of the CM1 to the CM2: Quarterly compositions
GESE10E1	93	0.7	0.5	0	1	Criteria used for passage of the CP1 to the CP2: Composition of year end
GESE10E2	93	0.7	0.5	0	1	Criteria used for passage of the CM1 to the CM2: Composition of year end
GESE10F1	93	0.2	0.7	0	5	Criteria used for passage of the CP1 to the CP2: Other (code)
GESE10F1A	93	0.2	0.4	0	1	Criteria used for passage of the CP1 to the CP2: Other
GESE10F2	93	0.2	0.5	0	3	Criteria used for passage of the CM1 to the CM2: Other (code)
GESE10F2A	93	0.2	0.4	0	1	Criteria used for passage of the CM1 to the CM2: Other
GESE11A	93	4.0	0.2	3	4	Frequency of duties on table to the CP2
GESE11B	93	4.0	0.1	3	4	Frequency of duties on table to the CM2
GESE12A0	93	0.0	0.2	0	1	Contained of exams of year end: Not of exams of year end
GESE12A1	93	0.7	0.4	0	1	Contained of exams of year end: Teachers prepare problems while using
GESE12A2	93	0.8	0.4	0	1	Contained of exams of year end: Teachers use f problems together

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESE12A3	93	0.6	0.5	0	1	Contained of exams of year end: Teachers use problems together to
CESE12A4A	93	-54.0	51.0	-99	10	Contained of exams of year end: Other (code)
CESE12A4B	93	-0.8	10.3	-99	1	Contained of exams of year end: Other (answer)
CESE13A	93	0.7	0.5	0	1	Measures value to improve the results: To increase hours of teaching
CESE13B	93	1.0	0.1	0	1	Measures value to improve the results: Supplementary courses
CESE13C	93	1.0	0.1	0	1	Measures value to improve the results: More of white exams of the CEP
CESE13D	93	0.2	0.4	0	1	Measures value to improve the results: Increase numbers teachers
CESE13E	93	0.8	0.4	0	1	Measures value to improve the results: Formation of the teachers
CESE13F	93	0.9	0.3	0	1	Measures value to improve the results: To change style of teaching
CESE13G	93	0.9	0.2	0	1	Measures value to improve the results: To make trial lessons
CESE13H	93	0.9	0.3	0	1	Measures value to improve the results: To improve content of the exercises and
CESE13I	93	0.9	0.2	0	1	Measures value to improve the results: Increase numbers duty
CESE13J	93	0.8	0.4	0	1	Measures value to improve the results: To give supplies to the pupils
CESE13K	93	0.7	0.5	0	1	Measures value to improve the results: To provide notebooks of exercise to the
CESE14A	93	2.1	10.7	-99	4	Frequency and how to value the schools
CESE14B	93	2.8	10.7	-99	4	Frequency and how to value the pupils
CESE15AA	93	2.5	0.7	1	3	D1 / The schools received and used the results: CEP
CESE15AB	93	2.6	0.7	1	3	D1 / The schools received and used the results: Exam white CEP
CESE15AC	93	1.4	10.6	-99	4	D1 / The schools received and used the results: Compositions harmonized

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESE15AD	93	-11.7	34.4	-99	4	D1 / The schools received and used the results: Investigations on school acquire
CESE15AE	93	-21.2	41.3	-99	4	D1 / The schools received and used the results: PASEC
CESE15BA	93	1.7	9.5	-88	4	D2 / The schools received and used the results: CEP
CESE15BB	93	1.7	9.5	-88	4	D2 / The schools received and used the results: Exam white CEP
CESE15BC	93	1.7	9.5	-88	4	D2 / The schools received and used the results: Compositions harmonized
CESE15BD	93	-39.9	49.8	-99	4	D2 / The schools received and used the results: Investigations on school acquire
CESE15BE	93	-56.8	49.2	-99	4	D2 / The schools received and used the results: PASEC
CESE16A1	93	-1.9	13.7	-99	1	Comparisons while using the results: CEP / 1
CESE16A2	93	-0.4	10.3	-99	1	Comparisons while using the results: CEP / 2
CESE16A3	93	-0.4	10.3	-99	1	Comparisons while using the results: CEP / 3
CESE16A4	93	-1.9	14.5	-99	1	Comparisons while using the results: CEP / 4
CESE16B1	93	-1.8	13.0	-99	1	Comparisons while using the results: Exam white CEP / 1
CESE16B2	93	-1.3	13.0	-99	1	Comparisons while using the results: Exam white CEP / 2
CESE16B3	93	-63.2	46.6	-99	1	Comparisons while using the results: Exam white CEP / 3
CESE16B4	93	-65.4	45.7	-99	1	Comparisons while using the results: Exam white CEP / 4
CESE16C1	93	-5.1	22.5	-99	1	Comparisons while using the results: Compositions harmonized / 1
CESE16C2	93	-4.8	22.6	-99	1	Comparisons while using the results: Compositions harmonized / 2
CESE16C3	93	-4.8	22.6	-99	1	Comparisons while using the results: Compositions harmonized / 3
CESE16C4	93	-5.1	22.5	-99	1	Comparisons while using the results: Compositions harmonized / 4
CESE16D1	93	-37.6	48.1	-99	1	Comparisons while using the results: Investigation on school acquirements / 1
CESE16D2	93	-37.7	48.1	-99	1	Comparisons while using the results: Investigation on school acquirements / 2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESE16D3	93	-37.7	48.1	-99	1	Comparisons while using the results: Investigation on school acquirments / 3
CESE16D4	93	-38.0	48.3	-99	1	Comparisons while using the results: Investigation on school acquirments / 4
CESE16E1	93	-56.5	48.7	-99	1	Comparisons while using the results: PASEC / 1
CESE16E2	93	-57.6	48.3	-99	1	Comparisons while using the results: PASEC / 2
CESE16E3	93	-56.6	48.5	-99	1	Comparisons while using the results: PASEC / 3
CESE16E4	93	-56.9	48.7	-99	1	Comparisons while using the results: PASEC / 4
CESE16F	93	-67.1	46.5	-99	0	Comparisons while using the results: Other (code)
CESE16F1	93	-13.5	34.0	-99	1	Comparisons while using the results: Other / 1
CESE16F2	93	-13.6	34.0	-99	0	Comparisons while using the results: Other / 2
CESE16F3	93	-13.6	34.0	-99	0	Comparisons while using the results: Other / 3
CESE16F4	93	-13.6	34.0	-99	0	Comparisons while using the results: Other / 4
CESE17A0	93	1.0	0.2	0	1	Access to the CEP / Administration results of the inspection
CESE17A1	93	1.0	0.2	0	1	Access to the CEP / Director results of school
CESE17A2	93	1.0	0.2	0	1	Access to the CEP / Teachers results
CESE17A3	93	1.0	0.2	0	1	Access to the CEP / Parents results or pupils
CESE17A4	93	1.0	0.2	0	1	Access to the results CEP / All members of the community
CESE17B0	93	1.0	0.2	0	1	Access to the results exam white CEP / Administration of the inspection
CESE17B1	93	1.0	0.2	0	1	Access to the results exam white CEP / Director of school
CESE17B2	93	1.0	0.2	0	1	Access to the results exam white CEP / Teachers
CESE17B3	93	0.9	0.3	0	1	Access to the results exam white CEP / Parents or pupils
CESE17B4	93	0.7	0.5	0	1	Access to the results exam white CEP / All members of the community
CESE17C0	93	-0.1	10.4	-99	1	Access to the harmonized results compositions / Administration the inspection

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESE17C1	93	-0.2	10.4	-99	1	Access to the harmonized results compositions / Director of school
CESE17C2	93	-0.2	10.4	-99	1	Access to the harmonized results compositions / Teachers
CESE17C3	93	-0.2	10.4	-99	1	Access to the harmonized results compositions / Parents or pupils
CESE17C4	93	-0.4	10.3	-99	1	Access to the harmonized results compositions / All members of the community
CESE17D0	93	-37.7	48.3	-99	1	Access to the results investigations on the school / Administration acquirements
CESE17D1	93	-38.7	48.4	-99	1	Access to the results investigations on the school / Director acquirements of sc
CESE17D2	93	-38.7	48.3	-99	1	Access to the results investigations on the school / Teachers acquirements
CESE17D3	93	-38.8	48.3	-99	1	Access to the results investigations on the school / Parents acquirements or pup
CESE17D4	93	-38.8	48.2	-99	1	Access to the results investigations on the school acquirements / All members of
CESE17E0	93	-56.7	48.6	-99	1	Access to the PASEC / Administration results of the inspection
CESE17E1	93	-56.7	48.6	-99	1	Access to the PASEC / Director results of school
CESE17E2	93	-56.7	48.6	-99	1	Access to the PASEC / Teachers results
CESE17E3	93	-56.8	48.6	-99	0	Access to the PASEC / Parents results or pupils
CESE17E4	93	-56.8	48.6	-99	0	Access to the PASEC results / All members of the community
CESE17F	93	-72.4	44.1	-99	0	Access to the Other results (code)
CESE17F0	93	-13.4	33.4	-99	0	Access to the Other / Administration results of the inspection
CESE17F1	93	-13.4	33.4	-99	0	Access to the Other / Director results of school
CESE17F2	93	-13.4	33.4	-99	0	Access to the Other / Teachers results

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESE17F3	93	-13.4	33.4	-99	0	Access to the Other / Parents results or pupils
CESE17F4	93	-13.4	33.4	-99	0	Access to the Other results / All members of the community
CESE18A1	93	1.0	0.0	1	1	Who decides: School / MENA calendar
CESE18A2	93	0.0	0.0	0	0	Who decides: School / DREBA calendar
CESE18A3	93	0.0	0.0	0	0	Who decides: School / DPEBA calendar
CESE18A4	93	0.0	0.0	0	0	Who decides: School / CEB calendar
CESE18A5	93	0.0	0.0	0	0	Who decides: School / Commune calendar
CESE18A6	93	0.0	0.1	0	1	Who decides: School / Director calendar of school
CESE18A7	93	0.0	0.0	0	0	Who decides: School / APE calendar
CESE18A8	93	-38.3	48.5	-99	0	Who decides: School / COGES calendar
CESE18B1	93	1.0	0.0	1	1	Who decides: Hourly volume of matters / MENA
CESE18B2	93	0.0	0.0	0	0	Who decides: Hourly volume of matters / DREBA
CESE18B3	93	0.0	0.0	0	0	Who decides: Hourly volume of matters / DPEBA
CESE18B4	93	0.0	0.0	0	0	Who decides: Hourly volume of matters / CEB
CESE18B5	93	0.0	0.0	0	0	Who decides: Hourly volume of matters / Commune
CESE18B6	93	0.0	0.0	0	0	Who decides: Hourly volume of the school matters / Director
CESE18B7	93	0.0	0.0	0	0	Who decides: Hourly volume of matters / APE
CESE18B8	93	-38.3	48.5	-99	0	Who decides: Hourly volume of matters / COGES
GESF01A	93	2.0	0.0	2	2	Proportion of the schools having: Association of the parents of pupils (APE)
GESF01B	93	1.9	0.3	1	2	Proportion of the schools having: Association of the mothers educatrices (AME)
GESF01C	93	-1.2	14.6	-99	2	Proportion of the schools having: Advice of schools (COGES)
GESF02A	93	0.8	0.4	0	1	Union or Federation in the circumscription: APE
GESF02B	93	0.5	0.5	0	1	Union or Federation in the circumscription: AME
GESF02C	93	-15.6	36.8	-99	1	Union or Federation in the circumscription: COGES

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESF03	93	-47.8	50.7	-99	3	How many times general assemblies of the COGES
CESF04	93	-47.2	50.4	-99	2	To what frequency your agents participate in the GA of the COGES
CESF05	93	-48.5	50.0	-99	2	Proportion of the COGES that includes one of your representatives in their offic
CESF06A	93	-47.1	50.6	-99	2	Plan of action: Number of COGES having submitted it to your structure
CESF06B	93	-48.2	50.3	-99	2	Financial report: Number of COGES having submitted it to your structure
CESF06C	93	-47.2	50.4	-99	2	Report of progression: Number of COGES having submitted it to your structure
CESF07	93	-47.9	49.8	-99	1	Your structure provided financial support to COGES
CESF08A	93	4.0	0.2	3	4	APE: How representing parents have been chosen
CESF08B	93	-36.2	50.2	-99	4	COGES: How representing parents have been chosen
CESF09A1	93	2.8	10.7	-99	4	APE: President / How has been chosen
CESF09A2	93	2.8	10.7	-99	4	APE: Chief of Staff / How has been chosen
CESF09A3	93	2.8	10.7	-99	4	APE: Treasurer / How has been chosen
CESF09A4	93	2.8	10.7	-99	4	APE: Commissioner to the accounts / How has been chosen
CESF09B1	93	-47.0	51.7	-99	4	COGES: President / How has been chosen
CESF09B2	93	-47.3	51.4	-99	4	COGES: Chief of Staff / How has been chosen
CESF09B3	93	-47.0	51.7	-99	4	COGES: Treasurer / How has been chosen
CESF09B4	93	-47.0	51.8	-99	4	COGES: Commissioner to the accounts / How has been chosen
CESF10A1	93	-1.1	10.3	-99	0	APE: Who provided funds / None
CESF10A2	93	1.0	0.1	0	1	APE: Who provided funds / Parents
CESF10A3	93	0.1	0.3	0	1	APE: Who provided funds / Members of the community
CESF10A4	93	0.1	0.3	0	1	APE: Who provided funds / The school administrations
CESF10A5	93	0.0	0.2	0	1	APE: Who provided funds / The local collectivities

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESF10A6	93	-0.8	9.1	-88	1	APE: Who provided funds / Other
CESF10B1	93	-48.9	49.8	-99	1	COGES: Who provided funds / None
CESF10B2	93	-48.5	50.2	-99	1	COGES: Who provided funds / Parents
CESF10B3	93	-48.6	50.2	-99	1	COGES: Who provided funds / Members of the community
CESF10B4	93	-49.0	49.8	-99	1	COGES: Who provided funds / The school administrations
CESF10B5	93	-48.9	49.8	-99	1	COGES: Who provided funds / The local collectivities
CESF10B6	93	-49.8	49.8	-99	1	COGES: Who provided funds / Other
CESF11A1	93	0.2	0.4	0	1	APE: What kind of expenses includes the plan of action / Not of plan of action
CESF11A2	93	-0.4	10.3	-99	1	APE: What kind of expenses includes the plan of action / Budgets of working
CESF11A3	93	0.6	0.5	0	1	APE: What kind of expenses includes the plan of action / Works of civil genius o
CESF11A4	93	0.1	0.2	0	1	APE: What kind of expenses includes the plan of action / Wages and indemnities o
CESF11B1	93	-48.9	49.8	-99	1	COGES: What kind of expenses includes the plan of action / Not of plan of action
CESF11B2	93	-48.7	50.1	-99	1	COGES: What kind of expenses includes the plan of action / Budgets of fonctionne
CESF11B3	93	-48.5	50.2	-99	1	COGES: What kind of expenses includes the plan of action / Works of civil genius
CESF11B4	93	-48.9	49.8	-99	1	COGES: What kind of expenses includes the plan of action / Wages and indemnities
CESF12A1	93	-0.7	9.2	-88	1	APE: What are the indicators targets / Not of plan of action
CESF12A2	93	-0.8	9.1	-88	1	APE: What are the indicators targets / Not of reference to indicators cib
CESF12A3	93	-0.4	9.2	-88	1	APE: What are the targets / Indicatory indicators targets concerning the access

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESF12A4	93	-0.3	9.2	-88	1	APE: What are the targets / Indicatory indicators targets concerning the resu
CESF12B1	93	-49.8	49.7	-99	1	COGES: What are the indicators targets / Not of plan of action
CESF12B2	93	-49.8	49.7	-99	1	COGES: What are the indicators targets / Not of reference to c indicators
CESF12B3	93	-49.6	50.0	-99	1	COGES: What are the targets / Indicatory indicators targets concerning the acce
CESF12B4	93	-49.6	50.0	-99	1	COGES: What are the targets / Indicatory indicators targets concerning the re
CESF13A	93	0.9	13.3	-88	4	APE: Who has access to the financial report
CESF13B	93	-48.5	51.2	-99	4	COGES: Who has access to the financial report
CESF14A	93	0.5	13.2	-88	4	APE: Who has access to the periodic progression report
CESF14B	93	-48.4	51.2	-99	4	COGES: Who has access to the periodic progression report
CESF15A	93	3.4	0.9	1	4	CEB: What type of conducted follow-up for the schools
CESF15B	93	-15.1	37.2	-99	4	Commune: What type of conducted follow-up for the schools
CESF16A	93	0.0	13.2	-88	4	APE: How the plan of action is used in the scheduling of the budget
CESF16B	93	-47.7	51.0	-99	4	COGES: How the plan of action is used in the scheduling of the budget
CESG01A	93	13750.2	16027.7	-99	51990	Population of the circumscription: Farming
CESG01B	93	19.9	526.2	-99	4700	Population of the circumscription: Urban
CESG02A	93	29.3	63.7	-99	100	Language the more spoken: Moore
CESG02B	93	-7.4	38.5	-88	90	Language the more spoken: Dioula
CESG02C	93	-7.7	34.8	-88	45	Language the more spoken: Fulfulde
CESG02D	93	2.0	42.3	-88	80	Language the more spoken: French
CESG02E	93	-1.2	45.5	-88	100	Language the more spoken: Gourounsi
CESG02F	93	-11.5	33.8	-88	80	Language the more spoken: Gourmantche
CESG02G	93	-12.3	33.1	-88	80	Language the more spoken: Bewan

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESG02H	93	7.9	54.4	-88	99	Language the more spoken: Other
CESG03A	93	17.6	54.1	-88	95	Religion: Muslims
CESG03B	93	10.9	49.0	-88	90	Religion: Christians
CESG03C	93	10.6	49.8	-88	96.5	Religion: Animists
CESG03D	93	-13.8	32.8	-88	10	Religion: Other
CESG03E	93	-14.0	32.6	-88	5	Religion: Acune
CESG04	93	6.5	49.7	-88	100	Percentage of the adults alphabetized
CESG05	93	-8.3	31.2	-99	4	Percentage of the households or financially underprivileged homes
CESG06	93	-10.3	30.5	-99	4	Percentage of the households or financially comfortable homes
CESH1A	93	2.0	0.0	2	2	CESH1A List of names of the teaching staff 2013: Availability
CESH1B1	6	9.3	6.7	4	22	List of names of the teaching staff 2013: Size pages Photocopy
CESH1B2	67	11.0	8.0	1	52	List of names of the teaching staff 2013: Size file Photo
CESH1B3	19	1.6	2.3	1	11	List of names of the teaching staff 2013: Size USB file
CESH1C0	0					ID Camera
CESH1C1	0					ID Card memory
CESH1C2	0					List of names of the teaching staff 2013: ID of the Photo
CESH1C3	0					List of names of the teaching staff 2013: Name USB file
CESH1D	0					List of names of the teaching staff 2013: Remark
CESH2A	93	1.9	0.3	0	2	Program of activity of the CEB 2013 or 2012: Availability
CESH2B1	2	7.5	2.1	6	9	Program of activity of the CEB 2013 or 2012: Size pages Photocopy
CESH2B2	61	10.3	14.1	2	114	Program of activity of the CEB 2013 or 2012: Size file Photo
CESH2B3	21	2.2	2.5	1	10	Program of activity of the CEB 2013 or 2012: Size USB file
CESH2C2	0					Program of activity of the CEB 2013 or 2012: ID of the Photo

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESH2C3	0					Program of activity of the CEB 2013 or 2012: Name USB file
GESH2D	0					Program of activity of the CEB 2013 or 2012: Remark
GESH3A	93	1.9	0.4	0	2	Program of activities led of the CEB or report of activities 2012: Disponibili
GESH3B1	3	5.7	3.8	3	10	Program of activities led of the CEB or report of activities 2012: Size page
GESH3B2	64	7.8	4.7	1	23	Program of activities led of the CEB or report of activities 2012: Size fich
GESH3B3	16	2.3	2.1	1	8	Program of activities led of the CEB or report of activities 2012: Size fich
GESH3C2	0					Program of activities led of the CEB or report of activities 2012: ID of the Ph
GESH3C3	0					Program of activities led of the CEB or report of activities 2012: Name file
GESH3D	0					Program of activities led of the CEB or report of activities 2012: Remark
GESH4A	93	2.0	0.3	0	2	Statistical report of return 2012/2013: Availability
GESH4B1	1	15.0		15	15	Statistical report of return 2012/2013: Size pages Photocopy
GESH4B2	84	15.9	7.5	1	30	Statistical report of return 2012/2013: Size file Photo
GESH4B3	2	1.0	0.0	1	1	Statistical report of return 2012/2013: Size USB file
GESH4C2	0					Statistical report of return 2012/2013: ID of the Photo
GESH4C3	0					Statistical report of return 2012/2013: Name USB file
GESH4D	0					Statistical report of return 2012/2013: Remark
GESH5A	93	1.9	0.4	0	2	Fast statistical investigation of start of the academic year by school 2012/2013

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESH5B1	0					Fast statistical investigation of start of the academic year by school 2012/2013
CESH5B2	80	9.3	10.0	1	74	Fast statistical investigation of start of the academic year by school 2012/2013
CESH5B3	2	501.0	707.1	1	1001	Fast statistical investigation of start of the academic year by school 2012/2013
CESH5C2	0					Fast statistical investigation of start of the academic year by school 2012/2013
CESH5C3	0					Fast statistical investigation of start of the academic year by school 2012/2013
CESH5D	0					Fast statistical investigation of start of the academic year by school 2012/2013
CESH6AA	93	0.8	1.0	0	2	Yearly action plan 2013: Availability
CESH6AB1	3	2.0	2.6	0	5	Yearly action plan 2013: Size pages Photocopy
CESH6AB2	22	6.4	3.0	1	12	Yearly action plan 2013: Size file Photo
CESH6AB3	10	1.0	0.0	1	1	Yearly action plan 2013: Size USB file
CESH6AC2	0					Yearly action plan 2013: ID of the Photo
CESH6AC3	0					Yearly action plan 2013: Name USB file
CESH6AD	0					Yearly action plan 2013: Remark
CESH6BA	93	0.5	0.9	0	2	Yearly action plan 2013: Availability
CESH6BB1	0					Yearly action plan 2013: Size pages Photocopy
CESH6BB2	18	4.3	5.7	1	21	Yearly action plan 2013: Size file Photo
CESH6BB3	3	1.0	0.0	1	1	Yearly action plan 2013: Size USB file
CESH6BC2	0					Yearly action plan 2013: ID of the Photo
CESH6BC3	0					Yearly action plan 2013: Name USB file
CESH6BD	0					Yearly action plan 2013: Remark
CESH7A	93	1.9	0.3	0	2	Results of the CEP 2012 by school 2012: Availability

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESH7B1	3	8.7	10.0	1	20	Results of the CEP 2012 by school 2012: Size pages Photocopy
GESH7B2	80	3.7	4.5	1	27	Results of the CEP 2012 by school 2012: Size file Photo
GESH7B3	5	1.0	0.0	1	1	Results of the CEP 2012 by school 2012: Size USB file
GESH7C2	0					Results of the CEP 2012 by school 2012: ID of the Photo
GESH7C3	0					Results of the CEP 2012 by school 2012: Name USB file
GESH7D	0					Results of the CEP 2012 by school 2012: Remark
GESH8A	93	1.8	0.6	0	2	Tabular picture of assessment second quarter 2012/2013 of the CM2: Disponibilit
GESH8B1	2	1.5	0.7	1	2	Tabular picture of assessment second quarter 2012/2013 of the CM2: Size pages
GESH8B2	72	7.9	12.0	0	52	Tabular picture of assessment second quarter 2012/2013 of the CM2: Size fichi
GESH8B3	4	1.0	0.0	1	1	Tabular picture of assessment second quarter 2012/2013 of the CM2: Size fichi
GESH8C2	0					Tabular picture of assessment second quarter 2012/2013 of the CM2: ID of the Pho
GESH8C3	0					Tabular picture of assessment second quarter 2012/2013 of the CM2: Name file
GESH8D	0					Tabular picture of assessment second quarter 2012/2013 of the CM2: Remark
GESH9A	93	1.9	0.3	0	2	Tabular picture of the results of the compositions harmonized 2nd quarter 2012
GESH9B1	3	1.3	1.5	0	3	Tabular picture of the results of the compositions harmonized 2nd quarter 2012
GESH9B2	82	2.7	5.5	1	45	Tabular picture of the results of the compositions harmonized 2nd quarter 2012

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESH9B3	4	1.0	0.0	1	1	Tabular picture of the results of the compositions harmonized 2nd quarter 2012
CESH9C2	0					Tabular picture of the results of the compositions harmonized 2nd quarter 2012
CESH9C3	0					Tabular picture of the results of the compositions harmonized 2nd quarter 2012
CESH9D	0					Tabular picture of the results of the compositions harmonized 2nd quarter 2012
CESH10A	93	1.8	0.5	0	2	Tool / Card of school visit: Availability
CESH10B1	0					Tool / Card of school visit: Size pages Photocopy
CESH10B2	79	9.6	11.1	1	59	Tool / Card of school visit: Size file Photo
CESH10B3	2	1.0	0.0	1	1	Tool / Card of school visit: Size USB file
CESH10C2	0					Tool / Card of school visit: ID of the Photo
CESH10C3	0					Tool / Card of school visit: Name USB file
CESH10D	0					Tool / Card of school visit: Remark
CESH11A	92	0.9	1.0	0	2	CESH11A Card of execution official hourly volume by ecole, 2012: Availability
CESH11B1	1	16.0		16	16	Card of execution official hourly volume by ecole, 2012: Size Photocop pages
CESH11B2	37	20.5	25.9	1	85	Card of execution official hourly volume by ecole, 2012: Size file Photo
CESH11B3	3	2.7	2.9	1	6	Card of execution official hourly volume by ecole, 2012: Size USB file
CESH11C2	0					Card of execution official hourly volume by ecole, 2012: ID of the Photo
CESH11C3	0					Card of execution official hourly volume by ecole, 2012: Name USB file
CESH11D	0					Card of execution official hourly volume by ecole, 2012: Remark
CESH12A	93	1.7	0.7	0	2	Card of expression of the needs in manuals and guides, 2013: Availability

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESH12B1	2	2.0	0.0	2	2	Card of expression of the needs in manuals and guides, 2013: Size Photoco pages
GESH12B2	69	2.0	3.0	1	26	Card of expression of the needs in manuals and guides, 2013: Size file Photo
GESH12B3	4	1.0	0.0	1	1	Card of expression of the needs in manuals and guides, 2013: Size USB file
GESH12C2	0					Card of expression of the needs in manuals and guides, 2013: ID of the Photo
GESH12C3	0					Card of expression of the needs in manuals and guides, 2013: Name USB file
GESH12D	0					Card of expression of the needs in manuals and guides, 2013: Remark
GESH13A	93	1.6	0.7	0	2	Card of expression of the needs in manuals and guides, 2013 by school: Disponibi
GESH13B1	0					Card of expression of the needs in manuals and guides, 2013 by school: Size pag
GESH13B2	70	14.8	11.3	1	45	Card of expression of the needs in manuals and guides, 2013 by school: Size fic
GESH13B3	1	1.0		1	1	Card of expression of the needs in manuals and guides, 2013 by school: Size fic
GESH13C2	0					Card of expression of the needs in manuals and guides, 2013 by school: ID of the
GESH13C3	0					Card of expression of the needs in manuals and guides, 2013 by school: Name fich
GESH13D	0					Card of expression of the needs in manuals and guides, 2013 by school: Remark
GESH14A	93	1.8	0.6	0	2	Good of exit of the manuals and guides of the CEB, 2013: Availability

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESH14B1	3	1.0	0.0	1	1	Good of exit of the manuals and guides of the CEB, 2013: Size pages Photocopy
CESH14B2	78	5.2	10.0	1	51	Good of exit of the manuals and guides of the CEB, 2013: Size file Photo
CESH14B3	0					Good of exit of the manuals and guides of the CEB, 2013: Size USB file
CESH14C2	0					Good of exit of the manuals and guides of the CEB, 2013: ID of the Photo
CESH14C3	0					Good of exit of the manuals and guides of the CEB, 2013: Name USB file
CESH14D	0					Good of exit of the manuals and guides of the CEB, 2013: Remark
CESH15A	93	1.9	0.5	0	2	Good of exit of the manuals and guides of the CEB by school, 2013: Availability
CESH15B1	1	1.0		1	1	Good of exit of the manuals and guides of the CEB by school, 2013: Size Ph pages
CESH15B2	83	22.8	18.0	1	140	Good of exit of the manuals and guides of the CEB by school, 2013: Size file
CESH15B3	0					Good of exit of the manuals and guides of the CEB by school, 2013: Size file
CESH15C2	0					Good of exit of the manuals and guides of the CEB by school, 2013: ID of the Pho
CESH15C3	0					Good of exit of the manuals and guides of the CEB by school, 2013: Name USB file
CESH15D	0					Good of exit of the manuals and guides of the CEB by school, 2013: Remark
CESH16A	93	1.7	0.6	0	2	Expression of the needs in school supplies and guides of the master by school of
CESH16B1	1	2.0		2	2	Expression of the needs in school supplies and guides of the master by school of
CESH16B2	75	4.2	8.7	1	57	Expression of the needs in school supplies and guides of the master by school of
CESH16B3	2	1.5	0.7	1	2	Expression of the needs in school supplies and guides of the master by school of
CESH16C2	0					Expression of the needs in school supplies and guides of the master by school of

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
GESH16C3	0					Expression of the needs in school supplies and guides of the master by school of
GESH16D	0					Expression of the needs in school supplies and guides of the master by school of
GESH17A	93	1.4	0.9	0	2	Report of management of the school supplies 2012-2013: Availability
GESH17B1	1	1.0		1	1	Report of management of the school supplies 2012-2013: Size pages Photocopy
GESH17B2	58	2.6	2.4	1	12	Report of management of the school supplies 2012-2013: Size file Photo
GESH17B3	2	1.0	0.0	1	1	Report of management of the school supplies 2012-2013: Size USB file
GESH17C2	0					Report of management of the school supplies 2012-2013: ID of the Photo
GESH17C3	0					Report of management of the school supplies 2012-2013: Name USB file
GESH17D	0					Report of management of the school supplies 2012-2013: Remark
GESH18A	93	1.9	0.5	0	2	Situation of distribution of the manuals and school supplies by school, 2013:
GESH18B1	3	2.7	1.5	1	4	Situation of distribution of the manuals and school supplies by school, 2013:
GESH18B2	82	7.1	11.5	1	57	Situation of distribution of the manuals and school supplies by school, 2013:
GESH18B3	2	1.0	0.0	1	1	Situation of distribution of the manuals and school supplies by school, 2013:
GESH18C2	0					Situation of distribution of the manuals and school supplies by school, 2013:
GESH18C3	0					Situation of distribution of the manuals and school supplies by school, 2013:
GESH18D	0					Situation of distribution of the manuals and school supplies by school, 2013:
GESH19A	91	3.8	3.8	0	9	CESH19A Card of synthesis of the plans of action of the COGES of the CEB, 2012: Availabi

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESH19B1	2	2.0	1.4	1	3	Card of synthesis of the plans of action of the COGES of the CEB, 2012: Size Ph
CESH19B2	24	2.5	1.4	1	5	Card of synthesis of the plans of action of the COGES of the CEB, 2012: Size fil
CESH19B3	8	1.0	0.0	1	1	Card of synthesis of the plans of action of the COGES of the CEB, 2012: Size fil
CESH19C2	0					Card of synthesis of the plans of action of the COGES of the CEB, 2012: ID of th
CESH19C3	0					Card of synthesis of the plans of action of the COGES of the CEB, 2012: Name USB
CESH19D	0					Card of synthesis of the plans of action of the COGES of the CEB, 2012: Remark
CERV01A	1	4242013.0		4242013	4242013	Jour de visite
CERV01JJ	93	16.2	9.1	2	30	JJ
CERV01MM	93	4.7	2.1	4	24	MM
CERV01AA	93	2013.0	0.0	2013	2013	AA
CERV01B	0					Nom équipe de terrain
CERV02A	0					ID de la cible
CERV02B	93	4.0	0.0	4	4	Type
CERV03	0					Nom de la cible
CERV04	0					Interviewés
CERV05A	68	1082.8	318.3	715	1636	Heure de début
CERV05AHH	93	10.2	3.0	7	16	HHD
CERV05MNN	93	22.4	16.7	0	59	MND
CERV05B	76	1387.2	299.1	840	1915	Heure de fin
CERV05BHH	93	13.6	2.9	8	19	HHF
CERV05BMN	93	25.3	15.6	0	55	MNF
CERV06	0					Besoin de revisiter et raison
CERV07A	93	0.3	2.2	0	17	Nombre de réponses manquantes
CERV07B	93	15.7	2.2	8	20	Nombre de pièces justificatives
CERV08	0					Remarques sur l'entretien
CERV09	0					Incidents et problèmes
CERV10	0					Autres remarques
CESX1A	93	5.2	19.9	1	99	
CESX1V1	0					
CESX1V2	89	233.1	1488.9	4	9998	
CESX1V3	0					
CESX1V4	0					
CESX2A	93	6.2	22.2	0	99	

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESX2V1	0					
CESX2V2	84	119.5	1090.8	0	9998	
CESX2V3	84	119.9	1090.8	0	9998	
CESX2V4	0					
CESX3A	93	5.1	20.0	0	99	
CESX3V1	0					
CESX3V2	83	121.0	1097.5	0	9999	
CESX3V3	82	122.8	1104.1	0	9999	
CESX3V4	2	4999.5	7068.9	1	9998	
CESX4A	93	5.2	19.8	0	99	
CESX4V1	0					
CESX4V2	86	3954.0	4915.9	0	9998	
CESX4V3	86	7826.5	4114.8	0	9998	
CESX4V4	74	4596.0	2383.6	672	14880	
CESX5A	93	6.1	22.0	0	98	
CESX5V1	0					
CESX5V2	79	275.2	1577.0	0	9998	
CESX5V3	80	125.9	1117.7	0	9998	
CESX5V4	1	1.0		1	1	
CESX6AA	93	10.8	30.5	0	99	
CESX6AV1	0					
CESX6AV2	0					
CESX6AV3	26	1.0	0.2	0	1	
CESX6AV4	0					
CESX6BA	93	7.5	26.0	0	99	
CESX6BV1	0					
CESX6BV2	0					
CESX6BV3	14	0.6	0.5	0	1	
CESX6BV4	0					
CESX7A	93	4.1	17.4	0	99	
CESX7V1	0					
CESX7V2	87	0.8	0.6	0	5	
CESX7V3	87	2193.4	4149.4	0	9998	
CESX7V4	81	0.9	0.2	0	1	
CESX8A	93	4.0	17.3	0	98	
CESX8V1	0					
CESX8V2	78	0.8	0.4	0	1	
CESX8V3	78	2463.0	4305.6	0	9999	
CESX8V4	74	0.5	0.5	0	1	
CESX9A	93	4.1	17.3	0	99	
CESX9V1	0					
CESX9V2	87	1404.2	1981.6	1	9998	
CESX9V3	87	709.7	1493.9	15	9998	
CESX9V4	85	927.6	1098.7	1	9998	
CESX10A	93	10.3	28.9	0	99	
CESX10V1	74	544.5	2275.2	1	9998	
CESX10V2	74	544.7	2275.2	1	9998	
CESX10V3	74	544.6	2275.2	0	9998	
CESX10V4	72	555.6	2306.2	0	9998	
CESX11A	93	1.5	10.1	0	98	
CESX11V1	43	1406.4	3500.8	0	9998	
CESX11V2	43	1406.2	3500.8	0	9998	
CESX11V3	41	1474.7	3572.8	1	9998	
CESX11V4	0					

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
CESX12A	93	6.0	22.0	0	98	
CESX12V1	0					
CESX12V2	71	980.9	1947.0	0	9998	
CESX12V3	71	2259.2	4203.7	0	9998	
CESX12V4	0					
CESX13A	93	2.9	14.2	0	98	
CESX13V1	0					
CESX13V2	70	159.4	1193.1	0	9999	
CESX13V3	69	448.4	2051.0	2	9999	
CESX13V4	65	2158.7	4139.3	0	9999	
CESX14A	93	0.9	0.3	0	1	
CESX14V1	0					
CESX14V2	81	890.8	1833.0	0	9999	
CESX14V3	80	1130.0	3177.3	0	9999	
CESX14V4	1	10.0		10	10	
CESX15A	93	7.2	24.0	0	98	
CESX15V1	0					
CESX15V2	79	149.5	1122.9	0	9998	
CESX15V3	79	144.4	1122.9	0	9998	
CESX15V4	76	144.0	1145.4	0	9998	
CESX16A	93	6.1	22.0	0	98	
CESX16V1	0					
CESX16V2	73	411.7	1998.3	0	9998	
CESX16V3	72	417.4	2011.7	0	9998	
CESX16V4	0					
CESX17A	93	1.7	10.1	0	98	
CESX17V1	0					
CESX17V2	61	0.7	1.4	0	11	
CESX17V3	61	164.8	1280.0	0	9998	
CESX17V4	1	9998.0		9998	9998	
CESX18A	93	6.2	22.1	0	99	
CESX18V1	0					
CESX18V2	80	2141.4	4107.0	0	9998	
CESX18V3	80	5688.5	4945.4	0	17504	
CESX18V4	79	6963.0	4623.8	0	9998	
CESX19A	90	2.5	14.5	0	98	
CESX19V1	0					
CESX19V2	0					
CESX19V3	31	323.3	1795.5	0	9998	
CESX19V4	31	323.3	1795.6	0	9998	
CERV06EN	0					
CERV08EN	0					
CERV09EN	0					
CERV10EN	0					
C6	0					
C7	0					

Appendix 1 Burkina Faso

Appendix 1-5
Table of Variables
(SD: Section A, B, and G)

name: <unnamed>
 log: C:\Data\saber_bf2013\log\1. smcl
 log type: smcl
 opened on: 7 Mar 2014, 16:13:45

. do "C:\Users\A07745\AppData\Local\Temp\STD01000000. tmp"

. *Without labels
 . tab SDSA01 , m nol

Age of the director of the school	Freq.	Percent	Cum.
27	2	0.66	0.66
28	4	1.32	1.98
29	3	0.99	2.97
30	6	1.98	4.95
31	11	3.63	8.58
32	10	3.30	11.88
33	8	2.64	14.52
34	16	5.28	19.80
35	25	8.25	28.05
36	26	8.58	36.63
37	24	7.92	44.55
38	30	9.90	54.46
39	22	7.26	61.72
40	19	6.27	67.99
41	22	7.26	75.25
42	18	5.94	81.19
43	14	4.62	85.81
44	8	2.64	88.45
45	14	4.62	93.07
46	5	1.65	94.72
47	6	1.98	96.70
48	5	1.65	98.35
49	1	0.33	98.68
51	3	0.99	99.67
58	1	0.33	100.00
Total	303	100.00	

. tab SDSA02 , m nol

Are you full-time Director of school?	Freq.	Percent	Cum.
0	33	10.89	10.89
1	152	50.17	61.06
2	118	38.94	100.00
Total	303	100.00	

. tab SDSA03 , m nol

What is your statute of employment (Director of school)?	Freq.	Percent	Cum.
1	131	43.23	43.23
2	160	52.81	96.04
3	12	3.96	100.00
Total	303	100.00	

. tab SDSA04A , m nol

a) As director, about what time avaez passed you in the stains	Freq.	Percent	Cum.
0	2	0.66	0.66
1	3	0.99	1.65
2	5	1.65	3.30
3	4	1.32	4.62
4	3	0.99	5.61
5	35	11.55	17.16

name: <unnamed>
 log: C:\Data\saber_bf2013\log\1. smcl
 log type: smcl
 opened on: 7 Mar 2014, 16:11:31

. do "C:\Users\A07745\AppData\Local\Temp\STD01000000. tmp"

. *With labels
 . tab SDSA01 , m

Age of the director of the school	Freq.	Percent	Cum.
27	2	0.66	0.66
28	4	1.32	1.98
29	3	0.99	2.97
30	6	1.98	4.95
31	11	3.63	8.58
32	10	3.30	11.88
33	8	2.64	14.52
34	16	5.28	19.80
35	25	8.25	28.05
36	26	8.58	36.63
37	24	7.92	44.55
38	30	9.90	54.46
39	22	7.26	61.72
40	19	6.27	67.99
41	22	7.26	75.25
42	18	5.94	81.19
43	14	4.62	85.81
44	8	2.64	88.45
45	14	4.62	93.07
46	5	1.65	94.72
47	6	1.98	96.70
48	5	1.65	98.35
49	1	0.33	98.68
51	3	0.99	99.67
58	1	0.33	100.00
Total	303	100.00	

. tab SDSA02 , m

Are you full-time Director of school?	Freq.	Percent	Cum.
No, sign in a class	33	10.89	10.89
Yes, but teaches	152	50.17	61.06
Yes, don't teach	118	38.94	100.00
Total	303	100.00	

. tab SDSA03 , m

What is your statute of employment (Director of school)?	Freq.	Percent	Cum.
Main teacher	131	43.23	43.23
Teacher certified	160	52.81	96.04
Teacher attaches certified	12	3.96	100.00
Total	303	100.00	

. tab SDSA04A , m

a) As director, about what time avaez passed you in the stains	Freq.	Percent	Cum.
0	2	0.66	0.66
1	3	0.99	1.65
2	5	1.65	3.30
3	4	1.32	4.62
4	3	0.99	5.61
5	35	11.55	17.16

6	2	0.66	17.82
7	1	0.33	18.15
8	1	0.33	18.48
10	61	20.13	38.61
13	1	0.33	38.94
15	21	6.93	45.87
18	1	0.33	46.20
20	53	17.49	63.70
25	22	7.26	70.96
30	34	11.22	82.18
35	1	0.33	82.51
40	19	6.27	88.78
45	3	0.99	89.77
50	12	3.96	93.73
55	1	0.33	94.06
60	8	2.64	96.70
65	2	0.66	97.36
68	1	0.33	97.69
70	3	0.99	98.68
75	1	0.33	99.01
80	2	0.66	99.67
85	1	0.33	100.00
Total	303	100.00	

. tab SDSA04B , m nol

b) As director, about what time avaez passed you in leadership	Freq.	Percent	Cum.
0	24	7.92	7.92
1	2	0.66	8.58
2	15	4.95	13.53
3	7	2.31	15.84
4	3	0.99	16.83
5	60	19.80	36.63
6	2	0.66	37.29
8	3	0.99	38.28
10	63	20.79	59.08
15	29	9.57	68.65
18	1	0.33	68.98
20	32	10.56	79.54
25	18	5.94	85.48
30	19	6.27	91.75
35	2	0.66	92.41
40	11	3.63	96.04
45	1	0.33	96.37
50	6	1.98	98.35
60	1	0.33	98.68
70	1	0.33	99.01
80	1	0.33	99.34
85	1	0.33	99.67
96	1	0.33	100.00
Total	303	100.00	

. tab SDSA04C , m nol

c) As director, about what time avaez passed you in supervision	Freq.	Percent	Cum.
0	10	3.30	3.30
1	5	1.65	4.95
2	10	3.30	8.25
3	8	2.64	10.89
4	2	0.66	11.55
5	43	14.19	25.74
7	2	0.66	26.40
8	1	0.33	26.73
10	71	23.43	50.17
12	1	0.33	50.50
15	20	6.60	57.10
20	46	15.18	72.28
25	13	4.29	76.57
28	1	0.33	76.90
30	18	5.94	82.84
35	2	0.66	83.50

6	2	0.66	17.82
7	1	0.33	18.15
8	1	0.33	18.48
10	61	20.13	38.61
13	1	0.33	38.94
15	21	6.93	45.87
18	1	0.33	46.20
20	53	17.49	63.70
25	22	7.26	70.96
30	34	11.22	82.18
35	1	0.33	82.51
40	19	6.27	88.78
45	3	0.99	89.77
50	12	3.96	93.73
55	1	0.33	94.06
60	8	2.64	96.70
65	2	0.66	97.36
68	1	0.33	97.69
70	3	0.99	98.68
75	1	0.33	99.01
80	2	0.66	99.67
85	1	0.33	100.00
Total	303	100.00	

. tab SDSA04B , m

b) As director, about what time avaez passed you in leadership	Freq.	Percent	Cum.
0	24	7.92	7.92
1	2	0.66	8.58
2	15	4.95	13.53
3	7	2.31	15.84
4	3	0.99	16.83
5	60	19.80	36.63
6	2	0.66	37.29
8	3	0.99	38.28
10	63	20.79	59.08
15	29	9.57	68.65
18	1	0.33	68.98
20	32	10.56	79.54
25	18	5.94	85.48
30	19	6.27	91.75
35	2	0.66	92.41
40	11	3.63	96.04
45	1	0.33	96.37
50	6	1.98	98.35
60	1	0.33	98.68
70	1	0.33	99.01
80	1	0.33	99.34
85	1	0.33	99.67
96	1	0.33	100.00
Total	303	100.00	

. tab SDSA04C , m

c) As director, about what time avaez passed you in supervision	Freq.	Percent	Cum.
0	10	3.30	3.30
1	5	1.65	4.95
2	10	3.30	8.25
3	8	2.64	10.89
4	2	0.66	11.55
5	43	14.19	25.74
7	2	0.66	26.40
8	1	0.33	26.73
10	71	23.43	50.17
12	1	0.33	50.50
15	20	6.60	57.10
20	46	15.18	72.28
25	13	4.29	76.57
28	1	0.33	76.90
30	18	5.94	82.84
35	2	0.66	83.50

40	19	6.27	89.77
45	3	0.99	90.76
50	13	4.29	95.05
55	2	0.66	95.71
58	1	0.33	96.04
60	10	3.30	99.34
80	1	0.33	99.67
90	1	0.33	100.00
Total	303	100.00	

40	19	6.27	89.77
45	3	0.99	90.76
50	13	4.29	95.05
55	2	0.66	95.71
58	1	0.33	96.04
60	10	3.30	99.34
80	1	0.33	99.67
90	1	0.33	100.00
Total	303	100.00	

. tab SDSA04D , m nol

. tab SDSA04D , m

d) As director, about what time avaez passed you in the enseignem	Freq.	Percent	Cum.
0	48	15.84	15.84
2	8	2.64	18.48
3	1	0.33	18.81
5	34	11.22	30.03
10	30	9.90	39.93
15	7	2.31	42.24
20	7	2.31	44.55
25	3	0.99	45.54
30	16	5.28	50.83
35	2	0.66	51.49
40	10	3.30	54.79
45	1	0.33	55.12
50	22	7.26	62.38
55	7	2.31	64.69
60	23	7.59	72.28
65	7	2.31	74.59
70	21	6.93	81.52
71	1	0.33	81.85
73	1	0.33	82.18
75	6	1.98	84.16
77	1	0.33	84.49
78	1	0.33	84.82
80	25	8.25	93.07
83	1	0.33	93.40
85	7	2.31	95.71
90	9	2.97	98.68
94	1	0.33	99.01
95	3	0.99	100.00
Total	303	100.00	

d) As director, about what time avaez passed you in the enseignem	Freq.	Percent	Cum.
0	48	15.84	15.84
2	8	2.64	18.48
3	1	0.33	18.81
5	34	11.22	30.03
10	30	9.90	39.93
15	7	2.31	42.24
20	7	2.31	44.55
25	3	0.99	45.54
30	16	5.28	50.83
35	2	0.66	51.49
40	10	3.30	54.79
45	1	0.33	55.12
50	22	7.26	62.38
55	7	2.31	64.69
60	23	7.59	72.28
65	7	2.31	74.59
70	21	6.93	81.52
71	1	0.33	81.85
73	1	0.33	82.18
75	6	1.98	84.16
77	1	0.33	84.49
78	1	0.33	84.82
80	25	8.25	93.07
83	1	0.33	93.40
85	7	2.31	95.71
90	9	2.97	98.68
94	1	0.33	99.01
95	3	0.99	100.00
Total	303	100.00	

. tab SDSA04E , m nol

. tab SDSA04E , m

e) As director, vicinity what time has yourselves past in been able to relation	Freq.	Percent	Cum.
0	9	2.97	2.97
1	6	1.98	4.95
2	18	5.94	10.89
3	5	1.65	12.54
4	1	0.33	12.87
5	96	31.68	44.55
6	3	0.99	45.54
7	2	0.66	46.20
8	3	0.99	47.19
10	90	29.70	76.90
13	1	0.33	77.23
15	23	7.59	84.82
20	33	10.89	95.71
25	6	1.98	97.69
28	1	0.33	98.02
30	2	0.66	98.68
35	1	0.33	99.01
40	1	0.33	99.34
60	1	0.33	99.67
66	1	0.33	100.00
Total	303	100.00	

e) As director, vicinity what time has yourselves past in been able to relation	Freq.	Percent	Cum.
0	9	2.97	2.97
1	6	1.98	4.95
2	18	5.94	10.89
3	5	1.65	12.54
4	1	0.33	12.87
5	96	31.68	44.55
6	3	0.99	45.54
7	2	0.66	46.20
8	3	0.99	47.19
10	90	29.70	76.90
13	1	0.33	77.23
15	23	7.59	84.82
20	33	10.89	95.71
25	6	1.98	97.69
28	1	0.33	98.02
30	2	0.66	98.68
35	1	0.33	99.01
40	1	0.33	99.34
60	1	0.33	99.67
66	1	0.33	100.00
Total	303	100.00	

. tab SDSA05 , m nol

What the most elevated diploma of the director of school	Freq.	Percent	Cum.
1	48	15.84	15.84
2	158	52.15	67.99
3	95	31.35	99.34
4	2	0.66	100.00
Total	303	100.00	

. tab SDSA06 , m nol

During how many years have you yourselves (director of school) summer the director o	Freq.	Percent	Cum.
0	4	1.32	1.32
1	95	31.35	32.67
2	72	23.76	56.44
3	45	14.85	71.29
4	26	8.58	79.87
5	16	5.28	85.15
6	6	1.98	87.13
7	14	4.62	91.75
8	12	3.96	95.71
9	2	0.66	96.37
10	5	1.65	98.02
12	4	1.32	99.34
13	1	0.33	99.67
17	1	0.33	100.00
Total	303	100.00	

. tab SDSA07 , m nol

During how many years have worked you (director of school) in this ec	Freq.	Percent	Cum.
0	189	62.38	62.38
1	17	5.61	67.99
2	26	8.58	76.57
3	23	7.59	84.16
4	14	4.62	88.78
5	10	3.30	92.08
6	5	1.65	93.73
7	8	2.64	96.37
8	4	1.32	97.69
9	3	0.99	98.68
10	1	0.33	99.01
13	2	0.66	99.67
23	1	0.33	100.00
Total	303	100.00	

. tab SDSA08 , m nol

During how many years have you yourselves (director of the school) leading summer in	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	75	24.75	25.08
1	17	5.61	30.69
2	17	5.61	36.30

. tab SDSA05 , m

What the most elevated diploma of the director of school	Freq.	Percent	Cum.
1st cycle of the secondary (7-10)	48	15.84	15.84
2nd cycle of the secondary (11 - 13)	158	52.15	67.99
University (14 -)	95	31.35	99.34
Master and more	2	0.66	100.00
Total	303	100.00	

. tab SDSA06 , m

During how many years have you yourselves (director of school) summer the director o	Freq.	Percent	Cum.
0	4	1.32	1.32
1	95	31.35	32.67
2	72	23.76	56.44
3	45	14.85	71.29
4	26	8.58	79.87
5	16	5.28	85.15
6	6	1.98	87.13
7	14	4.62	91.75
8	12	3.96	95.71
9	2	0.66	96.37
10	5	1.65	98.02
12	4	1.32	99.34
13	1	0.33	99.67
17	1	0.33	100.00
Total	303	100.00	

. tab SDSA07 , m

During how many years have worked you (director of school) in this ec	Freq.	Percent	Cum.
0	189	62.38	62.38
1	17	5.61	67.99
2	26	8.58	76.57
3	23	7.59	84.16
4	14	4.62	88.78
5	10	3.30	92.08
6	5	1.65	93.73
7	8	2.64	96.37
8	4	1.32	97.69
9	3	0.99	98.68
10	1	0.33	99.01
13	2	0.66	99.67
23	1	0.33	100.00
Total	303	100.00	

. tab SDSA08 , m

During how many years have you yourselves (director of the school) leading summer in	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	75	24.75	25.08
1	17	5.61	30.69
2	17	5.61	36.30

3	33	10.89	47.19
4	28	9.24	56.44
5	27	8.91	65.35
6	25	8.25	73.60
7	14	4.62	78.22
8	17	5.61	83.83
9	9	2.97	86.80
10	13	4.29	91.09
11	3	0.99	92.08
12	6	1.98	94.06
13	3	0.99	95.05
14	3	0.99	96.04
15	5	1.65	97.69
16	3	0.99	98.68
18	1	0.33	99.01
21	2	0.66	99.67
25	1	0.33	100.00
Total	303	100.00	

. tab SDSA09 , m nol

To the total, during how many years have worked you (director of school) da	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	1	0.33	0.66
2	4	1.32	1.98
3	1	0.33	2.31
4	2	0.66	2.97
5	6	1.98	4.95
6	6	1.98	6.93
7	13	4.29	11.22
8	21	6.93	18.15
9	14	4.62	22.77
10	24	7.92	30.69
11	25	8.25	38.94
12	25	8.25	47.19
13	17	5.61	52.81
14	23	7.59	60.40
15	9	2.97	63.37
16	16	5.28	68.65
17	24	7.92	76.57
18	10	3.30	79.87
19	28	9.24	89.11
20	13	4.29	93.40
21	2	0.66	94.06
22	3	0.99	95.05
23	7	2.31	97.36
24	2	0.66	98.02
25	2	0.66	98.68
27	1	0.33	99.01
29	2	0.66	99.67
39	1	0.33	100.00
Total	303	100.00	

. tab SDSA10 , m nol

Have received you (director of school) an initial formation for directors of e	Freq.	Percent	Cum.
0	174	57.43	57.43
1	129	42.57	100.00
Total	303	100.00	

. tab SDSA11 , m nol

Do you (director of school)

3	33	10.89	47.19
4	28	9.24	56.44
5	27	8.91	65.35
6	25	8.25	73.60
7	14	4.62	78.22
8	17	5.61	83.83
9	9	2.97	86.80
10	13	4.29	91.09
11	3	0.99	92.08
12	6	1.98	94.06
13	3	0.99	95.05
14	3	0.99	96.04
15	5	1.65	97.69
16	3	0.99	98.68
18	1	0.33	99.01
21	2	0.66	99.67
25	1	0.33	100.00
Total	303	100.00	

. tab SDSA09 , m

To the total, during how many years have worked you (director of school) da	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	1	0.33	0.66
2	4	1.32	1.98
3	1	0.33	2.31
4	2	0.66	2.97
5	6	1.98	4.95
6	6	1.98	6.93
7	13	4.29	11.22
8	21	6.93	18.15
9	14	4.62	22.77
10	24	7.92	30.69
11	25	8.25	38.94
12	25	8.25	47.19
13	17	5.61	52.81
14	23	7.59	60.40
15	9	2.97	63.37
16	16	5.28	68.65
17	24	7.92	76.57
18	10	3.30	79.87
19	28	9.24	89.11
20	13	4.29	93.40
21	2	0.66	94.06
22	3	0.99	95.05
23	7	2.31	97.36
24	2	0.66	98.02
25	2	0.66	98.68
27	1	0.33	99.01
29	2	0.66	99.67
39	1	0.33	100.00
Total	303	100.00	

. tab SDSA10 , m

Have received you (director of school) an initial formation for directors of e	Freq.	Percent	Cum.
No	174	57.43	57.43
Yes	129	42.57	100.00
Total	303	100.00	

. tab SDSA11 , m

Do you (director of school)

Speak the main local language?	Freq.	Percent	Cum.
0	103	33.99	33.99
1	200	66.01	100.00
Total	303	100.00	

. tab SDSA12 , m nol

Often use yourselves a cell phone to communicate with the administr	Freq.	Percent	Cum.
0	1	0.33	0.33
1	28	9.24	9.57
2	274	90.43	100.00
Total	303	100.00	

. tab SDSB01A1 , m nol

Pupil boys to the CP1	Freq.	Percent	Cum.
-99	1	0.33	0.33
0	2	0.66	0.99
1	1	0.33	1.32
4	2	0.66	1.98
5	1	0.33	2.31
6	3	0.99	3.30
7	2	0.66	3.96
8	4	1.32	5.28
9	4	1.32	6.60
10	5	1.65	8.25
11	4	1.32	9.57
12	3	0.99	10.56
13	5	1.65	12.21
14	5	1.65	13.86
15	11	3.63	17.49
16	10	3.30	20.79
17	2	0.66	21.45
18	9	2.97	24.42
19	4	1.32	25.74
20	8	2.64	28.38
21	8	2.64	31.02
22	7	2.31	33.33
23	10	3.30	36.63
24	12	3.96	40.59
25	11	3.63	44.22
26	7	2.31	46.53
27	6	1.98	48.51
28	12	3.96	52.48
29	10	3.30	55.78
30	12	3.96	59.74
31	12	3.96	63.70
32	8	2.64	66.34
33	7	2.31	68.65
34	9	2.97	71.62
35	10	3.30	74.92
36	8	2.64	77.56
37	11	3.63	81.19
38	5	1.65	82.84
39	4	1.32	84.16
40	7	2.31	86.47
41	4	1.32	87.79
42	6	1.98	89.77
43	2	0.66	90.43
44	5	1.65	92.08
45	4	1.32	93.40
46	3	0.99	94.39
47	2	0.66	95.05
48	2	0.66	95.71
51	1	0.33	96.04
52	2	0.66	96.70
53	1	0.33	97.03
55	2	0.66	97.69
56	1	0.33	98.02
60	3	0.99	99.01
63	2	0.66	99.67
86	1	0.33	100.00

Speak the main local language?	Freq.	Percent	Cum.
No	103	33.99	33.99
Yes	200	66.01	100.00
Total	303	100.00	

. tab SDSA12 , m

Often use yourselves a cell phone to communicate with the administr	Freq.	Percent	Cum.
Ever	1	0.33	0.33
Rarely	28	9.24	9.57
Yes	274	90.43	100.00
Total	303	100.00	

. tab SDSB01A1 , m

Pupil boys to the CP1	Freq.	Percent	Cum.
-99	1	0.33	0.33
0	2	0.66	0.99
1	1	0.33	1.32
4	2	0.66	1.98
5	1	0.33	2.31
6	3	0.99	3.30
7	2	0.66	3.96
8	4	1.32	5.28
9	4	1.32	6.60
10	5	1.65	8.25
11	4	1.32	9.57
12	3	0.99	10.56
13	5	1.65	12.21
14	5	1.65	13.86
15	11	3.63	17.49
16	10	3.30	20.79
17	2	0.66	21.45
18	9	2.97	24.42
19	4	1.32	25.74
20	8	2.64	28.38
21	8	2.64	31.02
22	7	2.31	33.33
23	10	3.30	36.63
24	12	3.96	40.59
25	11	3.63	44.22
26	7	2.31	46.53
27	6	1.98	48.51
28	12	3.96	52.48
29	10	3.30	55.78
30	12	3.96	59.74
31	12	3.96	63.70
32	8	2.64	66.34
33	7	2.31	68.65
34	9	2.97	71.62
35	10	3.30	74.92
36	8	2.64	77.56
37	11	3.63	81.19
38	5	1.65	82.84
39	4	1.32	84.16
40	7	2.31	86.47
41	4	1.32	87.79
42	6	1.98	89.77
43	2	0.66	90.43
44	5	1.65	92.08
45	4	1.32	93.40
46	3	0.99	94.39
47	2	0.66	95.05
48	2	0.66	95.71
51	1	0.33	96.04
52	2	0.66	96.70
53	1	0.33	97.03
55	2	0.66	97.69
56	1	0.33	98.02
60	3	0.99	99.01
63	2	0.66	99.67
86	1	0.33	100.00

Total | 303 100.00			
. tab SDSB01A2 , m nol			
Pupil boys to the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
1	1	0.33	1.98
4	2	0.66	2.64
6	3	0.99	3.63
7	3	0.99	4.62
8	4	1.32	5.94
9	3	0.99	6.93
10	7	2.31	9.24
11	5	1.65	10.89
12	6	1.98	12.87
13	3	0.99	13.86
14	5	1.65	15.51
15	5	1.65	17.16
16	13	4.29	21.45
17	8	2.64	24.09
18	9	2.97	27.06
19	3	0.99	28.05
20	11	3.63	31.68
21	7	2.31	33.99
22	9	2.97	36.96
23	10	3.30	40.26
24	6	1.98	42.24
25	9	2.97	45.21
26	10	3.30	48.51
27	4	1.32	49.83
28	4	1.32	51.16
29	6	1.98	53.14
30	11	3.63	56.77
31	8	2.64	59.41
32	9	2.97	62.38
33	4	1.32	63.70
34	10	3.30	67.00
35	5	1.65	68.65
36	10	3.30	71.95
37	7	2.31	74.26
38	8	2.64	76.90
39	12	3.96	80.86
40	1	0.33	81.19
41	6	1.98	83.17
42	3	0.99	84.16
43	3	0.99	85.15
44	3	0.99	86.14
45	5	1.65	87.79
46	7	2.31	90.10
47	3	0.99	91.09
48	3	0.99	92.08
49	4	1.32	93.40
50	3	0.99	94.39
51	2	0.66	95.05
54	4	1.32	96.37
55	2	0.66	97.03
56	3	0.99	98.02
57	2	0.66	98.68
58	1	0.33	99.01
59	2	0.66	99.67
65	1	0.33	100.00
Total	303	100.00	

Total | 303 100.00			
. tab SDSB01A3 , m nol			
Pupil boys to the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	2	0.66	1.65
2	2	0.66	2.31
3	2	0.66	2.97
4	2	0.66	3.63
5	2	0.66	4.29
6	1	0.33	4.62
7	2	0.66	5.28
8	7	2.31	7.59
9	7	2.31	9.90
10	3	0.99	10.89
11	6	1.98	12.87
12	3	0.99	13.86
13	7	2.31	16.17
14	7	2.31	18.48
15	6	1.98	20.46

Total | 303 100.00			
. tab SDSB01A2 , m			
Pupil boys to the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
1	1	0.33	1.98
4	2	0.66	2.64
6	3	0.99	3.63
7	3	0.99	4.62
8	4	1.32	5.94
9	3	0.99	6.93
10	7	2.31	9.24
11	5	1.65	10.89
12	6	1.98	12.87
13	3	0.99	13.86
14	5	1.65	15.51
15	5	1.65	17.16
16	13	4.29	21.45
17	8	2.64	24.09
18	9	2.97	27.06
19	3	0.99	28.05
20	11	3.63	31.68
21	7	2.31	33.99
22	9	2.97	36.96
23	10	3.30	40.26
24	6	1.98	42.24
25	9	2.97	45.21
26	10	3.30	48.51
27	4	1.32	49.83
28	4	1.32	51.16
29	6	1.98	53.14
30	11	3.63	56.77
31	8	2.64	59.41
32	9	2.97	62.38
33	4	1.32	63.70
34	10	3.30	67.00
35	5	1.65	68.65
36	10	3.30	71.95
37	7	2.31	74.26
38	8	2.64	76.90
39	12	3.96	80.86
40	1	0.33	81.19
41	6	1.98	83.17
42	3	0.99	84.16
43	3	0.99	85.15
44	3	0.99	86.14
45	5	1.65	87.79
46	7	2.31	90.10
47	3	0.99	91.09
48	3	0.99	92.08
49	4	1.32	93.40
50	3	0.99	94.39
51	2	0.66	95.05
54	4	1.32	96.37
55	2	0.66	97.03
56	3	0.99	98.02
57	2	0.66	98.68
58	1	0.33	99.01
59	2	0.66	99.67
65	1	0.33	100.00
Total	303	100.00	

Total | 303 100.00			
. tab SDSB01A3 , m			
Pupil boys to the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	2	0.66	1.65
2	2	0.66	2.31
3	2	0.66	2.97
4	2	0.66	3.63
5	2	0.66	4.29
6	1	0.33	4.62
7	2	0.66	5.28
8	7	2.31	7.59
9	7	2.31	9.90
10	3	0.99	10.89
11	6	1.98	12.87
12	3	0.99	13.86
13	7	2.31	16.17
14	7	2.31	18.48
15	6	1.98	20.46

16	4	1.32	21.78
17	8	2.64	24.42
18	11	3.63	28.05
19	11	3.63	31.68
20	5	1.65	33.33
21	6	1.98	35.31
22	6	1.98	37.29
23	9	2.97	40.26
24	8	2.64	42.90
25	8	2.64	45.54
26	7	2.31	47.85
27	9	2.97	50.83
28	7	2.31	53.14
29	11	3.63	56.77
30	8	2.64	59.41
31	6	1.98	61.39
32	9	2.97	64.36
33	6	1.98	66.34
34	11	3.63	69.97
35	8	2.64	72.61
36	6	1.98	74.59
37	2	0.66	75.25
38	9	2.97	78.22
39	6	1.98	80.20
40	6	1.98	82.18
41	5	1.65	83.83
42	1	0.33	84.16
43	5	1.65	85.81
44	7	2.31	88.12
45	7	2.31	90.43
46	2	0.66	91.09
47	4	1.32	92.41
48	2	0.66	93.07
49	1	0.33	93.40
50	1	0.33	93.73
51	2	0.66	94.39
52	3	0.99	95.38
53	1	0.33	95.71
54	2	0.66	96.37
55	2	0.66	97.03
56	1	0.33	97.36
57	3	0.99	98.35
59	1	0.33	98.68
60	1	0.33	99.01
62	1	0.33	99.34
63	1	0.33	99.67
68	1	0.33	100.00

Total | 303 | 100.00

. tab SDSB01A4 , m nol

Pupil boys to the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
0	1	0.33	0.99
1	1	0.33	1.32
3	2	0.66	1.98
4	4	1.32	3.30
5	8	2.64	5.94
6	3	0.99	6.93
7	3	0.99	7.92
8	3	0.99	8.91
9	7	2.31	11.22
10	3	0.99	12.21
11	11	3.63	15.84
12	8	2.64	18.48
13	5	1.65	20.13
14	10	3.30	23.43
15	7	2.31	25.74
16	4	1.32	27.06
17	6	1.98	29.04
18	4	1.32	30.36
19	8	2.64	33.00
20	8	2.64	35.64
21	8	2.64	38.28
22	12	3.96	42.24
23	6	1.98	44.22
24	8	2.64	46.86
25	10	3.30	50.17
26	10	3.30	53.47
27	5	1.65	55.12
28	8	2.64	57.76
29	6	1.98	59.74
30	5	1.65	61.39
31	11	3.63	65.02

16	4	1.32	21.78
17	8	2.64	24.42
18	11	3.63	28.05
19	11	3.63	31.68
20	5	1.65	33.33
21	6	1.98	35.31
22	6	1.98	37.29
23	9	2.97	40.26
24	8	2.64	42.90
25	8	2.64	45.54
26	7	2.31	47.85
27	9	2.97	50.83
28	7	2.31	53.14
29	11	3.63	56.77
30	8	2.64	59.41
31	6	1.98	61.39
32	9	2.97	64.36
33	6	1.98	66.34
34	11	3.63	69.97
35	8	2.64	72.61
36	6	1.98	74.59
37	2	0.66	75.25
38	9	2.97	78.22
39	6	1.98	80.20
40	6	1.98	82.18
41	5	1.65	83.83
42	1	0.33	84.16
43	5	1.65	85.81
44	7	2.31	88.12
45	7	2.31	90.43
46	2	0.66	91.09
47	4	1.32	92.41
48	2	0.66	93.07
49	1	0.33	93.40
50	1	0.33	93.73
51	2	0.66	94.39
52	3	0.99	95.38
53	1	0.33	95.71
54	2	0.66	96.37
55	2	0.66	97.03
56	1	0.33	97.36
57	3	0.99	98.35
59	1	0.33	98.68
60	1	0.33	99.01
62	1	0.33	99.34
63	1	0.33	99.67
68	1	0.33	100.00

Total | 303 | 100.00

. tab SDSB01A4 , m

Pupil boys to the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
0	1	0.33	0.99
1	1	0.33	1.32
3	2	0.66	1.98
4	4	1.32	3.30
5	8	2.64	5.94
6	3	0.99	6.93
7	3	0.99	7.92
8	3	0.99	8.91
9	7	2.31	11.22
10	3	0.99	12.21
11	11	3.63	15.84
12	8	2.64	18.48
13	5	1.65	20.13
14	10	3.30	23.43
15	7	2.31	25.74
16	4	1.32	27.06
17	6	1.98	29.04
18	4	1.32	30.36
19	8	2.64	33.00
20	8	2.64	35.64
21	8	2.64	38.28
22	12	3.96	42.24
23	6	1.98	44.22
24	8	2.64	46.86
25	10	3.30	50.17
26	10	3.30	53.47
27	5	1.65	55.12
28	8	2.64	57.76
29	6	1.98	59.74
30	5	1.65	61.39
31	11	3.63	65.02

32	6	1.98	67.00
33	9	2.97	69.97
34	8	2.64	72.61
35	4	1.32	73.93
36	10	3.30	77.23
37	8	2.64	79.87
38	5	1.65	81.52
39	7	2.31	83.83
40	3	0.99	84.82
41	4	1.32	86.14
42	4	1.32	87.46
43	6	1.98	89.44
44	1	0.33	89.77
45	2	0.66	90.43
46	6	1.98	92.41
47	1	0.33	92.74
48	1	0.33	93.07
50	1	0.33	93.40
51	3	0.99	94.39
52	1	0.33	94.72
53	4	1.32	96.04
55	3	0.99	97.03
56	2	0.66	97.69
57	3	0.99	98.68
59	1	0.33	99.01
61	1	0.33	99.34
66	1	0.33	99.67
90	1	0.33	100.00
Total	303	100.00	

. tab SDSB01A5 , m nol

Pupil boys to the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	11	3.63	4.95
2	1	0.33	5.28
3	4	1.32	6.60
4	1	0.33	6.93
5	2	0.66	7.59
6	1	0.33	7.92
7	2	0.66	8.58
8	6	1.98	10.56
9	4	1.32	11.88
10	6	1.98	13.86
11	4	1.32	15.18
12	6	1.98	17.16
13	8	2.64	19.80
14	9	2.97	22.77
15	3	0.99	23.76
16	6	1.98	25.74
17	8	2.64	28.38
18	9	2.97	31.35
19	8	2.64	33.99
20	14	4.62	38.61
21	10	3.30	41.91
22	10	3.30	45.21
23	12	3.96	49.17
24	9	2.97	52.15
25	11	3.63	55.78
26	5	1.65	57.43
27	12	3.96	61.39
28	8	2.64	64.03
29	10	3.30	67.33
30	7	2.31	69.64
31	10	3.30	72.94
32	9	2.97	75.91
33	7	2.31	78.22
34	4	1.32	79.54
35	5	1.65	81.19
36	7	2.31	83.50
37	7	2.31	85.81
38	3	0.99	86.80
39	5	1.65	88.45
40	4	1.32	89.77
41	7	2.31	92.08
42	2	0.66	92.74
43	3	0.99	93.73
44	1	0.33	94.06
45	3	0.99	95.05
46	2	0.66	95.71
47	2	0.66	96.37
48	1	0.33	96.70
49	2	0.66	97.36
50	2	0.66	98.02

32	6	1.98	67.00
33	9	2.97	69.97
34	8	2.64	72.61
35	4	1.32	73.93
36	10	3.30	77.23
37	8	2.64	79.87
38	5	1.65	81.52
39	7	2.31	83.83
40	3	0.99	84.82
41	4	1.32	86.14
42	4	1.32	87.46
43	6	1.98	89.44
44	1	0.33	89.77
45	2	0.66	90.43
46	6	1.98	92.41
47	1	0.33	92.74
48	1	0.33	93.07
50	1	0.33	93.40
51	3	0.99	94.39
52	1	0.33	94.72
53	4	1.32	96.04
55	3	0.99	97.03
56	2	0.66	97.69
57	3	0.99	98.68
59	1	0.33	99.01
61	1	0.33	99.34
66	1	0.33	99.67
90	1	0.33	100.00
Total	303	100.00	

. tab SDSB01A5 , m

Pupil boys to the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	11	3.63	4.95
2	1	0.33	5.28
3	4	1.32	6.60
4	1	0.33	6.93
5	2	0.66	7.59
6	1	0.33	7.92
7	2	0.66	8.58
8	6	1.98	10.56
9	4	1.32	11.88
10	6	1.98	13.86
11	4	1.32	15.18
12	6	1.98	17.16
13	8	2.64	19.80
14	9	2.97	22.77
15	3	0.99	23.76
16	6	1.98	25.74
17	8	2.64	28.38
18	9	2.97	31.35
19	8	2.64	33.99
20	14	4.62	38.61
21	10	3.30	41.91
22	10	3.30	45.21
23	12	3.96	49.17
24	9	2.97	52.15
25	11	3.63	55.78
26	5	1.65	57.43
27	12	3.96	61.39
28	8	2.64	64.03
29	10	3.30	67.33
30	7	2.31	69.64
31	10	3.30	72.94
32	9	2.97	75.91
33	7	2.31	78.22
34	4	1.32	79.54
35	5	1.65	81.19
36	7	2.31	83.50
37	7	2.31	85.81
38	3	0.99	86.80
39	5	1.65	88.45
40	4	1.32	89.77
41	7	2.31	92.08
42	2	0.66	92.74
43	3	0.99	93.73
44	1	0.33	94.06
45	3	0.99	95.05
46	2	0.66	95.71
47	2	0.66	96.37
48	1	0.33	96.70
49	2	0.66	97.36
50	2	0.66	98.02

51	1	0.33	98.35
57	2	0.66	99.01
61	1	0.33	99.34
62	1	0.33	99.67
65	1	0.33	100.00

Total	303	100.00
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. tab SDSB01A6 , m nol

Pupil boys to the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	4	1.32	2.64
3	3	0.99	3.63
4	6	1.98	5.61
5	3	0.99	6.60
6	5	1.65	8.25
7	3	0.99	9.24
8	7	2.31	11.55
9	8	2.64	14.19
10	6	1.98	16.17
11	3	0.99	17.16
12	4	1.32	18.48
13	6	1.98	20.46
14	7	2.31	22.77
15	4	1.32	24.09
16	8	2.64	26.73
17	8	2.64	29.37
18	5	1.65	31.02
19	8	2.64	33.66
20	11	3.63	37.29
21	3	0.99	38.28
22	6	1.98	40.26
23	3	0.99	41.25
24	6	1.98	43.23
25	10	3.30	46.53
26	5	1.65	48.18
27	3	0.99	49.17
28	7	2.31	51.49
29	9	2.97	54.46
30	6	1.98	56.44
31	10	3.30	59.74
32	8	2.64	62.38
33	10	3.30	65.68
34	4	1.32	67.00
35	5	1.65	68.65
36	8	2.64	71.29
37	7	2.31	73.60
38	2	0.66	74.26
39	6	1.98	76.24
40	4	1.32	77.56
41	7	2.31	79.87
42	4	1.32	81.19
43	7	2.31	83.50
44	4	1.32	84.82
45	2	0.66	85.48
46	3	0.99	86.47
47	4	1.32	87.79
48	1	0.33	88.12
49	3	0.99	89.11
50	3	0.99	90.10
51	1	0.33	90.43
52	1	0.33	90.76
53	1	0.33	91.09
54	2	0.66	91.75
55	2	0.66	92.41
56	3	0.99	93.40
57	3	0.99	94.39
58	3	0.99	95.38
60	2	0.66	96.04
61	1	0.33	96.37
62	2	0.66	97.03
63	2	0.66	97.69
65	1	0.33	98.02
66	1	0.33	98.35
68	1	0.33	98.68
69	1	0.33	99.01
77	1	0.33	99.34
81	1	0.33	99.67
83	1	0.33	100.00

Total	303	100.00
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. tab SDSB01A7 , m nol

51	1	0.33	98.35
57	2	0.66	99.01
61	1	0.33	99.34
62	1	0.33	99.67
65	1	0.33	100.00

Total	303	100.00
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. tab SDSB01A6 , m

Pupil boys to the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	4	1.32	2.64
3	3	0.99	3.63
4	6	1.98	5.61
5	3	0.99	6.60
6	5	1.65	8.25
7	3	0.99	9.24
8	7	2.31	11.55
9	8	2.64	14.19
10	6	1.98	16.17
11	3	0.99	17.16
12	4	1.32	18.48
13	6	1.98	20.46
14	7	2.31	22.77
15	4	1.32	24.09
16	8	2.64	26.73
17	8	2.64	29.37
18	5	1.65	31.02
19	8	2.64	33.66
20	11	3.63	37.29
21	3	0.99	38.28
22	6	1.98	40.26
23	3	0.99	41.25
24	6	1.98	43.23
25	10	3.30	46.53
26	5	1.65	48.18
27	3	0.99	49.17
28	7	2.31	51.49
29	9	2.97	54.46
30	6	1.98	56.44
31	10	3.30	59.74
32	8	2.64	62.38
33	10	3.30	65.68
34	4	1.32	67.00
35	5	1.65	68.65
36	8	2.64	71.29
37	7	2.31	73.60
38	2	0.66	74.26
39	6	1.98	76.24
40	4	1.32	77.56
41	7	2.31	79.87
42	4	1.32	81.19
43	7	2.31	83.50
44	4	1.32	84.82
45	2	0.66	85.48
46	3	0.99	86.47
47	4	1.32	87.79
48	1	0.33	88.12
49	3	0.99	89.11
50	3	0.99	90.10
51	1	0.33	90.43
52	1	0.33	90.76
53	1	0.33	91.09
54	2	0.66	91.75
55	2	0.66	92.41
56	3	0.99	93.40
57	3	0.99	94.39
58	3	0.99	95.38
60	2	0.66	96.04
61	1	0.33	96.37
62	2	0.66	97.03
63	2	0.66	97.69
65	1	0.33	98.02
66	1	0.33	98.35
68	1	0.33	98.68
69	1	0.33	99.01
77	1	0.33	99.34
81	1	0.33	99.67
83	1	0.33	100.00

Total	303	100.00
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. tab SDSB01A7 , m

Pupil boys total	Freq.	Percent	Cum.
13	1	0.33	0.33
32	1	0.33	0.66
35	1	0.33	0.99
38	2	0.66	1.65
40	1	0.33	1.98
41	2	0.66	2.64
42	3	0.99	3.63
43	2	0.66	4.29
47	1	0.33	4.62
48	1	0.33	4.95
49	1	0.33	5.28
51	1	0.33	5.61
53	1	0.33	5.94
54	2	0.66	6.60
55	1	0.33	6.93
56	4	1.32	8.25
57	1	0.33	8.58
58	1	0.33	8.91
59	1	0.33	9.24
60	4	1.32	10.56
61	2	0.66	11.22
64	1	0.33	11.55
67	1	0.33	11.88
68	1	0.33	12.21
72	1	0.33	12.54
74	1	0.33	12.87
76	2	0.66	13.53
78	1	0.33	13.86
80	1	0.33	14.19
83	1	0.33	14.52
86	2	0.66	15.18
87	1	0.33	15.51
89	2	0.66	16.17
91	1	0.33	16.50
92	3	0.99	17.49
93	1	0.33	17.82
94	3	0.99	18.81
95	2	0.66	19.47
97	1	0.33	19.80
100	2	0.66	20.46
101	1	0.33	20.79
102	3	0.99	21.78
103	2	0.66	22.44
105	2	0.66	23.10
106	2	0.66	23.76
107	2	0.66	24.42
108	2	0.66	25.08
110	1	0.33	25.41
111	1	0.33	25.74
112	2	0.66	26.40
113	1	0.33	26.73
114	1	0.33	27.06
117	1	0.33	27.39
118	1	0.33	27.72
119	2	0.66	28.38
120	1	0.33	28.71
121	1	0.33	29.04
122	2	0.66	29.70
123	2	0.66	30.36
124	1	0.33	30.69
125	4	1.32	32.01
126	3	0.99	33.00
127	3	0.99	33.99
128	2	0.66	34.65
130	1	0.33	34.98
132	1	0.33	35.31
133	3	0.99	36.30
134	4	1.32	37.62
136	1	0.33	37.95
137	2	0.66	38.61
138	3	0.99	39.60
139	1	0.33	39.93
141	1	0.33	40.26
143	1	0.33	40.59
145	1	0.33	40.92
146	1	0.33	41.25
149	3	0.99	42.24
150	2	0.66	42.90
151	3	0.99	43.89
152	1	0.33	44.22
153	1	0.33	44.55
154	1	0.33	44.88
156	2	0.66	45.54
157	2	0.66	46.20

Pupil boys total	Freq.	Percent	Cum.
13	1	0.33	0.33
32	1	0.33	0.66
35	1	0.33	0.99
38	2	0.66	1.65
40	1	0.33	1.98
41	2	0.66	2.64
42	3	0.99	3.63
43	2	0.66	4.29
47	1	0.33	4.62
48	1	0.33	4.95
49	1	0.33	5.28
51	1	0.33	5.61
53	1	0.33	5.94
54	2	0.66	6.60
55	1	0.33	6.93
56	4	1.32	8.25
57	1	0.33	8.58
58	1	0.33	8.91
59	1	0.33	9.24
60	4	1.32	10.56
61	2	0.66	11.22
64	1	0.33	11.55
67	1	0.33	11.88
68	1	0.33	12.21
72	1	0.33	12.54
74	1	0.33	12.87
76	2	0.66	13.53
78	1	0.33	13.86
80	1	0.33	14.19
83	1	0.33	14.52
86	2	0.66	15.18
87	1	0.33	15.51
89	2	0.66	16.17
91	1	0.33	16.50
92	3	0.99	17.49
93	1	0.33	17.82
94	3	0.99	18.81
95	2	0.66	19.47
97	1	0.33	19.80
100	2	0.66	20.46
101	1	0.33	20.79
102	3	0.99	21.78
103	2	0.66	22.44
105	2	0.66	23.10
106	2	0.66	23.76
107	2	0.66	24.42
108	2	0.66	25.08
110	1	0.33	25.41
111	1	0.33	25.74
112	2	0.66	26.40
113	1	0.33	26.73
114	1	0.33	27.06
117	1	0.33	27.39
118	1	0.33	27.72
119	2	0.66	28.38
120	1	0.33	28.71
121	1	0.33	29.04
122	2	0.66	29.70
123	2	0.66	30.36
124	1	0.33	30.69
125	4	1.32	32.01
126	3	0.99	33.00
127	3	0.99	33.99
128	2	0.66	34.65
130	1	0.33	34.98
132	1	0.33	35.31
133	3	0.99	36.30
134	4	1.32	37.62
136	1	0.33	37.95
137	2	0.66	38.61
138	3	0.99	39.60
139	1	0.33	39.93
141	1	0.33	40.26
143	1	0.33	40.59
145	1	0.33	40.92
146	1	0.33	41.25
149	3	0.99	42.24
150	2	0.66	42.90
151	3	0.99	43.89
152	1	0.33	44.22
153	1	0.33	44.55
154	1	0.33	44.88
156	2	0.66	45.54
157	2	0.66	46.20

158	1	0.33	46.53	158	1	0.33	46.53
159	2	0.66	47.19	159	2	0.66	47.19
160	3	0.99	48.18	160	3	0.99	48.18
162	2	0.66	48.84	162	2	0.66	48.84
164	2	0.66	49.50	164	2	0.66	49.50
165	1	0.33	49.83	165	1	0.33	49.83
167	2	0.66	50.50	167	2	0.66	50.50
169	3	0.99	51.49	169	3	0.99	51.49
171	1	0.33	51.82	171	1	0.33	51.82
172	2	0.66	52.48	172	2	0.66	52.48
173	1	0.33	52.81	173	1	0.33	52.81
174	3	0.99	53.80	174	3	0.99	53.80
175	2	0.66	54.46	175	2	0.66	54.46
176	3	0.99	55.45	176	3	0.99	55.45
177	2	0.66	56.11	177	2	0.66	56.11
178	4	1.32	57.43	178	4	1.32	57.43
179	3	0.99	58.42	179	3	0.99	58.42
180	2	0.66	59.08	180	2	0.66	59.08
181	1	0.33	59.41	181	1	0.33	59.41
182	3	0.99	60.40	182	3	0.99	60.40
183	2	0.66	61.06	183	2	0.66	61.06
184	1	0.33	61.39	184	1	0.33	61.39
185	1	0.33	61.72	185	1	0.33	61.72
187	2	0.66	62.38	187	2	0.66	62.38
188	2	0.66	63.04	188	2	0.66	63.04
189	1	0.33	63.37	189	1	0.33	63.37
191	1	0.33	63.70	191	1	0.33	63.70
192	2	0.66	64.36	192	2	0.66	64.36
193	1	0.33	64.69	193	1	0.33	64.69
194	2	0.66	65.35	194	2	0.66	65.35
195	1	0.33	65.68	195	1	0.33	65.68
196	2	0.66	66.34	196	2	0.66	66.34
197	2	0.66	67.00	197	2	0.66	67.00
198	2	0.66	67.66	198	2	0.66	67.66
199	3	0.99	68.65	199	3	0.99	68.65
200	3	0.99	69.64	200	3	0.99	69.64
201	1	0.33	69.97	201	1	0.33	69.97
202	2	0.66	70.63	202	2	0.66	70.63
203	5	1.65	72.28	203	5	1.65	72.28
204	1	0.33	72.61	204	1	0.33	72.61
205	1	0.33	72.94	205	1	0.33	72.94
206	1	0.33	73.27	206	1	0.33	73.27
208	4	1.32	74.59	208	4	1.32	74.59
209	1	0.33	74.92	209	1	0.33	74.92
210	1	0.33	75.25	210	1	0.33	75.25
211	2	0.66	75.91	211	2	0.66	75.91
212	3	0.99	76.90	212	3	0.99	76.90
213	2	0.66	77.56	213	2	0.66	77.56
214	1	0.33	77.89	214	1	0.33	77.89
215	1	0.33	78.22	215	1	0.33	78.22
220	4	1.32	79.54	220	4	1.32	79.54
222	1	0.33	79.87	222	1	0.33	79.87
224	3	0.99	80.86	224	3	0.99	80.86
225	3	0.99	81.85	225	3	0.99	81.85
226	2	0.66	82.51	226	2	0.66	82.51
227	1	0.33	82.84	227	1	0.33	82.84
228	3	0.99	83.83	228	3	0.99	83.83
229	1	0.33	84.16	229	1	0.33	84.16
236	2	0.66	84.82	236	2	0.66	84.82
237	1	0.33	85.15	237	1	0.33	85.15
238	1	0.33	85.48	238	1	0.33	85.48
239	2	0.66	86.14	239	2	0.66	86.14
240	3	0.99	87.13	240	3	0.99	87.13
242	2	0.66	87.79	242	2	0.66	87.79
243	2	0.66	88.45	243	2	0.66	88.45
244	1	0.33	88.78	244	1	0.33	88.78
246	1	0.33	89.11	246	1	0.33	89.11
249	1	0.33	89.44	249	1	0.33	89.44
259	1	0.33	89.77	259	1	0.33	89.77
263	1	0.33	90.10	263	1	0.33	90.10
265	1	0.33	90.43	265	1	0.33	90.43
266	1	0.33	90.76	266	1	0.33	90.76
267	2	0.66	91.42	267	2	0.66	91.42
268	2	0.66	92.08	268	2	0.66	92.08
269	1	0.33	92.41	269	1	0.33	92.41
273	2	0.66	93.07	273	2	0.66	93.07
275	1	0.33	93.40	275	1	0.33	93.40
277	1	0.33	93.73	277	1	0.33	93.73
278	1	0.33	94.06	278	1	0.33	94.06
281	1	0.33	94.39	281	1	0.33	94.39
282	1	0.33	94.72	282	1	0.33	94.72
283	1	0.33	95.05	283	1	0.33	95.05
285	1	0.33	95.38	285	1	0.33	95.38
286	1	0.33	95.71	286	1	0.33	95.71
288	1	0.33	96.04	288	1	0.33	96.04
289	1	0.33	96.37	289	1	0.33	96.37
291	1	0.33	96.70	291	1	0.33	96.70

293	1	0.33	97.03
294	1	0.33	97.36
300	1	0.33	97.69
308	1	0.33	98.02
312	1	0.33	98.35
316	1	0.33	98.68
317	1	0.33	99.01
324	1	0.33	99.34
328	1	0.33	99.67
336	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B1 , m nol

Pupil girls to the CP1	Freq.	Percent	Cum.
-99	1	0.33	0.33
0	2	0.66	0.99
3	1	0.33	1.32
4	1	0.33	1.65
5	3	0.99	2.64
6	3	0.99	3.63
7	4	1.32	4.95
8	3	0.99	5.94
9	4	1.32	7.26
10	7	2.31	9.57
11	3	0.99	10.56
12	9	2.97	13.53
13	7	2.31	15.84
14	6	1.98	17.82
15	14	4.62	22.44
16	8	2.64	25.08
17	2	0.66	25.74
18	9	2.97	28.71
19	5	1.65	30.36
20	11	3.63	33.99
21	7	2.31	36.30
22	8	2.64	38.94
23	10	3.30	42.24
24	7	2.31	44.55
25	7	2.31	46.86
26	12	3.96	50.83
27	12	3.96	54.79
28	12	3.96	58.75
29	15	4.95	63.70
30	13	4.29	67.99
31	5	1.65	69.64
32	10	3.30	72.94
33	2	0.66	73.60
34	11	3.63	77.23
35	5	1.65	78.88
36	7	2.31	81.19
37	5	1.65	82.84
38	5	1.65	84.49
39	4	1.32	85.81
40	7	2.31	88.12
41	3	0.99	89.11
42	4	1.32	90.43
43	4	1.32	91.75
44	2	0.66	92.41
45	2	0.66	93.07
46	4	1.32	94.39
47	1	0.33	94.72
49	2	0.66	95.38
50	2	0.66	96.04
52	4	1.32	97.36
54	1	0.33	97.69
55	1	0.33	98.02
58	2	0.66	98.68
59	1	0.33	99.01
60	1	0.33	99.34
80	1	0.33	99.67
88	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B2 , m nol

Pupil girls to the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
1	1	0.33	1.98
2	1	0.33	2.31
3	1	0.33	2.64

293	1	0.33	97.03
294	1	0.33	97.36
300	1	0.33	97.69
308	1	0.33	98.02
312	1	0.33	98.35
316	1	0.33	98.68
317	1	0.33	99.01
324	1	0.33	99.34
328	1	0.33	99.67
336	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B1 , m

Pupil girls to the CP1	Freq.	Percent	Cum.
-99	1	0.33	0.33
0	2	0.66	0.99
3	1	0.33	1.32
4	1	0.33	1.65
5	3	0.99	2.64
6	3	0.99	3.63
7	4	1.32	4.95
8	3	0.99	5.94
9	4	1.32	7.26
10	7	2.31	9.57
11	3	0.99	10.56
12	9	2.97	13.53
13	7	2.31	15.84
14	6	1.98	17.82
15	14	4.62	22.44
16	8	2.64	25.08
17	2	0.66	25.74
18	9	2.97	28.71
19	5	1.65	30.36
20	11	3.63	33.99
21	7	2.31	36.30
22	8	2.64	38.94
23	10	3.30	42.24
24	7	2.31	44.55
25	7	2.31	46.86
26	12	3.96	50.83
27	12	3.96	54.79
28	12	3.96	58.75
29	15	4.95	63.70
30	13	4.29	67.99
31	5	1.65	69.64
32	10	3.30	72.94
33	2	0.66	73.60
34	11	3.63	77.23
35	5	1.65	78.88
36	7	2.31	81.19
37	5	1.65	82.84
38	5	1.65	84.49
39	4	1.32	85.81
40	7	2.31	88.12
41	3	0.99	89.11
42	4	1.32	90.43
43	4	1.32	91.75
44	2	0.66	92.41
45	2	0.66	93.07
46	4	1.32	94.39
47	1	0.33	94.72
49	2	0.66	95.38
50	2	0.66	96.04
52	4	1.32	97.36
54	1	0.33	97.69
55	1	0.33	98.02
58	2	0.66	98.68
59	1	0.33	99.01
60	1	0.33	99.34
80	1	0.33	99.67
88	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B2 , m

Pupil girls to the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
1	1	0.33	1.98
2	1	0.33	2.31
3	1	0.33	2.64

4	3	0.99	3.63
5	5	1.65	5.28
6	7	2.31	7.59
7	5	1.65	9.24
8	4	1.32	10.56
9	2	0.66	11.22
10	6	1.98	13.20
11	6	1.98	15.18
12	4	1.32	16.50
13	6	1.98	18.48
14	6	1.98	20.46
15	5	1.65	22.11
16	11	3.63	25.74
17	8	2.64	28.38
18	9	2.97	31.35
19	7	2.31	33.66
20	9	2.97	36.63
21	9	2.97	39.60
22	11	3.63	43.23
23	8	2.64	45.87
24	16	5.28	51.16
25	9	2.97	54.13
26	9	2.97	57.10
27	4	1.32	58.42
28	8	2.64	61.06
29	7	2.31	63.37
30	10	3.30	66.67
31	8	2.64	69.31
32	10	3.30	72.61
33	9	2.97	75.58
34	4	1.32	76.90
35	6	1.98	78.88
36	9	2.97	81.85
37	8	2.64	84.49
38	7	2.31	86.80
39	4	1.32	88.12
40	1	0.33	88.45
41	3	0.99	89.44
42	3	0.99	90.43
43	1	0.33	90.76
44	4	1.32	92.08
45	2	0.66	92.74
46	4	1.32	94.06
47	2	0.66	94.72
48	1	0.33	95.05
49	2	0.66	95.71
50	1	0.33	96.04
51	1	0.33	96.37
52	2	0.66	97.03
53	3	0.99	98.02
54	1	0.33	98.35
56	2	0.66	99.01
57	1	0.33	99.34
58	1	0.33	99.67
64	1	0.33	100.00

Total | 303 | 100.00

. tab SDSB01B3 , m nol

Pupil girls to the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	2	0.66	1.65
1	1	0.33	1.98
2	4	1.32	3.30
3	2	0.66	3.96
4	6	1.98	5.94
5	5	1.65	7.59
6	4	1.32	8.91
7	6	1.98	10.89
8	1	0.33	11.22
9	3	0.99	12.21
10	6	1.98	14.19
11	6	1.98	16.17
12	10	3.30	19.47
13	10	3.30	22.77
14	4	1.32	24.09
15	5	1.65	25.74
16	6	1.98	27.72
17	8	2.64	30.36
18	6	1.98	32.34
19	7	2.31	34.65
20	11	3.63	38.28
21	7	2.31	40.59
22	13	4.29	44.88

4	3	0.99	3.63
5	5	1.65	5.28
6	7	2.31	7.59
7	5	1.65	9.24
8	4	1.32	10.56
9	2	0.66	11.22
10	6	1.98	13.20
11	6	1.98	15.18
12	4	1.32	16.50
13	6	1.98	18.48
14	6	1.98	20.46
15	5	1.65	22.11
16	11	3.63	25.74
17	8	2.64	28.38
18	9	2.97	31.35
19	7	2.31	33.66
20	9	2.97	36.63
21	9	2.97	39.60
22	11	3.63	43.23
23	8	2.64	45.87
24	16	5.28	51.16
25	9	2.97	54.13
26	9	2.97	57.10
27	4	1.32	58.42
28	8	2.64	61.06
29	7	2.31	63.37
30	10	3.30	66.67
31	8	2.64	69.31
32	10	3.30	72.61
33	9	2.97	75.58
34	4	1.32	76.90
35	6	1.98	78.88
36	9	2.97	81.85
37	8	2.64	84.49
38	7	2.31	86.80
39	4	1.32	88.12
40	1	0.33	88.45
41	3	0.99	89.44
42	3	0.99	90.43
43	1	0.33	90.76
44	4	1.32	92.08
45	2	0.66	92.74
46	4	1.32	94.06
47	2	0.66	94.72
48	1	0.33	95.05
49	2	0.66	95.71
50	1	0.33	96.04
51	1	0.33	96.37
52	2	0.66	97.03
53	3	0.99	98.02
54	1	0.33	98.35
56	2	0.66	99.01
57	1	0.33	99.34
58	1	0.33	99.67
64	1	0.33	100.00

Total | 303 | 100.00

. tab SDSB01B3 , m

Pupil girls to the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	2	0.66	1.65
1	1	0.33	1.98
2	4	1.32	3.30
3	2	0.66	3.96
4	6	1.98	5.94
5	5	1.65	7.59
6	4	1.32	8.91
7	6	1.98	10.89
8	1	0.33	11.22
9	3	0.99	12.21
10	6	1.98	14.19
11	6	1.98	16.17
12	10	3.30	19.47
13	10	3.30	22.77
14	4	1.32	24.09
15	5	1.65	25.74
16	6	1.98	27.72
17	8	2.64	30.36
18	6	1.98	32.34
19	7	2.31	34.65
20	11	3.63	38.28
21	7	2.31	40.59
22	13	4.29	44.88

23	4	1.32	46.20
24	14	4.62	50.83
25	12	3.96	54.79
26	8	2.64	57.43
27	5	1.65	59.08
28	15	4.95	64.03
29	8	2.64	66.67
30	5	1.65	68.32
31	8	2.64	70.96
32	8	2.64	73.60
33	6	1.98	75.58
34	9	2.97	78.55
35	6	1.98	80.53
36	6	1.98	82.51
37	4	1.32	83.83
38	7	2.31	86.14
39	7	2.31	88.45
40	6	1.98	90.43
41	6	1.98	92.41
42	5	1.65	94.06
43	1	0.33	94.39
44	2	0.66	95.05
45	2	0.66	95.71
46	3	0.99	96.70
47	1	0.33	97.03
48	1	0.33	97.36
50	1	0.33	97.69
54	2	0.66	98.35
55	2	0.66	99.01
57	1	0.33	99.34
67	1	0.33	99.67
88	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B4 , m nol

Pupil girls to the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
0	1	0.33	0.99
2	2	0.66	1.65
3	4	1.32	2.97
4	6	1.98	4.95
5	4	1.32	6.27
6	4	1.32	7.59
7	8	2.64	10.23
8	4	1.32	11.55
9	3	0.99	12.54
10	8	2.64	15.18
11	11	3.63	18.81
12	8	2.64	21.45
13	8	2.64	24.09
14	11	3.63	27.72
15	13	4.29	32.01
16	4	1.32	33.33
17	10	3.30	36.63
18	9	2.97	39.60
19	5	1.65	41.25
20	10	3.30	44.55
21	6	1.98	46.53
22	5	1.65	48.18
23	8	2.64	50.83
24	6	1.98	52.81
25	6	1.98	54.79
26	5	1.65	56.44
27	14	4.62	61.06
28	6	1.98	63.04
29	12	3.96	67.00
30	10	3.30	70.30
31	6	1.98	72.28
32	8	2.64	74.92
33	5	1.65	76.57
34	6	1.98	78.55
35	8	2.64	81.19
36	9	2.97	84.16
37	2	0.66	84.82
38	8	2.64	87.46
39	2	0.66	88.12
40	3	0.99	89.11
41	5	1.65	90.76
42	7	2.31	93.07
43	2	0.66	93.73
44	1	0.33	94.06
45	2	0.66	94.72
46	1	0.33	95.05

23	4	1.32	46.20
24	14	4.62	50.83
25	12	3.96	54.79
26	8	2.64	57.43
27	5	1.65	59.08
28	15	4.95	64.03
29	8	2.64	66.67
30	5	1.65	68.32
31	8	2.64	70.96
32	8	2.64	73.60
33	6	1.98	75.58
34	9	2.97	78.55
35	6	1.98	80.53
36	6	1.98	82.51
37	4	1.32	83.83
38	7	2.31	86.14
39	7	2.31	88.45
40	6	1.98	90.43
41	6	1.98	92.41
42	5	1.65	94.06
43	1	0.33	94.39
44	2	0.66	95.05
45	2	0.66	95.71
46	3	0.99	96.70
47	1	0.33	97.03
48	1	0.33	97.36
50	1	0.33	97.69
54	2	0.66	98.35
55	2	0.66	99.01
57	1	0.33	99.34
67	1	0.33	99.67
88	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B4 , m

Pupil girls to the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
0	1	0.33	0.99
2	2	0.66	1.65
3	4	1.32	2.97
4	6	1.98	4.95
5	4	1.32	6.27
6	4	1.32	7.59
7	8	2.64	10.23
8	4	1.32	11.55
9	3	0.99	12.54
10	8	2.64	15.18
11	11	3.63	18.81
12	8	2.64	21.45
13	8	2.64	24.09
14	11	3.63	27.72
15	13	4.29	32.01
16	4	1.32	33.33
17	10	3.30	36.63
18	9	2.97	39.60
19	5	1.65	41.25
20	10	3.30	44.55
21	6	1.98	46.53
22	5	1.65	48.18
23	8	2.64	50.83
24	6	1.98	52.81
25	6	1.98	54.79
26	5	1.65	56.44
27	14	4.62	61.06
28	6	1.98	63.04
29	12	3.96	67.00
30	10	3.30	70.30
31	6	1.98	72.28
32	8	2.64	74.92
33	5	1.65	76.57
34	6	1.98	78.55
35	8	2.64	81.19
36	9	2.97	84.16
37	2	0.66	84.82
38	8	2.64	87.46
39	2	0.66	88.12
40	3	0.99	89.11
41	5	1.65	90.76
42	7	2.31	93.07
43	2	0.66	93.73
44	1	0.33	94.06
45	2	0.66	94.72
46	1	0.33	95.05

47	4	1.32	96.37
48	2	0.66	97.03
49	2	0.66	97.69
51	1	0.33	98.02
54	1	0.33	98.35
56	1	0.33	98.68
58	1	0.33	99.01
60	1	0.33	99.34
62	1	0.33	99.67
72	1	0.33	100.00

Total	303	100.00	

. tab SDSB01B5 , m nol

Pupil girls to the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	11	3.63	4.95
1	1	0.33	5.28
2	3	0.99	6.27
3	3	0.99	7.26
4	2	0.66	7.92
5	2	0.66	8.58
6	4	1.32	9.90
7	4	1.32	11.22
8	3	0.99	12.21
9	7	2.31	14.52
10	16	5.28	19.80
11	4	1.32	21.12
12	6	1.98	23.10
13	6	1.98	25.08
14	5	1.65	26.73
15	9	2.97	29.70
16	1	0.33	30.03
17	8	2.64	32.67
18	11	3.63	36.30
19	5	1.65	37.95
20	7	2.31	40.26
21	8	2.64	42.90
22	8	2.64	45.54
23	12	3.96	49.50
24	7	2.31	51.82
25	16	5.28	57.10
26	8	2.64	59.74
27	9	2.97	62.71
28	8	2.64	65.35
29	12	3.96	69.31
30	8	2.64	71.95
31	6	1.98	73.93
32	4	1.32	75.25
33	5	1.65	76.90
34	7	2.31	79.21
35	7	2.31	81.52
36	8	2.64	84.16
37	3	0.99	85.15
38	7	2.31	87.46
39	6	1.98	89.44
40	4	1.32	90.76
41	5	1.65	92.41
42	3	0.99	93.40
43	1	0.33	93.73
44	3	0.99	94.72
45	3	0.99	95.71
46	1	0.33	96.04
47	3	0.99	97.03
48	4	1.32	98.35
49	1	0.33	98.68
50	1	0.33	99.01
51	1	0.33	99.34
52	1	0.33	99.67
62	1	0.33	100.00

Total	303	100.00	

. tab SDSB01B6 , m nol

Pupil girls to the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	3	0.99	2.31
2	2	0.66	2.97
3	2	0.66	3.63
4	3	0.99	4.62
5	9	2.97	7.59

47	4	1.32	96.37
48	2	0.66	97.03
49	2	0.66	97.69
51	1	0.33	98.02
54	1	0.33	98.35
56	1	0.33	98.68
58	1	0.33	99.01
60	1	0.33	99.34
62	1	0.33	99.67
72	1	0.33	100.00

Total	303	100.00	

. tab SDSB01B5 , m

Pupil girls to the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	11	3.63	4.95
1	1	0.33	5.28
2	3	0.99	6.27
3	3	0.99	7.26
4	2	0.66	7.92
5	2	0.66	8.58
6	4	1.32	9.90
7	4	1.32	11.22
8	3	0.99	12.21
9	7	2.31	14.52
10	16	5.28	19.80
11	4	1.32	21.12
12	6	1.98	23.10
13	6	1.98	25.08
14	5	1.65	26.73
15	9	2.97	29.70
16	1	0.33	30.03
17	8	2.64	32.67
18	11	3.63	36.30
19	5	1.65	37.95
20	7	2.31	40.26
21	8	2.64	42.90
22	8	2.64	45.54
23	12	3.96	49.50
24	7	2.31	51.82
25	16	5.28	57.10
26	8	2.64	59.74
27	9	2.97	62.71
28	8	2.64	65.35
29	12	3.96	69.31
30	8	2.64	71.95
31	6	1.98	73.93
32	4	1.32	75.25
33	5	1.65	76.90
34	7	2.31	79.21
35	7	2.31	81.52
36	8	2.64	84.16
37	3	0.99	85.15
38	7	2.31	87.46
39	6	1.98	89.44
40	4	1.32	90.76
41	5	1.65	92.41
42	3	0.99	93.40
43	1	0.33	93.73
44	3	0.99	94.72
45	3	0.99	95.71
46	1	0.33	96.04
47	3	0.99	97.03
48	4	1.32	98.35
49	1	0.33	98.68
50	1	0.33	99.01
51	1	0.33	99.34
52	1	0.33	99.67
62	1	0.33	100.00

Total	303	100.00	

. tab SDSB01B6 , m

Pupil girls to the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	3	0.99	2.31
2	2	0.66	2.97
3	2	0.66	3.63
4	3	0.99	4.62
5	9	2.97	7.59

6	6	1.98	9.57
7	4	1.32	10.89
8	6	1.98	12.87
9	4	1.32	14.19
10	9	2.97	17.16
11	5	1.65	18.81
12	7	2.31	21.12
13	6	1.98	23.10
14	8	2.64	25.74
15	4	1.32	27.06
16	9	2.97	30.03
17	9	2.97	33.00
18	5	1.65	34.65
19	4	1.32	35.97
20	5	1.65	37.62
21	3	0.99	38.61
22	6	1.98	40.59
23	2	0.66	41.25
24	12	3.96	45.21
25	13	4.29	49.50
26	7	2.31	51.82
27	6	1.98	53.80
28	7	2.31	56.11
29	5	1.65	57.76
30	8	2.64	60.40
31	3	0.99	61.39
32	4	1.32	62.71
33	8	2.64	65.35
34	8	2.64	67.99
35	8	2.64	70.63
36	8	2.64	73.27
37	7	2.31	75.58
38	4	1.32	76.90
40	4	1.32	78.22
41	4	1.32	79.54
42	3	0.99	80.53
44	2	0.66	81.19
45	4	1.32	82.51
46	3	0.99	83.50
47	4	1.32	84.82
48	1	0.33	85.15
49	1	0.33	85.48
50	6	1.98	87.46
51	4	1.32	88.78
52	1	0.33	89.11
53	1	0.33	89.44
54	3	0.99	90.43
55	3	0.99	91.42
56	4	1.32	92.74
57	2	0.66	93.40
58	2	0.66	94.06
59	2	0.66	94.72
60	2	0.66	95.38
61	1	0.33	95.71
62	2	0.66	96.37
63	1	0.33	96.70
67	2	0.66	97.36
68	1	0.33	97.69
69	1	0.33	98.02
71	1	0.33	98.35
73	1	0.33	98.68
76	1	0.33	99.01
79	1	0.33	99.34
83	1	0.33	99.67
84	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B7 , m nol

Pupil girls total	Freq.	Percent	Cum.
15	1	0.33	0.33
16	1	0.33	0.66
27	1	0.33	0.99
29	1	0.33	1.32
31	1	0.33	1.65
35	1	0.33	1.98
36	3	0.99	2.97
37	1	0.33	3.30
38	1	0.33	3.63
39	1	0.33	3.96
40	1	0.33	4.29
41	1	0.33	4.62
42	2	0.66	5.28
43	1	0.33	5.61

6	6	1.98	9.57
7	4	1.32	10.89
8	6	1.98	12.87
9	4	1.32	14.19
10	9	2.97	17.16
11	5	1.65	18.81
12	7	2.31	21.12
13	6	1.98	23.10
14	8	2.64	25.74
15	4	1.32	27.06
16	9	2.97	30.03
17	9	2.97	33.00
18	5	1.65	34.65
19	4	1.32	35.97
20	5	1.65	37.62
21	3	0.99	38.61
22	6	1.98	40.59
23	2	0.66	41.25
24	12	3.96	45.21
25	13	4.29	49.50
26	7	2.31	51.82
27	6	1.98	53.80
28	7	2.31	56.11
29	5	1.65	57.76
30	8	2.64	60.40
31	3	0.99	61.39
32	4	1.32	62.71
33	8	2.64	65.35
34	8	2.64	67.99
35	8	2.64	70.63
36	8	2.64	73.27
37	7	2.31	75.58
38	4	1.32	76.90
40	4	1.32	78.22
41	4	1.32	79.54
42	3	0.99	80.53
44	2	0.66	81.19
45	4	1.32	82.51
46	3	0.99	83.50
47	4	1.32	84.82
48	1	0.33	85.15
49	1	0.33	85.48
50	6	1.98	87.46
51	4	1.32	88.78
52	1	0.33	89.11
53	1	0.33	89.44
54	3	0.99	90.43
55	3	0.99	91.42
56	4	1.32	92.74
57	2	0.66	93.40
58	2	0.66	94.06
59	2	0.66	94.72
60	2	0.66	95.38
61	1	0.33	95.71
62	2	0.66	96.37
63	1	0.33	96.70
67	2	0.66	97.36
68	1	0.33	97.69
69	1	0.33	98.02
71	1	0.33	98.35
73	1	0.33	98.68
76	1	0.33	99.01
79	1	0.33	99.34
83	1	0.33	99.67
84	1	0.33	100.00
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Total	303	100.00	

. tab SDSB01B7 , m

Pupil girls total	Freq.	Percent	Cum.
15	1	0.33	0.33
16	1	0.33	0.66
27	1	0.33	0.99
29	1	0.33	1.32
31	1	0.33	1.65
35	1	0.33	1.98
36	3	0.99	2.97
37	1	0.33	3.30
38	1	0.33	3.63
39	1	0.33	3.96
40	1	0.33	4.29
41	1	0.33	4.62
42	2	0.66	5.28
43	1	0.33	5.61

44	2	0.66	6.27	44	2	0.66	6.27
45	2	0.66	6.93	45	2	0.66	6.93
46	1	0.33	7.26	46	1	0.33	7.26
47	4	1.32	8.58	47	4	1.32	8.58
48	2	0.66	9.24	48	2	0.66	9.24
51	1	0.33	9.57	51	1	0.33	9.57
52	4	1.32	10.89	52	4	1.32	10.89
55	1	0.33	11.22	55	1	0.33	11.22
56	1	0.33	11.55	56	1	0.33	11.55
59	1	0.33	11.88	59	1	0.33	11.88
60	1	0.33	12.21	60	1	0.33	12.21
62	1	0.33	12.54	62	1	0.33	12.54
64	1	0.33	12.87	64	1	0.33	12.87
67	1	0.33	13.20	67	1	0.33	13.20
69	4	1.32	14.52	69	4	1.32	14.52
70	3	0.99	15.51	70	3	0.99	15.51
72	1	0.33	15.84	72	1	0.33	15.84
74	1	0.33	16.17	74	1	0.33	16.17
75	2	0.66	16.83	75	2	0.66	16.83
76	2	0.66	17.49	76	2	0.66	17.49
77	1	0.33	17.82	77	1	0.33	17.82
78	3	0.99	18.81	78	3	0.99	18.81
79	3	0.99	19.80	79	3	0.99	19.80
82	3	0.99	20.79	82	3	0.99	20.79
84	1	0.33	21.12	84	1	0.33	21.12
90	3	0.99	22.11	90	3	0.99	22.11
92	1	0.33	22.44	92	1	0.33	22.44
93	1	0.33	22.77	93	1	0.33	22.77
94	1	0.33	23.10	94	1	0.33	23.10
95	3	0.99	24.09	95	3	0.99	24.09
97	3	0.99	25.08	97	3	0.99	25.08
98	2	0.66	25.74	98	2	0.66	25.74
99	1	0.33	26.07	99	1	0.33	26.07
100	3	0.99	27.06	100	3	0.99	27.06
101	1	0.33	27.39	101	1	0.33	27.39
103	1	0.33	27.72	103	1	0.33	27.72
106	2	0.66	28.38	106	2	0.66	28.38
107	1	0.33	28.71	107	1	0.33	28.71
108	1	0.33	29.04	108	1	0.33	29.04
109	2	0.66	29.70	109	2	0.66	29.70
111	1	0.33	30.03	111	1	0.33	30.03
112	1	0.33	30.36	112	1	0.33	30.36
113	3	0.99	31.35	113	3	0.99	31.35
116	3	0.99	32.34	116	3	0.99	32.34
117	1	0.33	32.67	117	1	0.33	32.67
118	2	0.66	33.33	118	2	0.66	33.33
119	1	0.33	33.66	119	1	0.33	33.66
120	2	0.66	34.32	120	2	0.66	34.32
123	2	0.66	34.98	123	2	0.66	34.98
124	1	0.33	35.31	124	1	0.33	35.31
125	3	0.99	36.30	125	3	0.99	36.30
127	2	0.66	36.96	127	2	0.66	36.96
130	2	0.66	37.62	130	2	0.66	37.62
131	1	0.33	37.95	131	1	0.33	37.95
132	3	0.99	38.94	132	3	0.99	38.94
133	2	0.66	39.60	133	2	0.66	39.60
134	2	0.66	40.26	134	2	0.66	40.26
135	2	0.66	40.92	135	2	0.66	40.92
136	4	1.32	42.24	136	4	1.32	42.24
137	1	0.33	42.57	137	1	0.33	42.57
139	4	1.32	43.89	139	4	1.32	43.89
140	3	0.99	44.88	140	3	0.99	44.88
142	4	1.32	46.20	142	4	1.32	46.20
144	1	0.33	46.53	144	1	0.33	46.53
145	3	0.99	47.52	145	3	0.99	47.52
146	3	0.99	48.51	146	3	0.99	48.51
147	2	0.66	49.17	147	2	0.66	49.17
149	1	0.33	49.50	149	1	0.33	49.50
150	2	0.66	50.17	150	2	0.66	50.17
151	3	0.99	51.16	151	3	0.99	51.16
152	2	0.66	51.82	152	2	0.66	51.82
156	1	0.33	52.15	156	1	0.33	52.15
157	3	0.99	53.14	157	3	0.99	53.14
158	1	0.33	53.47	158	1	0.33	53.47
159	1	0.33	53.80	159	1	0.33	53.80
160	2	0.66	54.46	160	2	0.66	54.46
161	3	0.99	55.45	161	3	0.99	55.45
162	2	0.66	56.11	162	2	0.66	56.11
163	1	0.33	56.44	163	1	0.33	56.44
165	1	0.33	56.77	165	1	0.33	56.77
166	1	0.33	57.10	166	1	0.33	57.10
167	1	0.33	57.43	167	1	0.33	57.43
168	1	0.33	57.76	168	1	0.33	57.76
169	1	0.33	58.09	169	1	0.33	58.09
170	2	0.66	58.75	170	2	0.66	58.75
171	4	1.32	60.07	171	4	1.32	60.07
174	2	0.66	60.73	174	2	0.66	60.73

175	4	1.32	62.05
177	2	0.66	62.71
178	1	0.33	63.04
179	4	1.32	64.36
181	1	0.33	64.69
182	1	0.33	65.02
183	1	0.33	65.35
184	2	0.66	66.01
185	3	0.99	67.00
186	1	0.33	67.33
187	1	0.33	67.66
188	1	0.33	67.99
190	2	0.66	68.65
191	2	0.66	69.31
193	2	0.66	69.97
194	2	0.66	70.63
195	2	0.66	71.29
197	4	1.32	72.61
198	2	0.66	73.27
199	4	1.32	74.59
200	3	0.99	75.58
202	1	0.33	75.91
203	1	0.33	76.24
204	1	0.33	76.57
205	2	0.66	77.23
206	1	0.33	77.56
207	2	0.66	78.22
209	3	0.99	79.21
210	3	0.99	80.20
211	1	0.33	80.53
212	1	0.33	80.86
213	2	0.66	81.52
214	1	0.33	81.85
215	2	0.66	82.51
217	4	1.32	83.83
220	1	0.33	84.16
221	2	0.66	84.82
223	1	0.33	85.15
225	1	0.33	85.48
227	1	0.33	85.81
228	2	0.66	86.47
230	1	0.33	86.80
232	2	0.66	87.46
233	2	0.66	88.12
235	1	0.33	88.45
236	1	0.33	88.78
237	3	0.99	89.77
238	1	0.33	90.10
240	1	0.33	90.43
246	1	0.33	90.76
248	2	0.66	91.42
249	2	0.66	92.08
250	1	0.33	92.41
251	3	0.99	93.40
252	1	0.33	93.73
254	1	0.33	94.06
267	2	0.66	94.72
271	1	0.33	95.05
275	1	0.33	95.38
276	2	0.66	96.04
277	1	0.33	96.37
281	1	0.33	96.70
285	1	0.33	97.03
287	1	0.33	97.36
288	1	0.33	97.69
290	1	0.33	98.02
291	1	0.33	98.35
295	1	0.33	98.68
300	1	0.33	99.01
303	1	0.33	99.34
349	1	0.33	99.67
364	1	0.33	100.00
Total	303	100.00	

. tab SDSB01C1 , m nol

Pupil boys taking the CP1	Freq.	Percent	Cum.
-99	1	0.33	0.33
0	271	89.44	89.77
1	4	1.32	91.09
2	10	3.30	94.39
3	9	2.97	97.36
4	5	1.65	99.01

175	4	1.32	62.05
177	2	0.66	62.71
178	1	0.33	63.04
179	4	1.32	64.36
181	1	0.33	64.69
182	1	0.33	65.02
183	1	0.33	65.35
184	2	0.66	66.01
185	3	0.99	67.00
186	1	0.33	67.33
187	1	0.33	67.66
188	1	0.33	67.99
190	2	0.66	68.65
191	2	0.66	69.31
193	2	0.66	69.97
194	2	0.66	70.63
195	2	0.66	71.29
197	4	1.32	72.61
198	2	0.66	73.27
199	4	1.32	74.59
200	3	0.99	75.58
202	1	0.33	75.91
203	1	0.33	76.24
204	1	0.33	76.57
205	2	0.66	77.23
206	1	0.33	77.56
207	2	0.66	78.22
209	3	0.99	79.21
210	3	0.99	80.20
211	1	0.33	80.53
212	1	0.33	80.86
213	2	0.66	81.52
214	1	0.33	81.85
215	2	0.66	82.51
217	4	1.32	83.83
220	1	0.33	84.16
221	2	0.66	84.82
223	1	0.33	85.15
225	1	0.33	85.48
227	1	0.33	85.81
228	2	0.66	86.47
230	1	0.33	86.80
232	2	0.66	87.46
233	2	0.66	88.12
235	1	0.33	88.45
236	1	0.33	88.78
237	3	0.99	89.77
238	1	0.33	90.10
240	1	0.33	90.43
246	1	0.33	90.76
248	2	0.66	91.42
249	2	0.66	92.08
250	1	0.33	92.41
251	3	0.99	93.40
252	1	0.33	93.73
254	1	0.33	94.06
267	2	0.66	94.72
271	1	0.33	95.05
275	1	0.33	95.38
276	2	0.66	96.04
277	1	0.33	96.37
281	1	0.33	96.70
285	1	0.33	97.03
287	1	0.33	97.36
288	1	0.33	97.69
290	1	0.33	98.02
291	1	0.33	98.35
295	1	0.33	98.68
300	1	0.33	99.01
303	1	0.33	99.34
349	1	0.33	99.67
364	1	0.33	100.00
Total	303	100.00	

. tab SDSB01C1 , m

Pupil boys taking the CP1	Freq.	Percent	Cum.
ND99	1	0.33	0.33
0	271	89.44	89.77
1	4	1.32	91.09
2	10	3.30	94.39
3	9	2.97	97.36
4	5	1.65	99.01

5	2	0.66	99.67
9	1	0.33	100.00

Total	303	100.00	
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. tab SDSB01C2 , m nol

Pupil boys taking the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	1	0.33	1.98
0	101	33.33	35.31
1	39	12.87	48.18
2	35	11.55	59.74
3	28	9.24	68.98
4	28	9.24	78.22
5	23	7.59	85.81
6	7	2.31	88.12
7	12	3.96	92.08
8	9	2.97	95.05
9	4	1.32	96.37
10	3	0.99	97.36
11	3	0.99	98.35
12	2	0.66	99.01
14	1	0.33	99.34
19	1	0.33	99.67
20	1	0.33	100.00

Total	303	100.00	
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. tab SDSB01C3 , m nol

Pupil boys taking the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	212	69.97	70.96
1	20	6.60	77.56
2	17	5.61	83.17
3	14	4.62	87.79
4	11	3.63	91.42
5	6	1.98	93.40
6	4	1.32	94.72
7	4	1.32	96.04
8	3	0.99	97.03
9	2	0.66	97.69
10	1	0.33	98.02
12	1	0.33	98.35
13	1	0.33	98.68
14	1	0.33	99.01
17	1	0.33	99.34
19	1	0.33	99.67
22	1	0.33	100.00

Total	303	100.00	
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. tab SDSB01C4 , m nol

Pupil boys taking the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
0	107	35.31	36.30
1	25	8.25	44.55
2	41	13.53	58.09
3	37	12.21	70.30
4	32	10.56	80.86
5	14	4.62	85.48
6	13	4.29	89.77
7	8	2.64	92.41
8	8	2.64	95.05
9	2	0.66	95.71
10	2	0.66	96.37
11	1	0.33	96.70
12	1	0.33	97.03
13	3	0.99	98.02
14	1	0.33	98.35
15	1	0.33	98.68
16	2	0.66	99.34
17	1	0.33	99.67
24	1	0.33	100.00

Total	303	100.00	
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5	2	0.66	99.67
9	1	0.33	100.00

Total	303	100.00	
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. tab SDSB01C2 , m

Pupil boys taking the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	1	0.33	1.98
0	101	33.33	35.31
1	39	12.87	48.18
2	35	11.55	59.74
3	28	9.24	68.98
4	28	9.24	78.22
5	23	7.59	85.81
6	7	2.31	88.12
7	12	3.96	92.08
8	9	2.97	95.05
9	4	1.32	96.37
10	3	0.99	97.36
11	3	0.99	98.35
12	2	0.66	99.01
14	1	0.33	99.34
19	1	0.33	99.67
20	1	0.33	100.00

Total	303	100.00	
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. tab SDSB01C3 , m

Pupil boys taking the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	212	69.97	70.96
1	20	6.60	77.56
2	17	5.61	83.17
3	14	4.62	87.79
4	11	3.63	91.42
5	6	1.98	93.40
6	4	1.32	94.72
7	4	1.32	96.04
8	3	0.99	97.03
9	2	0.66	97.69
10	1	0.33	98.02
12	1	0.33	98.35
13	1	0.33	98.68
14	1	0.33	99.01
17	1	0.33	99.34
19	1	0.33	99.67
22	1	0.33	100.00

Total	303	100.00	
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. tab SDSB01C4 , m

Pupil boys taking the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
0	107	35.31	36.30
1	25	8.25	44.55
2	41	13.53	58.09
3	37	12.21	70.30
4	32	10.56	80.86
5	14	4.62	85.48
6	13	4.29	89.77
7	8	2.64	92.41
8	8	2.64	95.05
9	2	0.66	95.71
10	2	0.66	96.37
11	1	0.33	96.70
12	1	0.33	97.03
13	3	0.99	98.02
14	1	0.33	98.35
15	1	0.33	98.68
16	2	0.66	99.34
17	1	0.33	99.67
24	1	0.33	100.00

Total	303	100.00	
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Total 303 100.00			
. tab SDSB01C5 , m nol			
Pupil boys taking the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	214	70.63	71.95
1	11	3.63	75.58
2	15	4.95	80.53
3	14	4.62	85.15
4	11	3.63	88.78
5	11	3.63	92.41
6	9	2.97	95.38
7	1	0.33	95.71
8	4	1.32	97.03
9	2	0.66	97.69
10	2	0.66	98.35
11	2	0.66	99.01
13	1	0.33	99.34
20	1	0.33	99.67
22	1	0.33	100.00
Total |	303	100.00	

Total | 303 100.00			
. tab SDSB01C6 , m nol			
Pupil boys taking the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
-88	1	0.33	1.65
0	34	11.22	12.87
1	21	6.93	19.80
2	19	6.27	26.07
3	20	6.60	32.67
4	20	6.60	39.27
5	17	5.61	44.88
6	19	6.27	51.16
7	11	3.63	54.79
8	8	2.64	57.43
9	7	2.31	59.74
10	15	4.95	64.69
11	9	2.97	67.66
12	13	4.29	71.95
13	13	4.29	76.24
14	5	1.65	77.89
15	3	0.99	78.88
16	5	1.65	80.53
17	7	2.31	82.84
18	9	2.97	85.81
19	4	1.32	87.13
20	4	1.32	88.45
21	9	2.97	91.42
22	3	0.99	92.41
23	2	0.66	93.07
24	4	1.32	94.39
25	4	1.32	95.71
26	2	0.66	96.37
28	4	1.32	97.69
29	1	0.33	98.02
30	1	0.33	98.35
32	1	0.33	98.68
36	1	0.33	99.01
37	1	0.33	99.34
39	1	0.33	99.67
42	1	0.33	100.00
Total |	303	100.00	

Total | 303 100.00			
. tab SDSB01C7 , m nol			
Pupil boys taking total	Freq.	Percent	Cum.
0	20	6.60	6.60
1	8	2.64	9.24
2	11	3.63	12.87
3	11	3.63	16.50
4	12	3.96	20.46
5	11	3.63	24.09
6	5	1.65	25.74
7	11	3.63	29.37

Total | 303 100.00			
. tab SDSB01C5 , m			
Pupil boys taking the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	214	70.63	71.95
1	11	3.63	75.58
2	15	4.95	80.53
3	14	4.62	85.15
4	11	3.63	88.78
5	11	3.63	92.41
6	9	2.97	95.38
7	1	0.33	95.71
8	4	1.32	97.03
9	2	0.66	97.69
10	2	0.66	98.35
11	2	0.66	99.01
13	1	0.33	99.34
20	1	0.33	99.67
22	1	0.33	100.00
Total |	303	100.00	

Total | 303 100.00			
. tab SDSB01C6 , m			
Pupil boys taking the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
-88	1	0.33	1.65
0	34	11.22	12.87
1	21	6.93	19.80
2	19	6.27	26.07
3	20	6.60	32.67
4	20	6.60	39.27
5	17	5.61	44.88
6	19	6.27	51.16
7	11	3.63	54.79
8	8	2.64	57.43
9	7	2.31	59.74
10	15	4.95	64.69
11	9	2.97	67.66
12	13	4.29	71.95
13	13	4.29	76.24
14	5	1.65	77.89
15	3	0.99	78.88
16	5	1.65	80.53
17	7	2.31	82.84
18	9	2.97	85.81
19	4	1.32	87.13
20	4	1.32	88.45
21	9	2.97	91.42
22	3	0.99	92.41
23	2	0.66	93.07
24	4	1.32	94.39
25	4	1.32	95.71
26	2	0.66	96.37
28	4	1.32	97.69
29	1	0.33	98.02
30	1	0.33	98.35
32	1	0.33	98.68
36	1	0.33	99.01
37	1	0.33	99.34
39	1	0.33	99.67
42	1	0.33	100.00
Total |	303	100.00	

Total | 303 100.00			
. tab SDSB01C7 , m			
Pupil boys taking total	Freq.	Percent	Cum.
0	20	6.60	6.60
1	8	2.64	9.24
2	11	3.63	12.87
3	11	3.63	16.50
4	12	3.96	20.46
5	11	3.63	24.09
6	5	1.65	25.74
7	11	3.63	29.37

8	14	4.62	33.99
9	8	2.64	36.63
10	11	3.63	40.26
11	10	3.30	43.56
12	8	2.64	46.20
13	6	1.98	48.18
14	8	2.64	50.83
15	6	1.98	52.81
16	8	2.64	55.45
17	13	4.29	59.74
18	7	2.31	62.05
19	9	2.97	65.02
20	9	2.97	67.99
21	7	2.31	70.30
22	4	1.32	71.62
23	2	0.66	72.28
24	3	0.99	73.27
25	9	2.97	76.24
26	2	0.66	76.90
27	2	0.66	77.56
28	4	1.32	78.88
29	5	1.65	80.53
30	3	0.99	81.52
31	4	1.32	82.84
32	6	1.98	84.82
33	5	1.65	86.47
34	5	1.65	88.12
35	5	1.65	89.77
36	2	0.66	90.43
37	2	0.66	91.09
38	3	0.99	92.08
39	2	0.66	92.74
40	3	0.99	93.73
41	1	0.33	94.06
42	2	0.66	94.72
43	1	0.33	95.05
44	3	0.99	96.04
47	3	0.99	97.03
49	1	0.33	97.36
50	1	0.33	97.69
55	1	0.33	98.02
58	1	0.33	98.35
62	2	0.66	99.01
65	1	0.33	99.34
66	1	0.33	99.67
73	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D1 , m nol

Pupil girls taking the CP1	Freq.	Percent	Cum.
-99	1	0.33	0.33
0	277	91.42	91.75
1	6	1.98	93.73
2	8	2.64	96.37
3	3	0.99	97.36
5	2	0.66	98.02
6	3	0.99	99.01
7	2	0.66	99.67
9	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D2 , m nol

Pupil girls taking the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	1	0.33	1.98
0	121	39.93	41.91
1	41	13.53	55.45
2	46	15.18	70.63
3	35	11.55	82.18
4	23	7.59	89.77
5	10	3.30	93.07
6	7	2.31	95.38
7	5	1.65	97.03
8	2	0.66	97.69
9	3	0.99	98.68
10	2	0.66	99.34
11	1	0.33	99.67

8	14	4.62	33.99
9	8	2.64	36.63
10	11	3.63	40.26
11	10	3.30	43.56
12	8	2.64	46.20
13	6	1.98	48.18
14	8	2.64	50.83
15	6	1.98	52.81
16	8	2.64	55.45
17	13	4.29	59.74
18	7	2.31	62.05
19	9	2.97	65.02
20	9	2.97	67.99
21	7	2.31	70.30
22	4	1.32	71.62
23	2	0.66	72.28
24	3	0.99	73.27
25	9	2.97	76.24
26	2	0.66	76.90
27	2	0.66	77.56
28	4	1.32	78.88
29	5	1.65	80.53
30	3	0.99	81.52
31	4	1.32	82.84
32	6	1.98	84.82
33	5	1.65	86.47
34	5	1.65	88.12
35	5	1.65	89.77
36	2	0.66	90.43
37	2	0.66	91.09
38	3	0.99	92.08
39	2	0.66	92.74
40	3	0.99	93.73
41	1	0.33	94.06
42	2	0.66	94.72
43	1	0.33	95.05
44	3	0.99	96.04
47	3	0.99	97.03
49	1	0.33	97.36
50	1	0.33	97.69
55	1	0.33	98.02
58	1	0.33	98.35
62	2	0.66	99.01
65	1	0.33	99.34
66	1	0.33	99.67
73	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D1 , m

Pupil girls taking the CP1	Freq.	Percent	Cum.
ND99	1	0.33	0.33
0	277	91.42	91.75
1	6	1.98	93.73
2	8	2.64	96.37
3	3	0.99	97.36
5	2	0.66	98.02
6	3	0.99	99.01
7	2	0.66	99.67
9	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D2 , m

Pupil girls taking the CP2	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	1	0.33	1.98
0	121	39.93	41.91
1	41	13.53	55.45
2	46	15.18	70.63
3	35	11.55	82.18
4	23	7.59	89.77
5	10	3.30	93.07
6	7	2.31	95.38
7	5	1.65	97.03
8	2	0.66	97.69
9	3	0.99	98.68
10	2	0.66	99.34
11	1	0.33	99.67

18	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D3 , m nol

Pupil girls taking the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	226	74.59	75.58
1	17	5.61	81.19
2	24	7.92	89.11
3	12	3.96	93.07
4	7	2.31	95.38
5	3	0.99	96.37
6	6	1.98	98.35
7	1	0.33	98.68
8	2	0.66	99.34
16	1	0.33	99.67
27	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D4 , m nol

Pupil girls taking the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
0	115	37.95	38.94
1	36	11.88	50.83
2	48	15.84	66.67
3	31	10.23	76.90
4	22	7.26	84.16
5	17	5.61	89.77
6	8	2.64	92.41
7	7	2.31	94.72
8	4	1.32	96.04
9	3	0.99	97.03
10	3	0.99	98.02
12	2	0.66	98.68
13	2	0.66	99.34
14	1	0.33	99.67
15	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D5 , m nol

Pupil girls taking the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	212	69.97	71.29
1	19	6.27	77.56
2	14	4.62	82.18
3	18	5.94	88.12
4	7	2.31	90.43
5	6	1.98	92.41
6	5	1.65	94.06
7	2	0.66	94.72
8	2	0.66	95.38
9	4	1.32	96.70
10	1	0.33	97.03
11	2	0.66	97.69
12	1	0.33	98.02
13	2	0.66	98.68
14	1	0.33	99.01
15	2	0.66	99.67
18	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D6 , m nol

Pupil girls taking the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
-88	1	0.33	1.65
0	31	10.23	11.88

18	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D3 , m

Pupil girls taking the CE1	Freq.	Percent	Cum.
-99	3	0.99	0.99
0	226	74.59	75.58
1	17	5.61	81.19
2	24	7.92	89.11
3	12	3.96	93.07
4	7	2.31	95.38
5	3	0.99	96.37
6	6	1.98	98.35
7	1	0.33	98.68
8	2	0.66	99.34
16	1	0.33	99.67
27	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D4 , m

Pupil girls taking the CE2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
0	115	37.95	38.94
1	36	11.88	50.83
2	48	15.84	66.67
3	31	10.23	76.90
4	22	7.26	84.16
5	17	5.61	89.77
6	8	2.64	92.41
7	7	2.31	94.72
8	4	1.32	96.04
9	3	0.99	97.03
10	3	0.99	98.02
12	2	0.66	98.68
13	2	0.66	99.34
14	1	0.33	99.67
15	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D5 , m

Pupil girls taking the CM1	Freq.	Percent	Cum.
-99	4	1.32	1.32
0	212	69.97	71.29
1	19	6.27	77.56
2	14	4.62	82.18
3	18	5.94	88.12
4	7	2.31	90.43
5	6	1.98	92.41
6	5	1.65	94.06
7	2	0.66	94.72
8	2	0.66	95.38
9	4	1.32	96.70
10	1	0.33	97.03
11	2	0.66	97.69
12	1	0.33	98.02
13	2	0.66	98.68
14	1	0.33	99.01
15	2	0.66	99.67
18	1	0.33	100.00
Total	303	100.00	

. tab SDSB01D6 , m

Pupil girls taking the CM2	Freq.	Percent	Cum.
-99	4	1.32	1.32
-88	1	0.33	1.65
0	31	10.23	11.88

1	25	8.25	20.13
2	13	4.29	24.42
3	17	5.61	30.03
4	13	4.29	34.32
5	17	5.61	39.93
6	12	3.96	43.89
7	12	3.96	47.85
8	25	8.25	56.11
9	9	2.97	59.08
10	16	5.28	64.36
11	5	1.65	66.01
12	13	4.29	70.30
13	10	3.30	73.60
14	8	2.64	76.24
15	5	1.65	77.89
16	6	1.98	79.87
17	9	2.97	82.84
18	1	0.33	83.17
19	5	1.65	84.82
20	5	1.65	86.47
21	2	0.66	87.13
22	4	1.32	88.45
23	3	0.99	89.44
24	2	0.66	90.10
25	7	2.31	92.41
26	2	0.66	93.07
27	2	0.66	93.73
28	1	0.33	94.06
29	3	0.99	95.05
30	2	0.66	95.71
31	2	0.66	96.37
33	2	0.66	97.03
34	1	0.33	97.36
35	2	0.66	98.02
38	1	0.33	98.35
39	2	0.66	99.01
45	1	0.33	99.34
51	2	0.66	100.00
Total	303	100.00	

. tab SDSB01D7 , m nol

Pupil girls taking total	Freq.	Percent	Cum.
0	20	6.60	6.60
1	9	2.97	9.57
2	13	4.29	13.86
3	12	3.96	17.82
4	8	2.64	20.46
5	10	3.30	23.76
6	7	2.31	26.07
7	8	2.64	28.71
8	15	4.95	33.66
9	9	2.97	36.63
10	10	3.30	39.93
11	11	3.63	43.56
12	10	3.30	46.86
13	13	4.29	51.16
14	7	2.31	53.47
15	12	3.96	57.43
16	9	2.97	60.40
17	2	0.66	61.06
18	7	2.31	63.37
19	5	1.65	65.02
20	7	2.31	67.33
21	7	2.31	69.64
22	9	2.97	72.61
23	7	2.31	74.92
24	5	1.65	76.57
25	2	0.66	77.23
26	5	1.65	78.88
27	7	2.31	81.19
28	4	1.32	82.51
29	3	0.99	83.50
30	5	1.65	85.15
31	3	0.99	86.14
32	4	1.32	87.46
33	4	1.32	88.78
34	3	0.99	89.77
35	1	0.33	90.10
36	4	1.32	91.42
37	2	0.66	92.08
38	4	1.32	93.40
39	1	0.33	93.73

1	25	8.25	20.13
2	13	4.29	24.42
3	17	5.61	30.03
4	13	4.29	34.32
5	17	5.61	39.93
6	12	3.96	43.89
7	12	3.96	47.85
8	25	8.25	56.11
9	9	2.97	59.08
10	16	5.28	64.36
11	5	1.65	66.01
12	13	4.29	70.30
13	10	3.30	73.60
14	8	2.64	76.24
15	5	1.65	77.89
16	6	1.98	79.87
17	9	2.97	82.84
18	1	0.33	83.17
19	5	1.65	84.82
20	5	1.65	86.47
21	2	0.66	87.13
22	4	1.32	88.45
23	3	0.99	89.44
24	2	0.66	90.10
25	7	2.31	92.41
26	2	0.66	93.07
27	2	0.66	93.73
28	1	0.33	94.06
29	3	0.99	95.05
30	2	0.66	95.71
31	2	0.66	96.37
33	2	0.66	97.03
34	1	0.33	97.36
35	2	0.66	98.02
38	1	0.33	98.35
39	2	0.66	99.01
45	1	0.33	99.34
51	2	0.66	100.00
Total	303	100.00	

. tab SDSB01D7 , m

Pupil girls taking total	Freq.	Percent	Cum.
0	20	6.60	6.60
1	9	2.97	9.57
2	13	4.29	13.86
3	12	3.96	17.82
4	8	2.64	20.46
5	10	3.30	23.76
6	7	2.31	26.07
7	8	2.64	28.71
8	15	4.95	33.66
9	9	2.97	36.63
10	10	3.30	39.93
11	11	3.63	43.56
12	10	3.30	46.86
13	13	4.29	51.16
14	7	2.31	53.47
15	12	3.96	57.43
16	9	2.97	60.40
17	2	0.66	61.06
18	7	2.31	63.37
19	5	1.65	65.02
20	7	2.31	67.33
21	7	2.31	69.64
22	9	2.97	72.61
23	7	2.31	74.92
24	5	1.65	76.57
25	2	0.66	77.23
26	5	1.65	78.88
27	7	2.31	81.19
28	4	1.32	82.51
29	3	0.99	83.50
30	5	1.65	85.15
31	3	0.99	86.14
32	4	1.32	87.46
33	4	1.32	88.78
34	3	0.99	89.77
35	1	0.33	90.10
36	4	1.32	91.42
37	2	0.66	92.08
38	4	1.32	93.40
39	1	0.33	93.73

40	2	0.66	94.39
41	1	0.33	94.72
42	2	0.66	95.38
43	1	0.33	95.71
44	1	0.33	96.04
45	1	0.33	96.37
46	1	0.33	96.70
47	2	0.66	97.36
50	2	0.66	98.02
54	1	0.33	98.35
55	2	0.66	99.01
58	1	0.33	99.34
63	1	0.33	99.67
67	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E1 , m nol

Class number (s) of CP1 non multigradee (s) of the school	Freq.	Percent	Cum.
-99	56	18.48	18.48
1	246	81.19	99.67
2	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E2 , m nol

Class number (s) of CP2 non multigradee (s) of the school	Freq.	Percent	Cum.
-99	59	19.47	19.47
1	243	80.20	99.67
2	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E3 , m nol

Class number (s) of CE1 non multigradee (s) of the school	Freq.	Percent	Cum.
-99	62	20.46	20.46
1	239	78.88	99.34
2	2	0.66	100.00
Total	303	100.00	

. tab SDSB01E4 , m nol

Class number (s) of CE2 non multigradee (s) of the school	Freq.	Percent	Cum.
-99	59	19.47	19.47
0	1	0.33	19.80
1	242	79.87	99.67
2	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E5 , m nol

Class number (s) of CM1 non multigradee (s) of the school	Freq.	Percent	Cum.
-99	59	19.47	19.47
0	1	0.33	19.80
1	242	79.87	99.67
2	1	0.33	100.00
Total	303	100.00	

40	2	0.66	94.39
41	1	0.33	94.72
42	2	0.66	95.38
43	1	0.33	95.71
44	1	0.33	96.04
45	1	0.33	96.37
46	1	0.33	96.70
47	2	0.66	97.36
50	2	0.66	98.02
54	1	0.33	98.35
55	2	0.66	99.01
58	1	0.33	99.34
63	1	0.33	99.67
67	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E1 , m

Class number (s) of CP1 non multigradee (s) of the school	Freq.	Percent	Cum.
ND99	56	18.48	18.48
1	246	81.19	99.67
2	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E2 , m

Class number (s) of CP2 non multigradee (s) of the school	Freq.	Percent	Cum.
ND99	59	19.47	19.47
1	243	80.20	99.67
2	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E3 , m

Class number (s) of CE1 non multigradee (s) of the school	Freq.	Percent	Cum.
ND99	62	20.46	20.46
1	239	78.88	99.34
2	2	0.66	100.00
Total	303	100.00	

. tab SDSB01E4 , m

Class number (s) of CE2 non multigradee (s) of the school	Freq.	Percent	Cum.
ND99	59	19.47	19.47
0	1	0.33	19.80
1	242	79.87	99.67
2	1	0.33	100.00
Total	303	100.00	

. tab SDSB01E5 , m

Class number (s) of CM1 non multigradee (s) of the school	Freq.	Percent	Cum.
ND99	59	19.47	19.47
0	1	0.33	19.80
1	242	79.87	99.67
2	1	0.33	100.00
Total	303	100.00	

-99	61	20.13	20.13
1	242	79.87	100.00
Total	303	100.00	

. tab SDSB01E6 , m nol

Class number (s) of CM2 non multigradee (s) of the school	Freq.	Percent	Cum.
-99	52	17.16	17.16
1	225	74.26	91.42
2	26	8.58	100.00
Total	303	100.00	

. tab SDSB01E7 , m nol

Total: classes non multigradee s of the school	Freq.	Percent	Cum.
-99	45	14.85	14.85
1	9	2.97	17.82
2	3	0.99	18.81
3	4	1.32	20.13
5	11	3.63	23.76
6	203	67.00	90.76
7	26	8.58	99.34
8	1	0.33	99.67
9	1	0.33	100.00
Total	303	100.00	

. tab SDSB02 , m nol

How many multigrade classes do you have?	Freq.	Percent	Cum.
0	243	80.20	80.20
1	3	0.99	81.19
2	13	4.29	85.48
3	44	14.52	100.00
Total	303	100.00	

. tab SDSB03A01 , m nol

Combination of levels has)	Freq.	Percent	Cum.
-99	243	80.20	80.20
1	60	19.80	100.00
Total	303	100.00	

. tab SDSB03A02 , m nol

Number of classes has)	Freq.	Percent	Cum.
-99	244	80.53	80.53
1	55	18.15	98.68
2	4	1.32	100.00
Total	303	100.00	

. tab SDSB03B01 , m nol

Combination of b levels)	Freq.	Percent	Cum.
-99	246	81.19	81.19
2	57	18.81	100.00
Total	303	100.00	

ND99	61	20.13	20.13
1	242	79.87	100.00
Total	303	100.00	

. tab SDSB01E6 , m

Class number (s) of CM2 non multigradee (s) of the school	Freq.	Percent	Cum.
ND99	52	17.16	17.16
1	225	74.26	91.42
2	26	8.58	100.00
Total	303	100.00	

. tab SDSB01E7 , m

Total: classes non multigradee s of the school	Freq.	Percent	Cum.
ND99	45	14.85	14.85
1	9	2.97	17.82
2	3	0.99	18.81
3	4	1.32	20.13
5	11	3.63	23.76
6	203	67.00	90.76
7	26	8.58	99.34
8	1	0.33	99.67
9	1	0.33	100.00
Total	303	100.00	

. tab SDSB02 , m

How many multigrade classes do you have?	Freq.	Percent	Cum.
0	243	80.20	80.20
1	3	0.99	81.19
2	13	4.29	85.48
3	44	14.52	100.00
Total	303	100.00	

. tab SDSB03A01 , m

Combination of levels has)	Freq.	Percent	Cum.
ND99	243	80.20	80.20
CP1 & CP2	60	19.80	100.00
Total	303	100.00	

. tab SDSB03A02 , m

Number of classes has)	Freq.	Percent	Cum.
ND99	244	80.53	80.53
1	55	18.15	98.68
2	4	1.32	100.00
Total	303	100.00	

. tab SDSB03B01 , m

Combination of b levels)	Freq.	Percent	Cum.
ND99	246	81.19	81.19
CE1 & CE2	57	18.81	100.00
Total	303	100.00	

. tab SDSB03B02 , m nol

Number of b classes)	Freq.	Percent	Cum.
-99	247	81.52	81.52
1	50	16.50	98.02
2	6	1.98	100.00
Total	303	100.00	

. tab SDSB03C01 , m nol

Combination of c levels)	Freq.	Percent	Cum.
-99	259	85.48	85.48
2	1	0.33	85.81
3	43	14.19	100.00
Total	303	100.00	

. tab SDSB03C02 , m nol

Number of c classes)	Freq.	Percent	Cum.
-99	260	85.81	85.81
1	39	12.87	98.68
2	2	0.66	99.34
3	2	0.66	100.00
Total	303	100.00	

. tab SDSB03D01 , m nol

Combination of d levels)	Freq.	Percent	Cum.
-99	302	99.67	99.67
3	1	0.33	100.00
Total	303	100.00	

. tab SDSB03D02 , m nol

Number of d classes)	Freq.	Percent	Cum.
-99	301	99.34	99.34
1	2	0.66	100.00
Total	303	100.00	

. tab SDSB03E01 , m nol

Combination of e levels)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03E02 , m nol

Number of e classes)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03F01 , m nol

Combination of f levels)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03F02 , m nol

Number of f classes)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03B02 , m

Number of b classes)	Freq.	Percent	Cum.
ND99	247	81.52	81.52
1	50	16.50	98.02
2	6	1.98	100.00
Total	303	100.00	

. tab SDSB03C01 , m

Combination of c levels)	Freq.	Percent	Cum.
ND99	259	85.48	85.48
CE1 & CE2	1	0.33	85.81
CM1 and CM2	43	14.19	100.00
Total	303	100.00	

. tab SDSB03C02 , m

Number of c classes)	Freq.	Percent	Cum.
ND99	260	85.81	85.81
1	39	12.87	98.68
2	2	0.66	99.34
3	2	0.66	100.00
Total	303	100.00	

. tab SDSB03D01 , m

Combination of d levels)	Freq.	Percent	Cum.
ND99	302	99.67	99.67
CM1 and CM2	1	0.33	100.00
Total	303	100.00	

. tab SDSB03D02 , m

Number of d classes)	Freq.	Percent	Cum.
ND99	301	99.34	99.34
1	2	0.66	100.00
Total	303	100.00	

. tab SDSB03E01 , m

Combination of e levels)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03E02 , m

Number of e classes)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03F01 , m

Combination of f levels)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03F02 , m

Number of f classes)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

Number of f classes)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03G01 , m nol

Combination of g levels)	Freq.	Percent	Cum.
-99	302	99.67	99.67
0	1	0.33	100.00
Total	303	100.00	

. tab SDSB03G02 , m nol

Number of g classes)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03H01 , m nol

Combination of levels h)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03H02 , m nol

Number of classes h)	Freq.	Percent	Cum.
-99	303	100.00	100.00
Total	303	100.00	

. tab SDSB04A1 , m nol

How many boys abandoned their study in 2011/12 to the CP1	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	24	7.92	9.57
0	141	46.53	56.11
1	55	18.15	74.26
2	29	9.57	83.83
3	21	6.93	90.76
4	8	2.64	93.40
5	9	2.97	96.37
6	5	1.65	98.02
7	1	0.33	98.35
8	1	0.33	98.68
9	2	0.66	99.34
10	1	0.33	99.67
13	1	0.33	100.00
Total	303	100.00	

. tab SDSB04A2 , m nol

How many boys abandoned their study in 2011/12 to the CP2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	24	7.92	8.58
-77	1	0.33	8.91
0	159	52.48	61.39
1	49	16.17	77.56

Number of f classes)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03G01 , m

Combination of g levels)	Freq.	Percent	Cum.
ND99	302	99.67	99.67
0	1	0.33	100.00
Total	303	100.00	

. tab SDSB03G02 , m

Number of g classes)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03H01 , m

Combination of levels h)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB03H02 , m

Number of classes h)	Freq.	Percent	Cum.
ND99	303	100.00	100.00
Total	303	100.00	

. tab SDSB04A1 , m

How many boys abandoned their study in 2011/12 to the CP1	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	24	7.92	9.57
0	141	46.53	56.11
1	55	18.15	74.26
2	29	9.57	83.83
3	21	6.93	90.76
4	8	2.64	93.40
5	9	2.97	96.37
6	5	1.65	98.02
7	1	0.33	98.35
8	1	0.33	98.68
9	2	0.66	99.34
10	1	0.33	99.67
13	1	0.33	100.00
Total	303	100.00	

. tab SDSB04A2 , m

How many boys abandoned their study in 2011/12 to the CP2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	24	7.92	8.58
-77	1	0.33	8.91
0	159	52.48	61.39
1	49	16.17	77.56

2	36	11.88	89.44
3	17	5.61	95.05
4	10	3.30	98.35
5	1	0.33	98.68
6	2	0.66	99.34
7	2	0.66	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A3 , m nol

How many boys abandoned their study in 2011/12 to the CE1	Freq.	Percent	Cum.
-99	6	1.98	1.98
-88	24	7.92	9.90
0	151	49.83	59.74
1	57	18.81	78.55
2	30	9.90	88.45
3	17	5.61	94.06
4	8	2.64	96.70
5	6	1.98	98.68
6	3	0.99	99.67
7	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A4 , m nol

How many boys abandoned their study in 2011/12 to the CE2	Freq.	Percent	Cum.
-99	3	0.99	0.99
-88	24	7.92	8.91
0	159	52.48	61.39
1	51	16.83	78.22
2	36	11.88	90.10
3	19	6.27	96.37
4	6	1.98	98.35
5	1	0.33	98.68
6	3	0.99	99.67
9	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A5 , m nol

How many boys abandoned their study in 2011/12 to the CM1	Freq.	Percent	Cum.
-99	8	2.64	2.64
-88	24	7.92	10.56
0	162	53.47	64.03
1	51	16.83	80.86
2	25	8.25	89.11
3	16	5.28	94.39
4	8	2.64	97.03
5	7	2.31	99.34
6	1	0.33	99.67
7	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A6 , m nol

How many boys abandoned their study in 2011/12 to the CM2	Freq.	Percent	Cum.
-99	1	0.33	0.33
-88	25	8.25	8.58
-77	1	0.33	8.91

2	36	11.88	89.44
3	17	5.61	95.05
4	10	3.30	98.35
5	1	0.33	98.68
6	2	0.66	99.34
7	2	0.66	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A3 , m

How many boys abandoned their study in 2011/12 to the CE1	Freq.	Percent	Cum.
ND99	6	1.98	1.98
NP88	24	7.92	9.90
0	151	49.83	59.74
1	57	18.81	78.55
2	30	9.90	88.45
3	17	5.61	94.06
4	8	2.64	96.70
5	6	1.98	98.68
6	3	0.99	99.67
7	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A4 , m

How many boys abandoned their study in 2011/12 to the CE2	Freq.	Percent	Cum.
ND99	3	0.99	0.99
NP88	24	7.92	8.91
0	159	52.48	61.39
1	51	16.83	78.22
2	36	11.88	90.10
3	19	6.27	96.37
4	6	1.98	98.35
5	1	0.33	98.68
6	3	0.99	99.67
9	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A5 , m

How many boys abandoned their study in 2011/12 to the CM1	Freq.	Percent	Cum.
ND99	8	2.64	2.64
NP88	24	7.92	10.56
0	162	53.47	64.03
1	51	16.83	80.86
2	25	8.25	89.11
3	16	5.28	94.39
4	8	2.64	97.03
5	7	2.31	99.34
6	1	0.33	99.67
7	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB04A6 , m

How many boys abandoned their study in 2011/12 to the CM2	Freq.	Percent	Cum.
-99	1	0.33	0.33
-88	25	8.25	8.58
-77	1	0.33	8.91

0	147	48.51	57.43
1	59	19.47	76.90
2	35	11.55	88.45
3	13	4.29	92.74
4	12	3.96	96.70
5	4	1.32	98.02
6	3	0.99	99.01
10	1	0.33	99.34
11	2	0.66	100.00

Total	303	100.00	

. tab SDSB04A7 , m nol

How many boys abandoned their study in 2011/12 total	Freq.	Percent	Cum.
-99	1	0.33	0.33
-88	24	7.92	8.25
-77	1	0.33	8.58
0	43	14.19	22.77
1	34	11.22	33.99
2	21	6.93	40.92
3	28	9.24	50.17
4	24	7.92	58.09
5	22	7.26	65.35
6	16	5.28	70.63
7	11	3.63	74.26
8	12	3.96	78.22
9	9	2.97	81.19
10	6	1.98	83.17
11	10	3.30	86.47
12	9	2.97	89.44
13	6	1.98	91.42
14	3	0.99	92.41
15	3	0.99	93.40
16	2	0.66	94.06
17	3	0.99	95.05
18	1	0.33	95.38
19	4	1.32	96.70
21	3	0.99	97.69
23	1	0.33	98.02
24	1	0.33	98.35
25	1	0.33	98.68
26	2	0.66	99.34
29	1	0.33	99.67
35	1	0.33	100.00

Total	303	100.00	

. tab SDSB04B1 , m nol

How many girls abandoned their study in 2011/12 to the CP1	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	24	7.92	9.57
0	156	51.49	61.06
1	59	19.47	80.53
2	25	8.25	88.78
3	10	3.30	92.08
4	10	3.30	95.38
5	4	1.32	96.70
6	3	0.99	97.69
7	2	0.66	98.35
8	1	0.33	98.68
9	1	0.33	99.01
11	1	0.33	99.34
12	1	0.33	99.67
17	1	0.33	100.00

Total	303	100.00	

. tab SDSB04B2 , m nol

How many girls abandoned their study

0	147	48.51	57.43
1	59	19.47	76.90
2	35	11.55	88.45
3	13	4.29	92.74
4	12	3.96	96.70
5	4	1.32	98.02
6	3	0.99	99.01
10	1	0.33	99.34
11	2	0.66	100.00

Total	303	100.00	

. tab SDSB04A7 , m

How many boys abandoned their study in 2011/12 total	Freq.	Percent	Cum.
-99	1	0.33	0.33
-88	24	7.92	8.25
-77	1	0.33	8.58
0	43	14.19	22.77
1	34	11.22	33.99
2	21	6.93	40.92
3	28	9.24	50.17
4	24	7.92	58.09
5	22	7.26	65.35
6	16	5.28	70.63
7	11	3.63	74.26
8	12	3.96	78.22
9	9	2.97	81.19
10	6	1.98	83.17
11	10	3.30	86.47
12	9	2.97	89.44
13	6	1.98	91.42
14	3	0.99	92.41
15	3	0.99	93.40
16	2	0.66	94.06
17	3	0.99	95.05
18	1	0.33	95.38
19	4	1.32	96.70
21	3	0.99	97.69
23	1	0.33	98.02
24	1	0.33	98.35
25	1	0.33	98.68
26	2	0.66	99.34
29	1	0.33	99.67
35	1	0.33	100.00

Total	303	100.00	

. tab SDSB04B1 , m

How many girls abandoned their study in 2011/12 to the CP1	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	24	7.92	9.57
0	156	51.49	61.06
1	59	19.47	80.53
2	25	8.25	88.78
3	10	3.30	92.08
4	10	3.30	95.38
5	4	1.32	96.70
6	3	0.99	97.69
7	2	0.66	98.35
8	1	0.33	98.68
9	1	0.33	99.01
11	1	0.33	99.34
12	1	0.33	99.67
17	1	0.33	100.00

Total	303	100.00	

. tab SDSB04B2 , m

How many girls |

in 2011/12 to the CP2	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	24	7.92	8.58
-77	1	0.33	8.91
0	182	60.07	68.98
1	43	14.19	83.17
2	32	10.56	93.73
3	11	3.63	97.36
4	3	0.99	98.35
5	4	1.32	99.67
7	1	0.33	100.00
Total	303	100.00	

. tab SDSB04B3 , m nol

How many girls abandoned their study in 2011/12 to the CE1	Freq.	Percent	Cum.
-99	6	1.98	1.98
-88	25	8.25	10.23
0	170	56.11	66.34
1	57	18.81	85.15
2	18	5.94	91.09
3	15	4.95	96.04
4	9	2.97	99.01
5	1	0.33	99.34
6	1	0.33	99.67
8	1	0.33	100.00
Total	303	100.00	

. tab SDSB04B4 , m nol

How many girls abandoned their study in 2011/12 to the CE2	Freq.	Percent	Cum.
-99	3	0.99	0.99
-88	24	7.92	8.91
0	194	64.03	72.94
1	51	16.83	89.77
2	18	5.94	95.71
3	7	2.31	98.02
4	4	1.32	99.34
6	2	0.66	100.00
Total	303	100.00	

. tab SDSB04B5 , m nol

How many girls abandoned their study in 2011/12 to the CM1	Freq.	Percent	Cum.
-99	8	2.64	2.64
-88	24	7.92	10.56
0	198	65.35	75.91
1	35	11.55	87.46
2	23	7.59	95.05
3	12	3.96	99.01
6	3	0.99	100.00
Total	303	100.00	

. tab SDSB04B6 , m nol

How many girls abandoned their study in 2011/12 to the CM2	Freq.	Percent	Cum.
-99	1	0.33	0.33

abandoned their study in 2011/12 to the CP2	Freq.	Percent	Cum.
ND99	2	0.66	0.66
NP88	24	7.92	8.58
Not Resolve by Call 77	1	0.33	8.91
0	182	60.07	68.98
1	43	14.19	83.17
2	32	10.56	93.73
3	11	3.63	97.36
4	3	0.99	98.35
5	4	1.32	99.67
7	1	0.33	100.00
Total	303	100.00	

. tab SDSB04B3 , m

How many girls abandoned their study in 2011/12 to the CE1	Freq.	Percent	Cum.
ND99	6	1.98	1.98
NP88	25	8.25	10.23
0	170	56.11	66.34
1	57	18.81	85.15
2	18	5.94	91.09
3	15	4.95	96.04
4	9	2.97	99.01
5	1	0.33	99.34
6	1	0.33	99.67
8	1	0.33	100.00
Total	303	100.00	

. tab SDSB04B4 , m

How many girls abandoned their study in 2011/12 to the CE2	Freq.	Percent	Cum.
ND99	3	0.99	0.99
NP88	24	7.92	8.91
0	194	64.03	72.94
1	51	16.83	89.77
2	18	5.94	95.71
3	7	2.31	98.02
4	4	1.32	99.34
6	2	0.66	100.00
Total	303	100.00	

. tab SDSB04B5 , m

How many girls abandoned their study in 2011/12 to the CM1	Freq.	Percent	Cum.
ND99	8	2.64	2.64
NP88	24	7.92	10.56
0	198	65.35	75.91
1	35	11.55	87.46
2	23	7.59	95.05
3	12	3.96	99.01
6	3	0.99	100.00
Total	303	100.00	

. tab SDSB04B6 , m

How many girls abandoned their study in 2011/12 to the CM2	Freq.	Percent	Cum.
-99	1	0.33	0.33

-88	25	8.25	8.58
-77	1	0.33	8.91
0	186	61.39	70.30
1	48	15.84	86.14
2	19	6.27	92.41
3	11	3.63	96.04
4	6	1.98	98.02
5	2	0.66	98.68
6	2	0.66	99.34
7	1	0.33	99.67
9	1	0.33	100.00
Total	303	100.00	

. tab SDSB04B7 , m nol

How many girls abandoned their study in 2011/12 total	Freq.	Percent	Cum.
-99	1	0.33	0.33
-88	24	7.92	8.25
-77	1	0.33	8.58
0	68	22.44	31.02
1	36	11.88	42.90
2	37	12.21	55.12
3	19	6.27	61.39
4	25	8.25	69.64
5	12	3.96	73.60
6	21	6.93	80.53
7	12	3.96	84.49
8	12	3.96	88.45
9	8	2.64	91.09
10	4	1.32	92.41
11	3	0.99	93.40
12	5	1.65	95.05
13	4	1.32	96.37
15	3	0.99	97.36
16	1	0.33	97.69
17	1	0.33	98.02
18	1	0.33	98.35
19	1	0.33	98.68
20	1	0.33	99.01
25	1	0.33	99.34
27	1	0.33	99.67
33	1	0.33	100.00
Total	303	100.00	

. tab SDSB05A1 , m nol

Number of registered boys to the CM2 in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
2	1	0.33	4.95
3	3	0.99	5.94
5	6	1.98	7.92
6	3	0.99	8.91
7	5	1.65	10.56
8	2	0.66	11.22
9	7	2.31	13.53
10	6	1.98	15.51
11	3	0.99	16.50
12	8	2.64	19.14
13	10	3.30	22.44
14	7	2.31	24.75
15	13	4.29	29.04
16	8	2.64	31.68
17	2	0.66	32.34
18	5	1.65	33.99
19	7	2.31	36.30
20	13	4.29	40.59
21	6	1.98	42.57
22	7	2.31	44.88
23	2	0.66	45.54
24	13	4.29	49.83
25	10	3.30	53.14
26	6	1.98	55.12
27	5	1.65	56.77
28	4	1.32	58.09

-88	25	8.25	8.58
-77	1	0.33	8.91
0	186	61.39	70.30
1	48	15.84	86.14
2	19	6.27	92.41
3	11	3.63	96.04
4	6	1.98	98.02
5	2	0.66	98.68
6	2	0.66	99.34
7	1	0.33	99.67
9	1	0.33	100.00
Total	303	100.00	

. tab SDSB04B7 , m

How many girls abandoned their study in 2011/12 total	Freq.	Percent	Cum.
-99	1	0.33	0.33
-88	24	7.92	8.25
-77	1	0.33	8.58
0	68	22.44	31.02
1	36	11.88	42.90
2	37	12.21	55.12
3	19	6.27	61.39
4	25	8.25	69.64
5	12	3.96	73.60
6	21	6.93	80.53
7	12	3.96	84.49
8	12	3.96	88.45
9	8	2.64	91.09
10	4	1.32	92.41
11	3	0.99	93.40
12	5	1.65	95.05
13	4	1.32	96.37
15	3	0.99	97.36
16	1	0.33	97.69
17	1	0.33	98.02
18	1	0.33	98.35
19	1	0.33	98.68
20	1	0.33	99.01
25	1	0.33	99.34
27	1	0.33	99.67
33	1	0.33	100.00
Total	303	100.00	

. tab SDSB05A1 , m

Number of registered boys to the CM2 in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
2	1	0.33	4.95
3	3	0.99	5.94
5	6	1.98	7.92
6	3	0.99	8.91
7	5	1.65	10.56
8	2	0.66	11.22
9	7	2.31	13.53
10	6	1.98	15.51
11	3	0.99	16.50
12	8	2.64	19.14
13	10	3.30	22.44
14	7	2.31	24.75
15	13	4.29	29.04
16	8	2.64	31.68
17	2	0.66	32.34
18	5	1.65	33.99
19	7	2.31	36.30
20	13	4.29	40.59
21	6	1.98	42.57
22	7	2.31	44.88
23	2	0.66	45.54
24	13	4.29	49.83
25	10	3.30	53.14
26	6	1.98	55.12
27	5	1.65	56.77
28	4	1.32	58.09

29	6	1.98	60.07
30	4	1.32	61.39
31	9	2.97	64.36
32	6	1.98	66.34
33	8	2.64	68.98
34	5	1.65	70.63
35	3	0.99	71.62
36	7	2.31	73.93
37	2	0.66	74.59
38	3	0.99	75.58
39	5	1.65	77.23
40	3	0.99	78.22
41	4	1.32	79.54
42	6	1.98	81.52
43	4	1.32	82.84
44	4	1.32	84.16
45	4	1.32	85.48
46	3	0.99	86.47
47	3	0.99	87.46
48	3	0.99	88.45
49	3	0.99	89.44
50	3	0.99	90.43
51	2	0.66	91.09
52	4	1.32	92.41
53	2	0.66	93.07
54	1	0.33	93.40
55	3	0.99	94.39
56	1	0.33	94.72
57	3	0.99	95.71
58	1	0.33	96.04
60	2	0.66	96.70
61	1	0.33	97.03
62	1	0.33	97.36
65	1	0.33	97.69
66	1	0.33	98.02
68	3	0.99	99.01
71	1	0.33	99.34
73	1	0.33	99.67
81	1	0.33	100.00
Total	303	100.00	

29	6	1.98	60.07
30	4	1.32	61.39
31	9	2.97	64.36
32	6	1.98	66.34
33	8	2.64	68.98
34	5	1.65	70.63
35	3	0.99	71.62
36	7	2.31	73.93
37	2	0.66	74.59
38	3	0.99	75.58
39	5	1.65	77.23
40	3	0.99	78.22
41	4	1.32	79.54
42	6	1.98	81.52
43	4	1.32	82.84
44	4	1.32	84.16
45	4	1.32	85.48
46	3	0.99	86.47
47	3	0.99	87.46
48	3	0.99	88.45
49	3	0.99	89.44
50	3	0.99	90.43
51	2	0.66	91.09
52	4	1.32	92.41
53	2	0.66	93.07
54	1	0.33	93.40
55	3	0.99	94.39
56	1	0.33	94.72
57	3	0.99	95.71
58	1	0.33	96.04
60	2	0.66	96.70
61	1	0.33	97.03
62	1	0.33	97.36
65	1	0.33	97.69
66	1	0.33	98.02
68	3	0.99	99.01
71	1	0.33	99.34
73	1	0.33	99.67
81	1	0.33	100.00
Total	303	100.00	

. tab SDSB05A2 , m nol

. tab SDSB05A2 , m

Number of registered boys to the CEP in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
2	2	0.66	5.28
3	4	1.32	6.60
5	5	1.65	8.25
6	4	1.32	9.57
7	6	1.98	11.55
8	2	0.66	12.21
9	8	2.64	14.85
10	7	2.31	17.16
11	6	1.98	19.14
12	10	3.30	22.44
13	8	2.64	25.08
14	9	2.97	28.05
15	11	3.63	31.68
16	7	2.31	33.99
17	4	1.32	35.31
18	2	0.66	35.97
19	10	3.30	39.27
20	14	4.62	43.89
21	3	0.99	44.88
22	5	1.65	46.53
23	8	2.64	49.17
24	17	5.61	54.79
25	6	1.98	56.77
26	4	1.32	58.09
27	9	2.97	61.06
28	6	1.98	63.04
29	5	1.65	64.69
30	4	1.32	66.01
31	7	2.31	68.32
32	5	1.65	69.97
33	7	2.31	72.28
34	5	1.65	73.93
35	3	0.99	74.92
36	3	0.99	75.91
37	5	1.65	77.56
38	4	1.32	78.88

Number of registered boys to the CEP in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
2	2	0.66	5.28
3	4	1.32	6.60
5	5	1.65	8.25
6	4	1.32	9.57
7	6	1.98	11.55
8	2	0.66	12.21
9	8	2.64	14.85
10	7	2.31	17.16
11	6	1.98	19.14
12	10	3.30	22.44
13	8	2.64	25.08
14	9	2.97	28.05
15	11	3.63	31.68
16	7	2.31	33.99
17	4	1.32	35.31
18	2	0.66	35.97
19	10	3.30	39.27
20	14	4.62	43.89
21	3	0.99	44.88
22	5	1.65	46.53
23	8	2.64	49.17
24	17	5.61	54.79
25	6	1.98	56.77
26	4	1.32	58.09
27	9	2.97	61.06
28	6	1.98	63.04
29	5	1.65	64.69
30	4	1.32	66.01
31	7	2.31	68.32
32	5	1.65	69.97
33	7	2.31	72.28
34	5	1.65	73.93
35	3	0.99	74.92
36	3	0.99	75.91
37	5	1.65	77.56
38	4	1.32	78.88

39	3	0.99	79.87
40	4	1.32	81.19
41	5	1.65	82.84
42	5	1.65	84.49
43	4	1.32	85.81
44	6	1.98	87.79
45	3	0.99	88.78
47	2	0.66	89.44
48	3	0.99	90.43
49	2	0.66	91.09
50	3	0.99	92.08
51	2	0.66	92.74
52	3	0.99	93.73
53	3	0.99	94.72
55	1	0.33	95.05
56	2	0.66	95.71
57	3	0.99	96.70
60	2	0.66	97.36
62	1	0.33	97.69
63	1	0.33	98.02
66	2	0.66	98.68
68	3	0.99	99.67
71	1	0.33	100.00
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Total	303	100.00	

39	3	0.99	79.87
40	4	1.32	81.19
41	5	1.65	82.84
42	5	1.65	84.49
43	4	1.32	85.81
44	6	1.98	87.79
45	3	0.99	88.78
47	2	0.66	89.44
48	3	0.99	90.43
49	2	0.66	91.09
50	3	0.99	92.08
51	2	0.66	92.74
52	3	0.99	93.73
53	3	0.99	94.72
55	1	0.33	95.05
56	2	0.66	95.71
57	3	0.99	96.70
60	2	0.66	97.36
62	1	0.33	97.69
63	1	0.33	98.02
66	2	0.66	98.68
68	3	0.99	99.67
71	1	0.33	100.00
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Total	303	100.00	

. tab SDSB05A3 , m nol

Number of boys having taken part in the CEP in 2011/12	Freq.	Percent	Cum.
-88	11	3.63	3.63
1	1	0.33	3.96
2	2	0.66	4.62
3	3	0.99	5.61
5	5	1.65	7.26
6	5	1.65	8.91
7	5	1.65	10.56
8	3	0.99	11.55
9	9	2.97	14.52
10	7	2.31	16.83
11	5	1.65	18.48
12	12	3.96	22.44
13	7	2.31	24.75
14	12	3.96	28.71
15	9	2.97	31.68
16	7	2.31	33.99
17	3	0.99	34.98
18	5	1.65	36.63
19	8	2.64	39.27
20	13	4.29	43.56
21	3	0.99	44.55
22	10	3.30	47.85
23	10	3.30	51.16
24	12	3.96	55.12
25	6	1.98	57.10
26	7	2.31	59.41
27	8	2.64	62.05
28	6	1.98	64.03
29	6	1.98	66.01
30	5	1.65	67.66
31	6	1.98	69.64
32	5	1.65	71.29
33	8	2.64	73.93
34	6	1.98	75.91
35	2	0.66	76.57
36	4	1.32	77.89
37	3	0.99	78.88
38	4	1.32	80.20
39	3	0.99	81.19
40	4	1.32	82.51
41	5	1.65	84.16
42	8	2.64	86.80
43	4	1.32	88.12
44	4	1.32	89.44
45	2	0.66	90.10
46	2	0.66	90.76
47	1	0.33	91.09
48	3	0.99	92.08
50	2	0.66	92.74
51	1	0.33	93.07
52	2	0.66	93.73
53	4	1.32	95.05
55	3	0.99	96.04

. tab SDSB05A3 , m

Number of boys having taken part in the CEP in 2011/12	Freq.	Percent	Cum.
-88	11	3.63	3.63
1	1	0.33	3.96
2	2	0.66	4.62
3	3	0.99	5.61
5	5	1.65	7.26
6	5	1.65	8.91
7	5	1.65	10.56
8	3	0.99	11.55
9	9	2.97	14.52
10	7	2.31	16.83
11	5	1.65	18.48
12	12	3.96	22.44
13	7	2.31	24.75
14	12	3.96	28.71
15	9	2.97	31.68
16	7	2.31	33.99
17	3	0.99	34.98
18	5	1.65	36.63
19	8	2.64	39.27
20	13	4.29	43.56
21	3	0.99	44.55
22	10	3.30	47.85
23	10	3.30	51.16
24	12	3.96	55.12
25	6	1.98	57.10
26	7	2.31	59.41
27	8	2.64	62.05
28	6	1.98	64.03
29	6	1.98	66.01
30	5	1.65	67.66
31	6	1.98	69.64
32	5	1.65	71.29
33	8	2.64	73.93
34	6	1.98	75.91
35	2	0.66	76.57
36	4	1.32	77.89
37	3	0.99	78.88
38	4	1.32	80.20
39	3	0.99	81.19
40	4	1.32	82.51
41	5	1.65	84.16
42	8	2.64	86.80
43	4	1.32	88.12
44	4	1.32	89.44
45	2	0.66	90.10
46	2	0.66	90.76
47	1	0.33	91.09
48	3	0.99	92.08
50	2	0.66	92.74
51	1	0.33	93.07
52	2	0.66	93.73
53	4	1.32	95.05
55	3	0.99	96.04

57	2	0.66	96.70
58	1	0.33	97.03
59	1	0.33	97.36
60	1	0.33	97.69
63	2	0.66	98.35
65	2	0.66	99.01
67	1	0.33	99.34
68	1	0.33	99.67
71	1	0.33	100.00
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Total	303	100.00	

. tab SDSB05A4 , m nol

Number of boys admitted to the CEP in 2011/12	Freq.	Percent	Cum.
-88	12	3.96	3.96
0	1	0.33	4.29
1	3	0.99	5.28
2	3	0.99	6.27
3	7	2.31	8.58
4	7	2.31	10.89
5	8	2.64	13.53
6	13	4.29	17.82
7	15	4.95	22.77
8	10	3.30	26.07
9	10	3.30	29.37
10	13	4.29	33.66
11	15	4.95	38.61
12	21	6.93	45.54
13	7	2.31	47.85
14	10	3.30	51.16
15	11	3.63	54.79
16	7	2.31	57.10
17	11	3.63	60.73
18	7	2.31	63.04
19	8	2.64	65.68
20	18	5.94	71.62
21	9	2.97	74.59
22	12	3.96	78.55
23	3	0.99	79.54
24	9	2.97	82.51
25	4	1.32	83.83
26	9	2.97	86.80
27	2	0.66	87.46
28	5	1.65	89.11
29	5	1.65	90.76
30	4	1.32	92.08
31	2	0.66	92.74
32	3	0.99	93.73
33	3	0.99	94.72
34	2	0.66	95.38
35	3	0.99	96.37
36	3	0.99	97.36
37	1	0.33	97.69
39	2	0.66	98.35
40	1	0.33	98.68
41	1	0.33	99.01
42	1	0.33	99.34
43	1	0.33	99.67
47	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB05B1 , m nol

Number of girls written down to the CM2 in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
0	2	0.66	5.28
1	2	0.66	5.94
3	3	0.99	6.93
4	5	1.65	8.58
5	3	0.99	9.57
6	4	1.32	10.89
7	7	2.31	13.20
8	7	2.31	15.51
9	11	3.63	19.14

57	2	0.66	96.70
58	1	0.33	97.03
59	1	0.33	97.36
60	1	0.33	97.69
63	2	0.66	98.35
65	2	0.66	99.01
67	1	0.33	99.34
68	1	0.33	99.67
71	1	0.33	100.00
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Total	303	100.00	

. tab SDSB05A4 , m

Number of boys admitted to the CEP in 2011/12	Freq.	Percent	Cum.
-88	12	3.96	3.96
0	1	0.33	4.29
1	3	0.99	5.28
2	3	0.99	6.27
3	7	2.31	8.58
4	7	2.31	10.89
5	8	2.64	13.53
6	13	4.29	17.82
7	15	4.95	22.77
8	10	3.30	26.07
9	10	3.30	29.37
10	13	4.29	33.66
11	15	4.95	38.61
12	21	6.93	45.54
13	7	2.31	47.85
14	10	3.30	51.16
15	11	3.63	54.79
16	7	2.31	57.10
17	11	3.63	60.73
18	7	2.31	63.04
19	8	2.64	65.68
20	18	5.94	71.62
21	9	2.97	74.59
22	12	3.96	78.55
23	3	0.99	79.54
24	9	2.97	82.51
25	4	1.32	83.83
26	9	2.97	86.80
27	2	0.66	87.46
28	5	1.65	89.11
29	5	1.65	90.76
30	4	1.32	92.08
31	2	0.66	92.74
32	3	0.99	93.73
33	3	0.99	94.72
34	2	0.66	95.38
35	3	0.99	96.37
36	3	0.99	97.36
37	1	0.33	97.69
39	2	0.66	98.35
40	1	0.33	98.68
41	1	0.33	99.01
42	1	0.33	99.34
43	1	0.33	99.67
47	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB05B1 , m

Number of girls written down to the CM2 in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
0	2	0.66	5.28
1	2	0.66	5.94
3	3	0.99	6.93
4	5	1.65	8.58
5	3	0.99	9.57
6	4	1.32	10.89
7	7	2.31	13.20
8	7	2.31	15.51
9	11	3.63	19.14

10	6	1.98	21.12
11	4	1.32	22.44
12	3	0.99	23.43
13	6	1.98	25.41
14	7	2.31	27.72
15	8	2.64	30.36
16	12	3.96	34.32
17	9	2.97	37.29
18	3	0.99	38.28
19	9	2.97	41.25
20	9	2.97	44.22
21	6	1.98	46.20
22	14	4.62	50.83
23	6	1.98	52.81
24	6	1.98	54.79
25	9	2.97	57.76
26	3	0.99	58.75
27	9	2.97	61.72
28	7	2.31	64.03
29	7	2.31	66.34
30	9	2.97	69.31
31	7	2.31	71.62
32	2	0.66	72.28
33	11	3.63	75.91
34	3	0.99	76.90
35	2	0.66	77.56
36	2	0.66	78.22
37	3	0.99	79.21
38	6	1.98	81.19
39	8	2.64	83.83
40	4	1.32	85.15
41	3	0.99	86.14
42	3	0.99	87.13
43	2	0.66	87.79
44	3	0.99	88.78
45	2	0.66	89.44
47	3	0.99	90.43
48	1	0.33	90.76
49	3	0.99	91.75
50	1	0.33	92.08
51	3	0.99	93.07
52	3	0.99	94.06
53	2	0.66	94.72
55	1	0.33	95.05
56	2	0.66	95.71
57	1	0.33	96.04
58	3	0.99	97.03
61	1	0.33	97.36
63	1	0.33	97.69
67	2	0.66	98.35
69	1	0.33	98.68
72	1	0.33	99.01
76	2	0.66	99.67
78	1	0.33	100.00

Total	303	100.00	

. tab SDSB05B2 , m nol

Number of girls written down to the CEP in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
0	3	0.99	5.61
1	1	0.33	5.94
3	2	0.66	6.60
4	9	2.97	9.57
5	2	0.66	10.23
6	6	1.98	12.21
7	5	1.65	13.86
8	9	2.97	16.83
9	10	3.30	20.13
10	4	1.32	21.45
11	5	1.65	23.10
12	4	1.32	24.42
13	10	3.30	27.72
14	6	1.98	29.70
15	10	3.30	33.00
16	10	3.30	36.30
17	10	3.30	39.60
18	5	1.65	41.25
19	11	3.63	44.88
20	11	3.63	48.51

10	6	1.98	21.12
11	4	1.32	22.44
12	3	0.99	23.43
13	6	1.98	25.41
14	7	2.31	27.72
15	8	2.64	30.36
16	12	3.96	34.32
17	9	2.97	37.29
18	3	0.99	38.28
19	9	2.97	41.25
20	9	2.97	44.22
21	6	1.98	46.20
22	14	4.62	50.83
23	6	1.98	52.81
24	6	1.98	54.79
25	9	2.97	57.76
26	3	0.99	58.75
27	9	2.97	61.72
28	7	2.31	64.03
29	7	2.31	66.34
30	9	2.97	69.31
31	7	2.31	71.62
32	2	0.66	72.28
33	11	3.63	75.91
34	3	0.99	76.90
35	2	0.66	77.56
36	2	0.66	78.22
37	3	0.99	79.21
38	6	1.98	81.19
39	8	2.64	83.83
40	4	1.32	85.15
41	3	0.99	86.14
42	3	0.99	87.13
43	2	0.66	87.79
44	3	0.99	88.78
45	2	0.66	89.44
47	3	0.99	90.43
48	1	0.33	90.76
49	3	0.99	91.75
50	1	0.33	92.08
51	3	0.99	93.07
52	3	0.99	94.06
53	2	0.66	94.72
55	1	0.33	95.05
56	2	0.66	95.71
57	1	0.33	96.04
58	3	0.99	97.03
61	1	0.33	97.36
63	1	0.33	97.69
67	2	0.66	98.35
69	1	0.33	98.68
72	1	0.33	99.01
76	2	0.66	99.67
78	1	0.33	100.00

Total	303	100.00	

. tab SDSB05B2 , m

Number of girls written down to the CEP in 2011/12	Freq.	Percent	Cum.
-88	14	4.62	4.62
0	3	0.99	5.61
1	1	0.33	5.94
3	2	0.66	6.60
4	9	2.97	9.57
5	2	0.66	10.23
6	6	1.98	12.21
7	5	1.65	13.86
8	9	2.97	16.83
9	10	3.30	20.13
10	4	1.32	21.45
11	5	1.65	23.10
12	4	1.32	24.42
13	10	3.30	27.72
14	6	1.98	29.70
15	10	3.30	33.00
16	10	3.30	36.30
17	10	3.30	39.60
18	5	1.65	41.25
19	11	3.63	44.88
20	11	3.63	48.51

21	3	0.99	49.50
22	11	3.63	53.14
23	9	2.97	56.11
24	6	1.98	58.09
25	9	2.97	61.06
26	7	2.31	63.37
27	8	2.64	66.01
28	5	1.65	67.66
29	10	3.30	70.96
30	6	1.98	72.94
31	5	1.65	74.59
32	2	0.66	75.25
33	10	3.30	78.55
34	5	1.65	80.20
35	3	0.99	81.19
36	4	1.32	82.51
37	4	1.32	83.83
38	2	0.66	84.49
39	4	1.32	85.81
40	4	1.32	87.13
41	2	0.66	87.79
42	2	0.66	88.45
43	1	0.33	88.78
44	3	0.99	89.77
45	2	0.66	90.43
46	3	0.99	91.42
47	2	0.66	92.08
48	1	0.33	92.41
49	1	0.33	92.74
50	1	0.33	93.07
51	2	0.66	93.73
52	3	0.99	94.72
53	1	0.33	95.05
55	2	0.66	95.71
57	1	0.33	96.04
58	3	0.99	97.03
59	1	0.33	97.36
61	1	0.33	97.69
63	1	0.33	98.02
67	1	0.33	98.35
69	1	0.33	98.68
70	1	0.33	99.01
72	1	0.33	99.34
75	2	0.66	100.00
Total	303	100.00	

21	3	0.99	49.50
22	11	3.63	53.14
23	9	2.97	56.11
24	6	1.98	58.09
25	9	2.97	61.06
26	7	2.31	63.37
27	8	2.64	66.01
28	5	1.65	67.66
29	10	3.30	70.96
30	6	1.98	72.94
31	5	1.65	74.59
32	2	0.66	75.25
33	10	3.30	78.55
34	5	1.65	80.20
35	3	0.99	81.19
36	4	1.32	82.51
37	4	1.32	83.83
38	2	0.66	84.49
39	4	1.32	85.81
40	4	1.32	87.13
41	2	0.66	87.79
42	2	0.66	88.45
43	1	0.33	88.78
44	3	0.99	89.77
45	2	0.66	90.43
46	3	0.99	91.42
47	2	0.66	92.08
48	1	0.33	92.41
49	1	0.33	92.74
50	1	0.33	93.07
51	2	0.66	93.73
52	3	0.99	94.72
53	1	0.33	95.05
55	2	0.66	95.71
57	1	0.33	96.04
58	3	0.99	97.03
59	1	0.33	97.36
61	1	0.33	97.69
63	1	0.33	98.02
67	1	0.33	98.35
69	1	0.33	98.68
70	1	0.33	99.01
72	1	0.33	99.34
75	2	0.66	100.00
Total	303	100.00	

. tab SDSB05B3 , m nol

Number of girls having taken part in the CEP in 2011/12	Freq.	Percent	Cum.
-88	11	3.63	3.63
0	3	0.99	4.62
1	1	0.33	4.95
2	1	0.33	5.28
3	2	0.66	5.94
4	8	2.64	8.58
5	4	1.32	9.90
6	4	1.32	11.22
7	8	2.64	13.86
8	7	2.31	16.17
9	9	2.97	19.14
10	5	1.65	20.79
11	6	1.98	22.77
12	5	1.65	24.42
13	9	2.97	27.39
14	9	2.97	30.36
15	9	2.97	33.33
16	12	3.96	37.29
17	8	2.64	39.93
18	6	1.98	41.91
19	8	2.64	44.55
20	11	3.63	48.18
21	2	0.66	48.84
22	12	3.96	52.81
23	9	2.97	55.78
24	6	1.98	57.76
25	8	2.64	60.40
26	9	2.97	63.37
27	6	1.98	65.35
28	6	1.98	67.33
29	11	3.63	70.96

. tab SDSB05B3 , m

Number of girls having taken part in the CEP in 2011/12	Freq.	Percent	Cum.
-88	11	3.63	3.63
0	3	0.99	4.62
1	1	0.33	4.95
2	1	0.33	5.28
3	2	0.66	5.94
4	8	2.64	8.58
5	4	1.32	9.90
6	4	1.32	11.22
7	8	2.64	13.86
8	7	2.31	16.17
9	9	2.97	19.14
10	5	1.65	20.79
11	6	1.98	22.77
12	5	1.65	24.42
13	9	2.97	27.39
14	9	2.97	30.36
15	9	2.97	33.33
16	12	3.96	37.29
17	8	2.64	39.93
18	6	1.98	41.91
19	8	2.64	44.55
20	11	3.63	48.18
21	2	0.66	48.84
22	12	3.96	52.81
23	9	2.97	55.78
24	6	1.98	57.76
25	8	2.64	60.40
26	9	2.97	63.37
27	6	1.98	65.35
28	6	1.98	67.33
29	11	3.63	70.96

30	7	2.31	73.27
31	7	2.31	75.58
32	2	0.66	76.24
33	8	2.64	78.88
34	5	1.65	80.53
35	3	0.99	81.52
36	5	1.65	83.17
37	5	1.65	84.82
38	2	0.66	85.48
39	4	1.32	86.80
40	3	0.99	87.79
41	1	0.33	88.12
42	1	0.33	88.45
43	1	0.33	88.78
44	2	0.66	89.44
45	2	0.66	90.10
46	3	0.99	91.09
47	2	0.66	91.75
48	1	0.33	92.08
49	3	0.99	93.07
50	4	1.32	94.39
51	2	0.66	95.05
52	1	0.33	95.38
55	2	0.66	96.04
57	1	0.33	96.37
58	3	0.99	97.36
59	2	0.66	98.02
67	1	0.33	98.35
69	1	0.33	98.68
70	1	0.33	99.01
72	1	0.33	99.34
73	1	0.33	99.67
75	1	0.33	100.00
Total	303	100.00	

. tab SDSB05B4 , m nol

Number of girls admitted to the CEP in 2011/12	Freq.	Percent	Cum.
-88	12	3.96	3.96
0	4	1.32	5.28
1	6	1.98	7.26
2	9	2.97	10.23
3	17	5.61	15.84
4	17	5.61	21.45
5	12	3.96	25.41
6	8	2.64	28.05
7	11	3.63	31.68
8	13	4.29	35.97
9	16	5.28	41.25
10	19	6.27	47.52
11	15	4.95	52.48
12	17	5.61	58.09
13	11	3.63	61.72
14	12	3.96	65.68
15	13	4.29	69.97
16	12	3.96	73.93
17	11	3.63	77.56
18	11	3.63	81.19
19	6	1.98	83.17
20	2	0.66	83.83
21	2	0.66	84.49
22	7	2.31	86.80
23	2	0.66	87.46
24	4	1.32	88.78
25	6	1.98	90.76
26	3	0.99	91.75
28	1	0.33	92.08
29	3	0.99	93.07
31	3	0.99	94.06
32	4	1.32	95.38
34	1	0.33	95.71
35	1	0.33	96.04
36	1	0.33	96.37
37	2	0.66	97.03
38	1	0.33	97.36
39	3	0.99	98.35
40	1	0.33	98.68
42	1	0.33	99.01
46	1	0.33	99.34
47	1	0.33	99.67
60	1	0.33	100.00

30	7	2.31	73.27
31	7	2.31	75.58
32	2	0.66	76.24
33	8	2.64	78.88
34	5	1.65	80.53
35	3	0.99	81.52
36	5	1.65	83.17
37	5	1.65	84.82
38	2	0.66	85.48
39	4	1.32	86.80
40	3	0.99	87.79
41	1	0.33	88.12
42	1	0.33	88.45
43	1	0.33	88.78
44	2	0.66	89.44
45	2	0.66	90.10
46	3	0.99	91.09
47	2	0.66	91.75
48	1	0.33	92.08
49	3	0.99	93.07
50	4	1.32	94.39
51	2	0.66	95.05
52	1	0.33	95.38
55	2	0.66	96.04
57	1	0.33	96.37
58	3	0.99	97.36
59	2	0.66	98.02
67	1	0.33	98.35
69	1	0.33	98.68
70	1	0.33	99.01
72	1	0.33	99.34
73	1	0.33	99.67
75	1	0.33	100.00
Total	303	100.00	

. tab SDSB05B4 , m

Number of girls admitted to the CEP in 2011/12	Freq.	Percent	Cum.
-88	12	3.96	3.96
0	4	1.32	5.28
1	6	1.98	7.26
2	9	2.97	10.23
3	17	5.61	15.84
4	17	5.61	21.45
5	12	3.96	25.41
6	8	2.64	28.05
7	11	3.63	31.68
8	13	4.29	35.97
9	16	5.28	41.25
10	19	6.27	47.52
11	15	4.95	52.48
12	17	5.61	58.09
13	11	3.63	61.72
14	12	3.96	65.68
15	13	4.29	69.97
16	12	3.96	73.93
17	11	3.63	77.56
18	11	3.63	81.19
19	6	1.98	83.17
20	2	0.66	83.83
21	2	0.66	84.49
22	7	2.31	86.80
23	2	0.66	87.46
24	4	1.32	88.78
25	6	1.98	90.76
26	3	0.99	91.75
28	1	0.33	92.08
29	3	0.99	93.07
31	3	0.99	94.06
32	4	1.32	95.38
34	1	0.33	95.71
35	1	0.33	96.04
36	1	0.33	96.37
37	2	0.66	97.03
38	1	0.33	97.36
39	3	0.99	98.35
40	1	0.33	98.68
42	1	0.33	99.01
46	1	0.33	99.34
47	1	0.33	99.67
60	1	0.33	100.00

Total | 303 | 100.00			
. tab SDSB06 , m nol			
What is the proportion of the pupils of the CP1 that has the official age to go	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
1	18	5.94	6.93
2	58	19.14	26.07
3	148	48.84	74.92
4	76	25.08	100.00
Total | 303 | 100.00			

. tab SDSB07A , m nol			
What is roughly some% the number of pupils living unless 1km	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	9	2.97	3.30
2	1	0.33	3.63
3	2	0.66	4.29
5	3	0.99	5.28
8	1	0.33	5.61
10	18	5.94	11.55
12	1	0.33	11.88
13	1	0.33	12.21
14	1	0.33	12.54
15	12	3.96	16.50
20	12	3.96	20.46
25	2	0.66	21.12
26	1	0.33	21.45
28	1	0.33	21.78
30	13	4.29	26.07
32	1	0.33	26.40
35	4	1.32	27.72
37	2	0.66	28.38
40	11	3.63	32.01
43	2	0.66	32.67
45	8	2.64	35.31
50	21	6.93	42.24
55	1	0.33	42.57
59	1	0.33	42.90
60	28	9.24	52.15
62	1	0.33	52.48
65	1	0.33	52.81
67	1	0.33	53.14
69	1	0.33	53.47
70	20	6.60	60.07
71	1	0.33	60.40
73	1	0.33	60.73
75	10	3.30	64.03
80	37	12.21	76.24
81	1	0.33	76.57
83	1	0.33	76.90
85	6	1.98	78.88
86	1	0.33	79.21
87	1	0.33	79.54
90	29	9.57	89.11
92	1	0.33	89.44
93	1	0.33	89.77
94	1	0.33	90.10
95	7	2.31	92.41
96	5	1.65	94.06
97	1	0.33	94.39
98	6	1.98	96.37
99	2	0.66	97.03
100	9	2.97	100.00
Total | 303 | 100.00			

Total | 303 | 100.00			
. tab SDSB06 , m			
What is the proportion of the pupils of the CP1 that has the official age to go	Freq.	Percent	Cum.
ND99	2	0.66	0.66
NP88	1	0.33	0.99
Less 50%	18	5.94	6.93
50% - 80%	58	19.14	26.07
Nearly all	148	48.84	74.92
All	76	25.08	100.00
Total | 303 | 100.00			

. tab SDSB07A , m			
What is roughly some% the number of pupils living unless 1km	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	9	2.97	3.30
2	1	0.33	3.63
3	2	0.66	4.29
5	3	0.99	5.28
8	1	0.33	5.61
10	18	5.94	11.55
12	1	0.33	11.88
13	1	0.33	12.21
14	1	0.33	12.54
15	12	3.96	16.50
20	12	3.96	20.46
25	2	0.66	21.12
26	1	0.33	21.45
28	1	0.33	21.78
30	13	4.29	26.07
32	1	0.33	26.40
35	4	1.32	27.72
37	2	0.66	28.38
40	11	3.63	32.01
43	2	0.66	32.67
45	8	2.64	35.31
50	21	6.93	42.24
55	1	0.33	42.57
59	1	0.33	42.90
60	28	9.24	52.15
62	1	0.33	52.48
65	1	0.33	52.81
67	1	0.33	53.14
69	1	0.33	53.47
70	20	6.60	60.07
71	1	0.33	60.40
73	1	0.33	60.73
75	10	3.30	64.03
80	37	12.21	76.24
81	1	0.33	76.57
83	1	0.33	76.90
85	6	1.98	78.88
86	1	0.33	79.21
87	1	0.33	79.54
90	29	9.57	89.11
92	1	0.33	89.44
93	1	0.33	89.77
94	1	0.33	90.10
95	7	2.31	92.41
96	5	1.65	94.06
97	1	0.33	94.39
98	6	1.98	96.37
99	2	0.66	97.03
100	9	2.97	100.00
Total | 303 | 100.00			

. tab SDSB07B , m nol

What is roughly some% the number of pupils living in 1 to 3km of	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	11	3.63	3.96
1	5	1.65	5.61
2	3	0.99	6.60
4	5	1.65	8.25
5	15	4.95	13.20
6	1	0.33	13.53
7	4	1.32	14.85
8	4	1.32	16.17
9	4	1.32	17.49
10	20	6.60	24.09
11	1	0.33	24.42
12	2	0.66	25.08
13	1	0.33	25.41
14	1	0.33	25.74
15	20	6.60	32.34
19	1	0.33	32.67
20	40	13.20	45.87
22	1	0.33	46.20
23	1	0.33	46.53
25	11	3.63	50.17
28	1	0.33	50.50
30	31	10.23	60.73
32	2	0.66	61.39
34	1	0.33	61.72
35	4	1.32	63.04
37	1	0.33	63.37
38	2	0.66	64.03
40	18	5.94	69.97
44	2	0.66	70.63
45	4	1.32	71.95
46	1	0.33	72.28
47	1	0.33	72.61
50	14	4.62	77.23
51	1	0.33	77.56
53	1	0.33	77.89
54	1	0.33	78.22
55	5	1.65	79.87
60	11	3.63	83.50
61	1	0.33	83.83
63	1	0.33	84.16
64	2	0.66	84.82
65	1	0.33	85.15
70	7	2.31	87.46
75	4	1.32	88.78
80	11	3.63	92.41
82	2	0.66	93.07
85	6	1.98	95.05
88	2	0.66	95.71
89	1	0.33	96.04
90	5	1.65	97.69
95	2	0.66	98.35
97	1	0.33	98.68
99	1	0.33	99.01
100	3	0.99	100.00
Total	303	100.00	

. tab SDSB07C , m nol

What is roughly some% the number of pupils living more of 3km	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	97	32.01	32.34
1	12	3.96	36.30
2	8	2.64	38.94
3	7	2.31	41.25
4	5	1.65	42.90
5	37	12.21	55.12
6	2	0.66	55.78
7	3	0.99	56.77

. tab SDSB07B , m

What is roughly some% the number of pupils living in 1 to 3km of	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	11	3.63	3.96
1	5	1.65	5.61
2	3	0.99	6.60
4	5	1.65	8.25
5	15	4.95	13.20
6	1	0.33	13.53
7	4	1.32	14.85
8	4	1.32	16.17
9	4	1.32	17.49
10	20	6.60	24.09
11	1	0.33	24.42
12	2	0.66	25.08
13	1	0.33	25.41
14	1	0.33	25.74
15	20	6.60	32.34
19	1	0.33	32.67
20	40	13.20	45.87
22	1	0.33	46.20
23	1	0.33	46.53
25	11	3.63	50.17
28	1	0.33	50.50
30	31	10.23	60.73
32	2	0.66	61.39
34	1	0.33	61.72
35	4	1.32	63.04
37	1	0.33	63.37
38	2	0.66	64.03
40	18	5.94	69.97
44	2	0.66	70.63
45	4	1.32	71.95
46	1	0.33	72.28
47	1	0.33	72.61
50	14	4.62	77.23
51	1	0.33	77.56
53	1	0.33	77.89
54	1	0.33	78.22
55	5	1.65	79.87
60	11	3.63	83.50
61	1	0.33	83.83
63	1	0.33	84.16
64	2	0.66	84.82
65	1	0.33	85.15
70	7	2.31	87.46
75	4	1.32	88.78
80	11	3.63	92.41
82	2	0.66	93.07
85	6	1.98	95.05
88	2	0.66	95.71
89	1	0.33	96.04
90	5	1.65	97.69
95	2	0.66	98.35
97	1	0.33	98.68
99	1	0.33	99.01
100	3	0.99	100.00
Total	303	100.00	

. tab SDSB07C , m

What is roughly some% the number of pupils living more of 3km	Freq.	Percent	Cum.
-88	1	0.33	0.33
0	97	32.01	32.34
1	12	3.96	36.30
2	8	2.64	38.94
3	7	2.31	41.25
4	5	1.65	42.90
5	37	12.21	55.12
6	2	0.66	55.78
7	3	0.99	56.77

8	2	0.66	57.43
9	2	0.66	58.09
10	55	18.15	76.24
11	2	0.66	76.90
12	3	0.99	77.89
14	1	0.33	78.22
15	11	3.63	81.85
16	1	0.33	82.18
17	1	0.33	82.51
19	1	0.33	82.84
20	22	7.26	90.10
22	1	0.33	90.43
24	1	0.33	90.76
25	6	1.98	92.74
30	6	1.98	94.72
35	3	0.99	95.71
40	3	0.99	96.70
42	1	0.33	97.03
50	2	0.66	97.69
51	1	0.33	98.02
55	1	0.33	98.35
65	2	0.66	99.01
70	1	0.33	99.34
72	1	0.33	99.67
90	1	0.33	100.00

Total	303	100.00	

. tab SDSB08 , m nol

How many pupils are orphan in the school?	Freq.	Percent	Cum.
-88	36	11.88	11.88
0	9	2.97	14.85
1	2	0.66	15.51
2	9	2.97	18.48
3	6	1.98	20.46
4	6	1.98	22.44
5	9	2.97	25.41
6	4	1.32	26.73
7	6	1.98	28.71
8	10	3.30	32.01
10	21	6.93	38.94
11	6	1.98	40.92
12	11	3.63	44.55
13	6	1.98	46.53
14	4	1.32	47.85
15	12	3.96	51.82
16	6	1.98	53.80
17	1	0.33	54.13
18	5	1.65	55.78
19	2	0.66	56.44
20	14	4.62	61.06
21	3	0.99	62.05
22	1	0.33	62.38
23	1	0.33	62.71
24	4	1.32	64.03
25	8	2.64	66.67
26	1	0.33	67.00
27	1	0.33	67.33
28	4	1.32	68.65
29	1	0.33	68.98
30	10	3.30	72.28
31	3	0.99	73.27
32	4	1.32	74.59
34	3	0.99	75.58
35	8	2.64	78.22
36	4	1.32	79.54
37	2	0.66	80.20
38	4	1.32	81.52
39	2	0.66	82.18
40	2	0.66	82.84
41	2	0.66	83.50
43	1	0.33	83.83
44	1	0.33	84.16
45	2	0.66	84.82
47	2	0.66	85.48
48	2	0.66	86.14
49	2	0.66	86.80
50	5	1.65	88.45
51	1	0.33	88.78
52	2	0.66	89.44
53	3	0.99	90.43
56	4	1.32	91.75

8	2	0.66	57.43
9	2	0.66	58.09
10	55	18.15	76.24
11	2	0.66	76.90
12	3	0.99	77.89
14	1	0.33	78.22
15	11	3.63	81.85
16	1	0.33	82.18
17	1	0.33	82.51
19	1	0.33	82.84
20	22	7.26	90.10
22	1	0.33	90.43
24	1	0.33	90.76
25	6	1.98	92.74
30	6	1.98	94.72
35	3	0.99	95.71
40	3	0.99	96.70
42	1	0.33	97.03
50	2	0.66	97.69
51	1	0.33	98.02
55	1	0.33	98.35
65	2	0.66	99.01
70	1	0.33	99.34
72	1	0.33	99.67
90	1	0.33	100.00

Total	303	100.00	

. tab SDSB08 , m

How many pupils are orphan in the school?	Freq.	Percent	Cum.
-88	36	11.88	11.88
0	9	2.97	14.85
1	2	0.66	15.51
2	9	2.97	18.48
3	6	1.98	20.46
4	6	1.98	22.44
5	9	2.97	25.41
6	4	1.32	26.73
7	6	1.98	28.71
8	10	3.30	32.01
10	21	6.93	38.94
11	6	1.98	40.92
12	11	3.63	44.55
13	6	1.98	46.53
14	4	1.32	47.85
15	12	3.96	51.82
16	6	1.98	53.80
17	1	0.33	54.13
18	5	1.65	55.78
19	2	0.66	56.44
20	14	4.62	61.06
21	3	0.99	62.05
22	1	0.33	62.38
23	1	0.33	62.71
24	4	1.32	64.03
25	8	2.64	66.67
26	1	0.33	67.00
27	1	0.33	67.33
28	4	1.32	68.65
29	1	0.33	68.98
30	10	3.30	72.28
31	3	0.99	73.27
32	4	1.32	74.59
34	3	0.99	75.58
35	8	2.64	78.22
36	4	1.32	79.54
37	2	0.66	80.20
38	4	1.32	81.52
39	2	0.66	82.18
40	2	0.66	82.84
41	2	0.66	83.50
43	1	0.33	83.83
44	1	0.33	84.16
45	2	0.66	84.82
47	2	0.66	85.48
48	2	0.66	86.14
49	2	0.66	86.80
50	5	1.65	88.45
51	1	0.33	88.78
52	2	0.66	89.44
53	3	0.99	90.43
56	4	1.32	91.75

57	1	0.33	92.08
58	1	0.33	92.41
59	2	0.66	93.07
60	4	1.32	94.39
64	2	0.66	95.05
66	1	0.33	95.38
67	1	0.33	95.71
68	1	0.33	96.04
69	1	0.33	96.37
70	1	0.33	96.70
72	2	0.66	97.36
80	2	0.66	98.02
84	1	0.33	98.35
85	1	0.33	98.68
88	1	0.33	99.01
91	1	0.33	99.34
102	1	0.33	99.67
110	1	0.33	100.00

Total	303	100.00	

. tab SDSB09 , m nol

How many pupils of your school are handicapped	Freq.	Percent	Cum.
-88	4	1.32	1.32
0	139	45.87	47.19
1	78	25.74	72.94
2	43	14.19	87.13
3	14	4.62	91.75
4	7	2.31	94.06
5	6	1.98	96.04
6	3	0.99	97.03
7	1	0.33	97.36
8	2	0.66	98.02
10	2	0.66	98.68
17	2	0.66	99.34
18	1	0.33	99.67
20	1	0.33	100.00

Total	303	100.00	

. tab SDSB10 , m nol

Does your school hold a register of presence or absence of the pupils?	Freq.	Percent	Cum.
0	6	1.98	1.98
1	11	3.63	5.61
2	286	94.39	100.00

Total	303	100.00	

. tab SDSB11A , m nol

a) What the approximate number of pupils of the CP2 that left one day or	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	2	0.66	2.31
0	38	12.54	14.85
1	23	7.59	22.44
2	39	12.87	35.31
3	39	12.87	48.18
4	21	6.93	55.12
5	22	7.26	62.38
6	14	4.62	67.00
7	7	2.31	69.31
8	15	4.95	74.26
9	7	2.31	76.57
10	15	4.95	81.52
11	4	1.32	82.84
12	13	4.29	87.13

57	1	0.33	92.08
58	1	0.33	92.41
59	2	0.66	93.07
60	4	1.32	94.39
64	2	0.66	95.05
66	1	0.33	95.38
67	1	0.33	95.71
68	1	0.33	96.04
69	1	0.33	96.37
70	1	0.33	96.70
72	2	0.66	97.36
80	2	0.66	98.02
84	1	0.33	98.35
85	1	0.33	98.68
88	1	0.33	99.01
91	1	0.33	99.34
102	1	0.33	99.67
110	1	0.33	100.00

Total	303	100.00	

. tab SDSB09 , m

How many pupils of your school are handicapped	Freq.	Percent	Cum.
-88	4	1.32	1.32
0	139	45.87	47.19
1	78	25.74	72.94
2	43	14.19	87.13
3	14	4.62	91.75
4	7	2.31	94.06
5	6	1.98	96.04
6	3	0.99	97.03
7	1	0.33	97.36
8	2	0.66	98.02
10	2	0.66	98.68
17	2	0.66	99.34
18	1	0.33	99.67
20	1	0.33	100.00

Total	303	100.00	

. tab SDSB10 , m

Does your school hold a register of presence or absence of the pupils?	Freq.	Percent	Cum.
No	6	1.98	1.98
Yes but in some class only	11	3.63	5.61
Yes in all classes	286	94.39	100.00

Total	303	100.00	

. tab SDSB11A , m

a) What the approximate number of pupils of the CP2 that left one day or	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	2	0.66	2.31
0	38	12.54	14.85
1	23	7.59	22.44
2	39	12.87	35.31
3	39	12.87	48.18
4	21	6.93	55.12
5	22	7.26	62.38
6	14	4.62	67.00
7	7	2.31	69.31
8	15	4.95	74.26
9	7	2.31	76.57
10	15	4.95	81.52
11	4	1.32	82.84
12	13	4.29	87.13

13	3	0.99	88.12
14	2	0.66	88.78
15	3	0.99	89.77
16	4	1.32	91.09
17	1	0.33	91.42
18	3	0.99	92.41
19	3	0.99	93.40
20	5	1.65	95.05
22	2	0.66	95.71
24	1	0.33	96.04
25	1	0.33	96.37
26	1	0.33	96.70
28	1	0.33	97.03
30	1	0.33	97.36
31	1	0.33	97.69
32	1	0.33	98.02
35	1	0.33	98.35
38	1	0.33	98.68
39	1	0.33	99.01
41	1	0.33	99.34
46	1	0.33	99.67
49	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB11B , m nol

b) What the approximate number of pupils of the CM2 that left one day oh	Freq.	Percent	Cum.
-99	3	0.99	0.99
-88	1	0.33	1.32
0	79	26.07	27.39
1	37	12.21	39.60
2	47	15.51	55.12
3	33	10.89	66.01
4	11	3.63	69.64
5	24	7.92	77.56
6	9	2.97	80.53
7	5	1.65	82.18
8	7	2.31	84.49
9	3	0.99	85.48
10	3	0.99	86.47
11	7	2.31	88.78
12	8	2.64	91.42
13	1	0.33	91.75
14	1	0.33	92.08
15	3	0.99	93.07
16	1	0.33	93.40
17	1	0.33	93.73
18	1	0.33	94.06
19	2	0.66	94.72
20	3	0.99	95.71
21	1	0.33	96.04
22	1	0.33	96.37
26	3	0.99	97.36
29	1	0.33	97.69
30	1	0.33	98.02
31	1	0.33	98.35
32	1	0.33	98.68
36	1	0.33	99.01
48	1	0.33	99.34
51	1	0.33	99.67
70	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB12A , m nol

a) What is the approximate percentage of pupils of the CP2 that was absent pe	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	2	0.66	2.31
0	169	55.78	58.09
1	30	9.90	67.99

13	3	0.99	88.12
14	2	0.66	88.78
15	3	0.99	89.77
16	4	1.32	91.09
17	1	0.33	91.42
18	3	0.99	92.41
19	3	0.99	93.40
20	5	1.65	95.05
22	2	0.66	95.71
24	1	0.33	96.04
25	1	0.33	96.37
26	1	0.33	96.70
28	1	0.33	97.03
30	1	0.33	97.36
31	1	0.33	97.69
32	1	0.33	98.02
35	1	0.33	98.35
38	1	0.33	98.68
39	1	0.33	99.01
41	1	0.33	99.34
46	1	0.33	99.67
49	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB11B , m

b) What the approximate number of pupils of the CM2 that left one day oh	Freq.	Percent	Cum.
-99	3	0.99	0.99
-88	1	0.33	1.32
0	79	26.07	27.39
1	37	12.21	39.60
2	47	15.51	55.12
3	33	10.89	66.01
4	11	3.63	69.64
5	24	7.92	77.56
6	9	2.97	80.53
7	5	1.65	82.18
8	7	2.31	84.49
9	3	0.99	85.48
10	3	0.99	86.47
11	7	2.31	88.78
12	8	2.64	91.42
13	1	0.33	91.75
14	1	0.33	92.08
15	3	0.99	93.07
16	1	0.33	93.40
17	1	0.33	93.73
18	1	0.33	94.06
19	2	0.66	94.72
20	3	0.99	95.71
21	1	0.33	96.04
22	1	0.33	96.37
26	3	0.99	97.36
29	1	0.33	97.69
30	1	0.33	98.02
31	1	0.33	98.35
32	1	0.33	98.68
36	1	0.33	99.01
48	1	0.33	99.34
51	1	0.33	99.67
70	1	0.33	100.00
<hr/>			
Total	303	100.00	

. tab SDSB12A , m

a) What is the approximate percentage of pupils of the CP2 that was absent pe	Freq.	Percent	Cum.
-99	5	1.65	1.65
-88	2	0.66	2.31
0	169	55.78	58.09
1	30	9.90	67.99

2	22	7.26	75.25
3	16	5.28	80.53
4	7	2.31	82.84
5	13	4.29	87.13
6	4	1.32	88.45
7	3	0.99	89.44
8	4	1.32	90.76
9	4	1.32	92.08
10	10	3.30	95.38
11	1	0.33	95.71
12	1	0.33	96.04
13	2	0.66	96.70
14	1	0.33	97.03
15	2	0.66	97.69
16	1	0.33	98.02
17	2	0.66	98.68
20	1	0.33	99.01
25	2	0.66	99.67
27	1	0.33	100.00
Total	303	100.00	

. tab SDSB12B , m nol

b) What is the approximate percentage of pupils of the CM2 that was absent pe	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
0	204	67.33	68.32
1	27	8.91	77.23
2	24	7.92	85.15
3	9	2.97	88.12
4	5	1.65	89.77
5	5	1.65	91.42
6	4	1.32	92.74
7	5	1.65	94.39
8	3	0.99	95.38
10	1	0.33	95.71
11	1	0.33	96.04
13	2	0.66	96.70
14	1	0.33	97.03
15	2	0.66	97.69
17	1	0.33	98.02
29	1	0.33	98.35
30	2	0.66	99.01
33	1	0.33	99.34
38	1	0.33	99.67
40	1	0.33	100.00
Total	303	100.00	

. tab SDSB13A , m nol

a) What is your degree of judgment of the gravity of the absenteeism of the girl	Freq.	Percent	Cum.
1	89	29.37	29.37
2	169	55.78	85.15
3	45	14.85	100.00
Total	303	100.00	

. tab SDSB13B , m nol

b) What is your degree of judgment of the gravity of the absenteeism of the boys	Freq.	Percent	Cum.
1	77	25.41	25.41

2	22	7.26	75.25
3	16	5.28	80.53
4	7	2.31	82.84
5	13	4.29	87.13
6	4	1.32	88.45
7	3	0.99	89.44
8	4	1.32	90.76
9	4	1.32	92.08
10	10	3.30	95.38
11	1	0.33	95.71
12	1	0.33	96.04
13	2	0.66	96.70
14	1	0.33	97.03
15	2	0.66	97.69
16	1	0.33	98.02
17	2	0.66	98.68
20	1	0.33	99.01
25	2	0.66	99.67
27	1	0.33	100.00
Total	303	100.00	

. tab SDSB12B , m

b) What is the approximate percentage of pupils of the CM2 that was absent pe	Freq.	Percent	Cum.
-99	2	0.66	0.66
-88	1	0.33	0.99
0	204	67.33	68.32
1	27	8.91	77.23
2	24	7.92	85.15
3	9	2.97	88.12
4	5	1.65	89.77
5	5	1.65	91.42
6	4	1.32	92.74
7	5	1.65	94.39
8	3	0.99	95.38
10	1	0.33	95.71
11	1	0.33	96.04
13	2	0.66	96.70
14	1	0.33	97.03
15	2	0.66	97.69
17	1	0.33	98.02
29	1	0.33	98.35
30	2	0.66	99.01
33	1	0.33	99.34
38	1	0.33	99.67
40	1	0.33	100.00
Total	303	100.00	

. tab SDSB13A , m

a) What is your degree of judgment of the gravity of the absenteeism of the girl	Freq.	Percent	Cum.
No problem	89	29.37	29.37
Minor	169	55.78	85.15
Serious	45	14.85	100.00
Total	303	100.00	

. tab SDSB13B , m

b) What is your degree of judgment of the gravity of the absenteeism of the boys	Freq.	Percent	Cum.
No problem	77	25.41	25.41

2	171	56.44	81.85
3	55	18.15	100.00
Total	303	100.00	

. tab SDSB14 , m nol

What is the gravity of the malnutrition of the pupils of your school?	Freq.	Percent	Cum.
1	56	18.48	18.48
2	143	47.19	65.68
3	104	34.32	100.00
Total	303	100.00	

. tab SDSB15 , m nol

Is what your school gives to the parents a school bulletin that includes the	Freq.	Percent	Cum.
0	45	14.85	14.85
1	39	12.87	27.72
2	201	66.34	94.06
3	18	5.94	100.00
Total	303	100.00	

. tab SDSB16 , m nol

According to you, what is the approximate proportion of the pupils of the CP2 th	Freq.	Percent	Cum.
-99	5	1.65	1.65
0	65	21.45	23.10
1	183	60.40	83.50
2	42	13.86	97.36
3	5	1.65	99.01
4	3	0.99	100.00
Total	303	100.00	

. tab SDSB17 , m nol

According to you, what is the approximate proportion of the pupils of the CM2 th	Freq.	Percent	Cum.
-99	6	1.98	1.98
0	20	6.60	8.58
1	150	49.50	58.09
2	79	26.07	84.16
3	36	11.88	96.04
4	12	3.96	100.00
Total	303	100.00	

. tab SDSB18 , m nol

According to you, what is the approximate

Minor	171	56.44	81.85
Serious	55	18.15	100.00
Total	303	100.00	

. tab SDSB14 , m

What is the gravity of the malnutrition of the pupils of your school?	Freq.	Percent	Cum.
No problem	56	18.48	18.48
Minor	143	47.19	65.68
Serious	104	34.32	100.00
Total	303	100.00	

. tab SDSB15 , m

Is what your school gives to the parents a school bulletin that includes the	Freq.	Percent	Cum.
No, such a bulletin doesn't exist	45	14.85	14.85
No, not of such bulletin, but we make i	39	12.87	27.72
Yes, he/it informs on the solar results	201	66.34	94.06
Yes, he/it informs on the school result	18	5.94	100.00
Total	303	100.00	

. tab SDSB16 , m

According to you, what is the approximate proportion of the pupils of the CP2 th	Freq.	Percent	Cum.
ND99	5	1.65	1.65
Doesn't know	65	21.45	23.10
Less 50%	183	60.40	83.50
50% - 80%	42	13.86	97.36
Nearly all	5	1.65	99.01
All	3	0.99	100.00
Total	303	100.00	

. tab SDSB17 , m

According to you, what is the approximate proportion of the pupils of the CM2 th	Freq.	Percent	Cum.
ND99	6	1.98	1.98
Doesn't know	20	6.60	8.58
Less 50%	150	49.50	58.09
50% - 80%	79	26.07	84.16
Nearly all	36	11.88	96.04
All	12	3.96	100.00
Total	303	100.00	

. tab SDSB18 , m

According to you, |

proportion of the children of 6 years	Freq.	Percent	Cum.
-88	2	0.66	0.66
0	75	24.75	25.41
1	98	32.34	57.76
2	83	27.39	85.15
3	45	14.85	100.00
Total	303	100.00	

. tab SDSB19 , m nol

According to you, what is the approximate proportion of the age scholaris childre	Freq.	Percent	Cum.
-88	2	0.66	0.66
0	74	24.42	25.08
1	103	33.99	59.08
2	90	29.70	88.78
3	34	11.22	100.00
Total	303	100.00	

. tab SDSB20 , m nol

According to you, the girls are them more susceptible to be non schooled	Freq.	Percent	Cum.
0	151	49.83	49.83
1	152	50.17	100.00
Total	303	100.00	

. tab SDSB21 , m nol

According to you, the parents know them the age of their children	Freq.	Percent	Cum.
1	39	12.87	12.87
2	195	64.36	77.23
3	69	22.77	100.00
Total	303	100.00	

. tab SDSB22 , m nol

According to you, the local authorities (Commune, DPEBA) know them the nombr	Freq.	Percent	Cum.
-88	8	2.64	2.64
0	195	64.36	67.00
1	100	33.00	100.00
Total	303	100.00	

. tab SDSB23 , m nol

There are the children scolarisabl es who

what is the approximate proportion of the children of 6 years	Freq.	Percent	Cum.
NP88	2	0.66	0.66
Very little or none	75	24.75	25.41
Less 20%	98	32.34	57.76
% - 50%	83	27.39	85.15
Pleased of 50%	45	14.85	100.00
Total	303	100.00	

. tab SDSB19 , m

According to you, what is the approximate proportion of the age scholaris childre	Freq.	Percent	Cum.
NP88	2	0.66	0.66
Very little or none	74	24.42	25.08
Less 20%	103	33.99	59.08
% - 50%	90	29.70	88.78
Pleased of 50%	34	11.22	100.00
Total	303	100.00	

. tab SDSB20 , m

According to you, the girls are them more susceptible to be non schooled	Freq.	Percent	Cum.
No	151	49.83	49.83
Yes	152	50.17	100.00
Total	303	100.00	

. tab SDSB21 , m

According to you, the parents know them the age of their children	Freq.	Percent	Cum.
Yes	39	12.87	12.87
Some parents don't know it	195	64.36	77.23
Most parents don't know	69	22.77	100.00
Total	303	100.00	

. tab SDSB22 , m

According to you, the local authorities (Commune, DPEBA) know them the nombr	Freq.	Percent	Cum.
NP88	8	2.64	2.64
No	195	64.36	67.00
Yes	100	33.00	100.00
Total	303	100.00	

. tab SDSB23 , m

There are the children scolarisabl es who

could not enroll to the school of the f	Freq.	Percent	Cum.
0	231	76.24	76.24
1	72	23.76	100.00
Total	303	100.00	

could not enroll to the school of the f	Freq.	Percent	Cum.
No	231	76.24	76.24
Yes	72	23.76	100.00
Total	303	100.00	

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log type: smcl
opened on: 7 Mar 2014, 16:30:13

name: <unnamed>
log: C:\Data\saber_bf2013\log\1.smcl
log type: smcl
opened on: 7 Mar 2014, 16:31:09

. do "C:\Users\%a07745\AppData\Local\Temp\STD01000000.tmp" . do "C:\Users\%a07745\AppData\Local\Temp\STD01000000.tmp"

. *Section G
. *Without labels
. tab SDSG01 , m nol

. *Section G
. *With labels
. tab SDSG01 , m

Percentage of parents speaking French	Freq.	Percent	Cum.
-88	4	1.32	1.32
0	4	1.32	2.64
.5	2	0.66	3.30
.6	1	0.33	3.63
1	13	4.29	7.92
2	18	5.94	13.86
2.5	1	0.33	14.19
3	7	2.31	16.50
5	60	19.80	36.30
6	1	0.33	36.63
7	3	0.99	37.62
8	4	1.32	38.94
9	2	0.66	39.60
10	74	24.42	64.03
15	16	5.28	69.31
17	1	0.33	69.64
20	34	11.22	80.86
25	11	3.63	84.49
30	13	4.29	88.78
33	1	0.33	89.11
35	1	0.33	89.44
40	12	3.96	93.40
45	6	1.98	95.38
50	7	2.31	97.69
60	2	0.66	98.35
70	2	0.66	99.01
80	1	0.33	99.34
95	1	0.33	99.67
97	1	0.33	100.00
Total	303	100.00	

Percentage of parents speaking French	Freq.	Percent	Cum.
-88	4	1.32	1.32
0	4	1.32	2.64
.5	2	0.66	3.30
.6	1	0.33	3.63
1	13	4.29	7.92
2	18	5.94	13.86
2.5	1	0.33	14.19
3	7	2.31	16.50
5	60	19.80	36.30
6	1	0.33	36.63
7	3	0.99	37.62
8	4	1.32	38.94
9	2	0.66	39.60
10	74	24.42	64.03
15	16	5.28	69.31
17	1	0.33	69.64
20	34	11.22	80.86
25	11	3.63	84.49
30	13	4.29	88.78
33	1	0.33	89.11
35	1	0.33	89.44
40	12	3.96	93.40
45	6	1.98	95.38
50	7	2.31	97.69
60	2	0.66	98.35
70	2	0.66	99.01
80	1	0.33	99.34
95	1	0.33	99.67
97	1	0.33	100.00
Total	303	100.00	

. tab SDSG021 , m nol

. tab SDSG021 , m

Mossi	Freq.	Percent	Cum.
0	45	14.85	14.85
1	14	4.62	19.47
1.5	1	0.33	19.80
2	9	2.97	22.77
3	3	0.99	23.76
4	2	0.66	24.42
5	8	2.64	27.06
7	3	0.99	28.05
8	2	0.66	28.71
10	22	7.26	35.97
11	1	0.33	36.30
12	1	0.33	36.63
15	8	2.64	39.27
20	6	1.98	41.25
24	1	0.33	41.58
25	4	1.32	42.90
30	10	3.30	46.20
35	3	0.99	47.19
40	7	2.31	49.50
45	1	0.33	49.83
49	1	0.33	50.17
50	4	1.32	51.49
60	3	0.99	52.48

Mossi	Freq.	Percent	Cum.
0	45	14.85	14.85
1	14	4.62	19.47
1.5	1	0.33	19.80
2	9	2.97	22.77
3	3	0.99	23.76
4	2	0.66	24.42
5	8	2.64	27.06
7	3	0.99	28.05
8	2	0.66	28.71
10	22	7.26	35.97
11	1	0.33	36.30
12	1	0.33	36.63
15	8	2.64	39.27
20	6	1.98	41.25
24	1	0.33	41.58
25	4	1.32	42.90
30	10	3.30	46.20
35	3	0.99	47.19
40	7	2.31	49.50
45	1	0.33	49.83
49	1	0.33	50.17
50	4	1.32	51.49
60	3	0.99	52.48

70	6	1.98	54.46
73	1	0.33	54.79
80	7	2.31	57.10
81	1	0.33	57.43
83	1	0.33	57.76
84	1	0.33	58.09
85	3	0.99	59.08
85.72	1	0.33	59.41
90	17	5.61	65.02
93	1	0.33	65.35
93.5	1	0.33	65.68
94	2	0.66	66.34
95	13	4.29	70.63
96	1	0.33	70.96
97	5	1.65	72.61
98	14	4.62	77.23
99	21	6.93	84.16
100	48	15.84	100.00
Total	303	100.00	

. tab SDSG022 , m nol

Dioula	Freq.	Percent	Cum.
0	241	79.54	79.54
.2	1	0.33	79.87
1	16	5.28	85.15
2	8	2.64	87.79
3	5	1.65	89.44
5	14	4.62	94.06
7	1	0.33	94.39
10	10	3.30	97.69
15	4	1.32	99.01
30	1	0.33	99.34
40	1	0.33	99.67
60	1	0.33	100.00
Total	303	100.00	

. tab SDSG023 , m nol

Peul	Freq.	Percent	Cum.
0	134	44.22	44.22
.5	3	0.99	45.21
.8	1	0.33	45.54
1	30	9.90	55.45
1.5	1	0.33	55.78
2	24	7.92	63.70
3	12	3.96	67.66
4	4	1.32	68.98
5	46	15.18	84.16
7	3	0.99	85.15
8	1	0.33	85.48
9	1	0.33	85.81
10	25	8.25	94.06
14.28	1	0.33	94.39
15	5	1.65	96.04
20	6	1.98	98.02
30	5	1.65	99.67
40	1	0.33	100.00
Total	303	100.00	

. tab SDSG024 , m nol

Gourmathe	Freq.	Percent	Cum.
0	288	95.05	95.05
1	6	1.98	97.03
2	1	0.33	97.36
5	4	1.32	98.68
10	2	0.66	99.34
60	1	0.33	99.67
90	1	0.33	100.00

70	6	1.98	54.46
73	1	0.33	54.79
80	7	2.31	57.10
81	1	0.33	57.43
83	1	0.33	57.76
84	1	0.33	58.09
85	3	0.99	59.08
85.72	1	0.33	59.41
90	17	5.61	65.02
93	1	0.33	65.35
93.5	1	0.33	65.68
94	2	0.66	66.34
95	13	4.29	70.63
96	1	0.33	70.96
97	5	1.65	72.61
98	14	4.62	77.23
99	21	6.93	84.16
100	48	15.84	100.00
Total	303	100.00	

. tab SDSG022 , m

Dioula	Freq.	Percent	Cum.
0	241	79.54	79.54
.2	1	0.33	79.87
1	16	5.28	85.15
2	8	2.64	87.79
3	5	1.65	89.44
5	14	4.62	94.06
7	1	0.33	94.39
10	10	3.30	97.69
15	4	1.32	99.01
30	1	0.33	99.34
40	1	0.33	99.67
60	1	0.33	100.00
Total	303	100.00	

. tab SDSG023 , m

Peul	Freq.	Percent	Cum.
0	134	44.22	44.22
.5	3	0.99	45.21
.8	1	0.33	45.54
1	30	9.90	55.45
1.5	1	0.33	55.78
2	24	7.92	63.70
3	12	3.96	67.66
4	4	1.32	68.98
5	46	15.18	84.16
7	3	0.99	85.15
8	1	0.33	85.48
9	1	0.33	85.81
10	25	8.25	94.06
14.28	1	0.33	94.39
15	5	1.65	96.04
20	6	1.98	98.02
30	5	1.65	99.67
40	1	0.33	100.00
Total	303	100.00	

. tab SDSG024 , m

Gourmathe	Freq.	Percent	Cum.
0	288	95.05	95.05
1	6	1.98	97.03
2	1	0.33	97.36
5	4	1.32	98.68
10	2	0.66	99.34
60	1	0.33	99.67
90	1	0.33	100.00

Total	303	100.00	
. tab SDSG025 , m nol			
Bwaba	Freq.	Percent	Cum.
0	287	94.72	94.72
1	4	1.32	96.04
2	5	1.65	97.69
3	1	0.33	98.02
5	4	1.32	99.34
18	1	0.33	99.67
80	1	0.33	100.00
Total	303	100.00	

. tab SDSG026A , m nol

Ethnic group of the parents: Other	Freq.	Percent	Cum.
-99	121	39.93	39.93
-88	1	0.33	40.26
6	6	1.98	42.24
7	34	11.22	53.47
8	31	10.23	63.70
9	1	0.33	64.03
10	1	0.33	64.36
11	1	0.33	64.69
12	2	0.66	65.35
13	1	0.33	65.68
14	22	7.26	72.94
15	2	0.66	73.60
16	69	22.77	96.37
17	3	0.99	97.36
18	3	0.99	98.35
19	3	0.99	99.34
20	1	0.33	99.67
21	1	0.33	100.00
Total	303	100.00	

. tab SDSG026B , m nol

Other	Freq.	Percent	Cum.
-99	122	40.26	40.26
0	1	0.33	40.59
.5	1	0.33	40.92
1	9	2.97	43.89
1.5	1	0.33	44.22
2	3	0.99	45.21
3	1	0.33	45.54
5	7	2.31	47.85
10	2	0.66	48.51
19	1	0.33	48.84
20	5	1.65	50.50
25	3	0.99	51.49
30	3	0.99	52.48
35	3	0.99	53.47
40	3	0.99	54.46
46	1	0.33	54.79
50	7	2.31	57.10
52	1	0.33	57.43
55	3	0.99	58.42
60	8	2.64	61.06
65	3	0.99	62.05
66	1	0.33	62.38
68	1	0.33	62.71
70	7	2.31	65.02
73	1	0.33	65.35
75	3	0.99	66.34

Total	303	100.00	
. tab SDSG025 , m			
Bwaba	Freq.	Percent	Cum.
0	287	94.72	94.72
1	4	1.32	96.04
2	5	1.65	97.69
3	1	0.33	98.02
5	4	1.32	99.34
18	1	0.33	99.67
80	1	0.33	100.00
Total	303	100.00	

. tab SDSG026A , m

Ethnic group of the parents: Other	Freq.	Percent	Cum.
-99	121	39.93	39.93
-88	1	0.33	40.26
LOBI DAGARA ET BIRIFOR	6	1.98	42.24
BISSA	34	11.22	53.47
LOBI	31	10.23	63.70
DOGOSSE	1	0.33	64.03
KOUSSASSI	1	0.33	64.36
LOBI ET BIRIFOR	1	0.33	64.69
GAN, SAMO ET BOBO	2	0.66	65.35
LOBI ET SAMOGO	1	0.33	65.68
DAGARA	22	7.26	72.94
BIRIFOR	2	0.66	73.60
GOUROUNSSI	69	22.77	96.37
DJAN	3	0.99	97.36
LOBI ET DJAN	3	0.99	98.35
LOBI ET DAGARA	3	0.99	99.34
SAMO	1	0.33	99.67
GOUROUNSSI ET DAGARA	1	0.33	100.00
Total	303	100.00	

. tab SDSG026B , m

Other	Freq.	Percent	Cum.
-99	122	40.26	40.26
0	1	0.33	40.59
.5	1	0.33	40.92
1	9	2.97	43.89
1.5	1	0.33	44.22
2	3	0.99	45.21
3	1	0.33	45.54
5	7	2.31	47.85
10	2	0.66	48.51
19	1	0.33	48.84
20	5	1.65	50.50
25	3	0.99	51.49
30	3	0.99	52.48
35	3	0.99	53.47
40	3	0.99	54.46
46	1	0.33	54.79
50	7	2.31	57.10
52	1	0.33	57.43
55	3	0.99	58.42
60	8	2.64	61.06
65	3	0.99	62.05
66	1	0.33	62.38
68	1	0.33	62.71
70	7	2.31	65.02
73	1	0.33	65.35
75	3	0.99	66.34

80	14	4.62	70.96
82	1	0.33	71.29
86	1	0.33	71.62
87	2	0.66	72.28
88	2	0.66	72.94
89	2	0.66	73.60
90	12	3.96	77.56
94	2	0.66	78.22
95	12	3.96	82.18
96	1	0.33	82.51
97	6	1.98	84.49
98	10	3.30	87.79
99	9	2.97	90.76
100	28	9.24	100.00
<hr/>			
Total	303	100.00	

80	14	4.62	70.96
82	1	0.33	71.29
86	1	0.33	71.62
87	2	0.66	72.28
88	2	0.66	72.94
89	2	0.66	73.60
90	12	3.96	77.56
94	2	0.66	78.22
95	12	3.96	82.18
96	1	0.33	82.51
97	6	1.98	84.49
98	10	3.30	87.79
99	9	2.97	90.76
100	28	9.24	100.00
<hr/>			
Total	303	100.00	

. tab SDSG03 , m nol

Percentage of the pupils descended of underprivileged homes	Freq.	Percent	Cum.
-88	1	0.33	0.33
1	26	8.58	8.91
2	30	9.90	18.81
3	55	18.15	36.96
4	191	63.04	100.00
<hr/>			
Total	303	100.00	

. tab SDSG03 , m

Percentage of the pupils descended of underprivileged homes	Freq.	Percent	Cum.
NP88	1	0.33	0.33
0 to 10%	26	8.58	8.91
11 to 25%	30	9.90	18.81
26 to 50%	55	18.15	36.96
More of 50%	191	63.04	100.00
<hr/>			
Total	303	100.00	

. tab SDSG04 , m nol

Percentage of the pupils descended of comfortable homes	Freq.	Percent	Cum.
-88	1	0.33	0.33
1	215	70.96	71.29
2	42	13.86	85.15
3	26	8.58	93.73
4	19	6.27	100.00
<hr/>			
Total	303	100.00	

. tab SDSG04 , m

Percentage of the pupils descended of comfortable homes	Freq.	Percent	Cum.
NP88	1	0.33	0.33
0 to 10%	215	70.96	71.29
11 to 25%	42	13.86	85.15
26 to 50%	26	8.58	93.73
More of 50%	19	6.27	100.00
<hr/>			
Total	303	100.00	

. tab SDSG05 , m nol

From how many villages the pupils come	Freq.	Percent	Cum.
-99	1	0.33	0.33
1	76	25.08	25.41
2	71	23.43	48.84
3	155	51.16	100.00
<hr/>			
Total	303	100.00	

. tab SDSG05 , m

From how many villages the pupils come	Freq.	Percent	Cum.
ND99	1	0.33	0.33
Nearly all of a village	76	25.08	25.41
Nearly all of two villages	71	23.43	48.84
Of more than two villages	155	51.16	100.00
<hr/>			
Total	303	100.00	

. tab SDSG06A , m nol

School asks the parents: To participate in special evenements	Freq.	Percent	Cum.
---------------------------------------------------------------	-------	---------	------

. tab SDSG06A , m

School asks the parents: To participate in special evenements	Freq.	Percent	Cum.
---------------------------------------------------------------	-------	---------	------

0	37	12.21	12.21
1	266	87.79	100.00
Total	303	100.00	

. tab SDSG06B , m nol

School asks the parents: To mobilize funds for the school			
	Freq.	Percent	Cum.
0	49	16.17	16.17
1	254	83.83	100.00
Total	303	100.00	

. tab SDSG06C , m nol

School asks the parents: Voluntary for programs and journeys			
	Freq.	Percent	Cum.
0	257	84.82	84.82
1	46	15.18	100.00
Total	303	100.00	

. tab SDSG06D , m nol

School asks the parents: To look after what their children finish duty of May			
	Freq.	Percent	Cum.
0	28	9.24	9.24
1	275	90.76	100.00
Total	303	100.00	

. tab SDSG06E , m nol

School asks the parents: To serve committees of school			
	Freq.	Percent	Cum.
0	143	47.19	47.19
1	160	52.81	100.00
Total	303	100.00	

. tab SDSG07A , m nol

How related express preoccupations: During the meetings APE			
	Freq.	Percent	Cum.

No	37	12.21	12.21
Yes	266	87.79	100.00
Total	303	100.00	

. tab SDSG06B , m

School asks the parents: To mobilize funds for the school			
	Freq.	Percent	Cum.
No	49	16.17	16.17
Yes	254	83.83	100.00
Total	303	100.00	

. tab SDSG06C , m

School asks the parents: Voluntary for programs and journeys			
	Freq.	Percent	Cum.
No	257	84.82	84.82
Yes	46	15.18	100.00
Total	303	100.00	

. tab SDSG06D , m

School asks the parents: To look after what their children finish duty of May			
	Freq.	Percent	Cum.
No	28	9.24	9.24
Yes	275	90.76	100.00
Total	303	100.00	

. tab SDSG06E , m

School asks the parents: To serve committees of school			
	Freq.	Percent	Cum.
No	143	47.19	47.19
Yes	160	52.81	100.00
Total	303	100.00	

. tab SDSG07A , m

How related express preoccupations: During the meetings APE			
	Freq.	Percent	Cum.

0	4	1.32	1.32
1	299	98.68	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07B , m nol

How related express preoccupations: During the meetings COGES	Freq.	Percent	Cum.
-99	84	27.72	27.72
0	96	31.68	59.41
1	123	40.59	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07C , m nol

How related express preoccupations: During the meetings extraordinary	Freq.	Percent	Cum.
-99	2	0.66	0.66
0	59	19.47	20.13
1	242	79.87	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07D , m nol

How related express preoccupations: By written letter	Freq.	Percent	Cum.
0	292	96.37	96.37
1	11	3.63	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07E , m nol

How related express preoccupations: Other (code)	Freq.	Percent	Cum.
-99	242	79.87	79.87
-88	7	2.31	82.18
1	18	5.94	88.12
2	3	0.99	89.11
3	21	6.93	96.04
4	4	1.32	97.36
5	2	0.66	98.02
6	2	0.66	98.68
7	2	0.66	99.34
8	2	0.66	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07E1 , m nol

How related |

No	4	1.32	1.32
Yes	299	98.68	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07B , m

How related express preoccupations: During the meetings COGES	Freq.	Percent	Cum.
ND99	84	27.72	27.72
No	96	31.68	59.41
Yes	123	40.59	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07C , m

How related express preoccupations: During the meetings extraordinary	Freq.	Percent	Cum.
ND99	2	0.66	0.66
No	59	19.47	20.13
Yes	242	79.87	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07D , m

How related express preoccupations: By written letter	Freq.	Percent	Cum.
No	292	96.37	96.37
Yes	11	3.63	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07E , m

How related express preoccupations: Other (code)	Freq.	Percent	Cum.
ND99	242	79.87	79.87
NP88	7	2.31	82.18
VISIT TO THE DIRECTOR	18	5.94	88.12
GA	3	0.99	89.11
INDIVIDUALLY	21	6.93	96.04
BY APPROACH AND INTERMEDIATE OF THE APE	4	1.32	97.36
BY TELEPHONE	2	0.66	98.02
RELATED AND TEACHING	2	0.66	98.68
CEREMONY OF FENCE	2	0.66	99.34
TEACHERS AND ADVISERS OF THE VILLAGE	2	0.66	100.00
<hr/>			
Total	303	100.00	

. tab SDSG07E1 , m

How related |

express preoccupations: Other (answer)	Freq.	Percent	Cum.
-99	249	82.18	82.18
0	2	0.66	82.84
1	52	17.16	100.00
Total	303	100.00	

. tab SDSG08 , m nol

Rhythm of communication teacher-parents of their children	Freq.	Percent	Cum.
1	28	9.24	9.24
2	9	2.97	12.21
3	148	48.84	61.06
5	118	38.94	100.00
Total	303	100.00	

. tab SDSG09A , m nol

There is in the school: APE	Freq.	Percent	Cum.
1	303	100.00	100.00
Total	303	100.00	

. tab SDSG09B , m nol

There is in the school: AME	Freq.	Percent	Cum.
0	12	3.96	3.96
1	291	96.04	100.00
Total	303	100.00	

. tab SDSG09C , m nol

There is in the school: COGES	Freq.	Percent	Cum.
-99	32	10.56	10.56
0	140	46.20	56.77
1	131	43.23	100.00
Total	303	100.00	

. tab SDSG10A , m nol

Dynamism of: APE	Freq.	Percent	Cum.
0	29	9.57	9.57
1	243	80.20	89.77
2	31	10.23	100.00
Total	303	100.00	

. tab SDSG10B , m nol

Dynamism of: AME	Freq.	Percent	Cum.
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express preoccupations: Other (answer)	Freq.	Percent	Cum.
ND99	249	82.18	82.18
No	2	0.66	82.84
Yes	52	17.16	100.00
Total	303	100.00	

. tab SDSG08 , m

Rhythm of communication teacher-parents of their children	Freq.	Percent	Cum.
Every week	28	9.24	9.24
Every month	9	2.97	12.21
Every quarter	148	48.84	61.06
Only so necessary	118	38.94	100.00
Total	303	100.00	

. tab SDSG09A , m

There is in the school: APE	Freq.	Percent	Cum.
Yes	303	100.00	100.00
Total	303	100.00	

. tab SDSG09B , m

There is in the school: AME	Freq.	Percent	Cum.
No	12	3.96	3.96
Yes	291	96.04	100.00
Total	303	100.00	

. tab SDSG09C , m

There is in the school: COGES	Freq.	Percent	Cum.
ND99	32	10.56	10.56
No	140	46.20	56.77
Yes	131	43.23	100.00
Total	303	100.00	

. tab SDSG10A , m

Dynamism of: APE	Freq.	Percent	Cum.
Deactivate	29	9.57	9.57
Activate	243	80.20	89.77
Very active	31	10.23	100.00
Total	303	100.00	

. tab SDSG10B , m

Dynamism of: AME	Freq.	Percent	Cum.
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-99	5	1.65	1.65
0	85	28.05	29.70
1	193	63.70	93.40
2	20	6.60	100.00
Total	303	100.00	

. tab SDSG10C , m nol

Dynamism of: COGES	Freq.	Percent	Cum.
-99	171	56.44	56.44
0	51	16.83	73.27
1	76	25.08	98.35
2	5	1.65	100.00
Total	303	100.00	

ND99	5	1.65	1.65
Deactivate	85	28.05	29.70
Activate	193	63.70	93.40
Very active	20	6.60	100.00
Total	303	100.00	

. tab SDSG10C , m

Dynamism of: COGES	Freq.	Percent	Cum.
ND99	171	56.44	56.44
Deactivate	51	16.83	73.27
Activate	76	25.08	98.35
Very active	5	1.65	100.00
Total	303	100.00	

Appendix 1 Burkina Faso

Appendix 1-6
Summary of Evidences of Validation for Collected Documents
SD
APE and COGES
Commune
CEB
DPEBA
DREBA

Documents collected in the field survey in Burkina Faso

1. School director

- The surveyors asked and collected the following 11 types of documents from the school directors.
- The collection rate varies by target and document type. The collection rates are presented below tables.
- When we compare the collection rates by region, Sud-West region has more schools which submitted the requested documents. On the other hand, Central East has fewer schools which submitted. Why?
 - Is this due to the way how the survey was conducted? For example, the survey team was less able to explain the document to the DPEBA and schools in Central East?
 - Is this due to the school director? Does Central East has more less experienced school directors?
 - Is this due to the regional administration?
- When we compare the collection rate by document type, the following two types were not well collected
 - (a) Records of teaching hours. Is this due to teacher unions?
 - (b) The end year school reports. Why?
- Even though the table indicates the document was collected, the content of documents may not be the right one. This requires further review.

List of documents collected from school directors

SD1	Statistic report of school at the beginning of the year*, 2012/2013
SD2	Yearend school report (or/and) situation of the school at the end of school year *, 2011/2012
SD3	Implementation sheet of the official hourly volume for the period of 1/10/2011 to 31/5/2012 (by teacher)
SD4	Sheet of the execution of the official hourly volume for the period of 1/10/2011 to 31/5/2012 (per school)
SD5	Receipt of school textbooks *, 2011/2012 (by school)
SD6a	Receipt of school materials at the level of CEB *, 2012-2013
SD6b	State of distribution of school materials by school level *, 2012-2013
SD7	Daily class registry of the CM2, school year CM2*, 2012/2013
SD8	Register of attendance of the students of the school*, 2011-2012
SD9a	School report of the 2nd trimester of the year 2012-2013 *(for students of CM2, CM1 if applicable)
SD9b	Results of 2 nd trimester of students of the CM2 or of the CM1, 2012-2013
SD10	Chart of the assessment of the 2 nd trimester of the classes of CM2, 2011-2012
SD11	Statistical results of CEP 2012

	SD1	SD2	SD3	SD4	SD5	SD6a	SD6b	SD7	SD8	SD9	SD10	SD11
CENTRE-EST	61%	43%	30%	12%	62%	46%	75%	96%	61%	99%	87%	71%
CENTRE-OUEST	89%	75%	45%	19%	89%	87%	85%	97%	64%	96%	90%	81%
PLATEAU CENTRAL	63%	42%	26%	14%	82%	67%	93%	95%	39%	91%	82%	70%
SUD-OUEST	86%	83%	82%	26%	86%	97%	92%	94%	86%	96%	94%	82%
Total	77%	64%	47%	18%	81%	76%	86%	96%	64%	96%	89%	77%

2. School Director, APE, and COGES

- The surveyors asked and collected the following 1 document on APE and 5 types of documents on COGES from school directors, APE president, or COGES president.
- For documents on COGES, the collection rate is lower in Oubritenga than other provinces. Why?
 - Is this due to the way how the survey was conducted?
 - Or what can be the other reasons?
- For one document on APE, the collection rate is very high. Very impressive. We will review whether the document is correct.

Documents from APE or School Directors	
APE1	«Registre de cotisation des parents d'élèves 2012-2013 « ou/et « Cahier de gestion financière*, 2012-2013» de APE
Documents from COGES or School Directors	
COGES1	Procès-Verbal de l'assemblée Générale électorale des membres du bureau COGES
COGES2	Liste de présence des membres du COGES au cours d'une assemblée générale*2012-2013
COGES3	Plan d'Action annuel 2012-2013 du COGES
COGES4	Rapport annuel des activités du COGES, ou « Fiche de Bilan collectif final du COGES»*, 2011-2012
COGES5	«Cahier de gestion financière du COGES*, 2012-2013 » ou « Rapport financier du COGES*, 2012-2013 »

	Directeurs d' école						Directeurs d' école. APE or COGES*					
	APE1	COGES1	COGES2	COGES3	COGES4	COGES5	APE1	COGES1	COGES2	COGES3	COGES4	COGES5
CENTRE-EST												
BOULGOU	90%	63%	60%	93%	57%	33%	97%	63%	60%	93%	57%	33%
KOULPELOGO	81%	57%	48%	76%	57%	29%	86%	62%	62%	81%	57%	43%
KOURITTENGA	100%	72%	61%	83%	50%	44%	100%	72%	61%	83%	50%	50%
PLATEAU CENTRAL												
GANZOURGOU	92%	71%	67%	96%	50%	50%	96%	75%	71%	96%	54%	50%
KOURWEOGO	87%	60%	67%	93%	80%	40%	93%	60%	73%	100%	87%	53%
OUBRITENGA	50%	33%	28%	50%	44%	17%	100%	56%	44%	94%	72%	28%
Total	84%	60%	56%	83%	56%	36%	95%	65%	62%	91%	61%	42%

Note: *The survey asked about the same document to both school directors and presidents of APE or COGES to ensure the surveyor can collect from either of the target.
The columns are colored if the percentage is less than 70%.

	APE 1	APE 1*
CENTRE-OUEST		
BOULKIEMDE	93%	76%
SANGUIE	100%	100%
SISSILI	87%	80%
ZIRO	100%	100%
SUD-OUEST		
BOUGOURIBA	100%	75%
IOBA	94%	67%
NOUMBIEL	78%	56%
PONI	100%	79%
Total	95%	81%

3. Communes

- The surveyors asked and collected the following 9 documents on communes.
- The collection rate varies by target and document type. The collection rates are presented below tables.
 - The collection rate is lower in Oubritenga than other provinces. Why? Is this due to the way how the survey was conducted? Or what can be the other reasons?

Even though the table indicates the document was collected, the content of documents may not be the right one. This requires further review.

Documents from communes	
CO1a	Information sheet on local representatives of the commune, 2013 or 2012
CO1b	List of technical commissions of the commune, 2013 or 2012
CO2	Local development plan of the commune (the latest)
CO3	Primary budget of the commune's management, 2013 or 2012
CO4	Annual financial report of the commune or annual financial implementation report of the commune, 2012
CO5	Invoice for the purchase of school stationary, 2012-2013
CO6	Distribution status of the school stationary in the commune, 2012-2013
CO7	Minutes of the creation of the COGES's union of the commune
CO8	Minutes of the general assembly which has elected the COGES's board members

Communes which submitted the document by document type and province
(as % of sample communes)

	CO1a	CO1b	CO2	CO3	CO4	CO5	CO6	CO7	CO8
CENTRE-EST									
BOULGOU	90%	80%	100%	100%	80%	90%	10%	40%	40%
KOULPELOGO	100%	86%	100%	100%	29%	71%	14%	29%	29%
KOURITTENGA	100%	83%	83%	100%	100%	100%	33%	50%	50%
PLATEAU CENTRAL									
GANZOURGOU	100%	86%	100%	86%	43%	86%	43%	71%	71%
KOURWEOGO	100%	100%	75%	100%	50%	100%	100%	25%	75%
OUBRITENGA	83%	67%	100%	100%	67%	100%	50%	0%	50%
CENTRE-OUEST									
BOULKIEMDE	79%	79%	79%	100%	86%	64%	64%		
SANGUIE	89%	100%	100%	100%	89%	78%	44%		
SISSILI	60%	60%	100%	100%	60%	100%	60%		
ZIRO	100%	100%	100%	100%	100%	100%	100%		
SUD-OUEST									
BOUGOURIBA	100%	100%	100%	100%	75%	100%	50%		
IOBA	86%	100%	100%	100%	100%	100%	29%		
NOUMBIEL	100%	67%	100%	100%	100%	100%	33%		
PONI	100%	67%	89%	89%	44%	78%	44%		
TOTAL	91%	83%	94%	98%	73%	86%	46%		

Note: The columns are colored if the percentage is less than 70%.

4. CEB

- The surveyors asked and collected the following 9 documents on communes.
- The collection rate is lower in Oubritenga than other provinces. Why?
- Why the correction rate is lower for «Fiche d'exécution volume horaire officiel par école,2012» than others?

CEB1	List of teachers' names*, 2013
CEB2	CEB's activity program*, 2013 or 2012
CEB3	Activity program done by the CEB* or Activity report 2012
CEB4	Statistic report at the start of the new school year* 2012-2013
CEB5	Quick statistic survey at the start of the new school year* 2012-2013 by school
CEB6a	Annual action plan* 2013
CEB6b	APE's budget project for CEB
CEB7	Statistic results of CEP 2012 by school
CEB8	Synoptic chart of the 2nd trimester examination* 2012-2013 of the CM2 class by school
CEB9	Synoptic chart of harmonized examinations' results of the 2nd trimester* 2012-2013
CEB10	Tool/Sheet for schools' visits*(the most recent tools for visits of every school in the CEB)*
CEB11	Sheet of the official number of hour done by school for 2012
CEB12	Sheet to express needs of manuals and guides for 2013
CEB13	Sheet to express needs of manuals and guides for 2013* by school
CEB14	Voucher for manuals and guides of the CEB for 2013
CEB15	Voucher for manuals and guides of the CEB for 2013 by school
CEB16	Needs of school stationery and teacher's guide by school of the CEB for 2013
CEB17	Management report of school stationery* 2012-2013
CEB18	Textbooks and school stationery's distribution status for 2013* (by school)
CEB19	Summary sheet of the action plans of the COGES of the CEB*, 2012

	CEB1	CEB2	CEB3	CEB4	CEB5	CEB6a	CEB6b	CEB7	CEB8	CEB9
CENTRE-EST										
BOULGOU	100%	100%	100%	100%	89%	44%	22%	100%	89%	100%
KOULPELOGO	100%	100%	100%	86%	86%	14%	14%	100%	86%	100%
KOURITTENGA	100%	100%	83%	100%	100%	0%	0%	100%	83%	100%
PLATEAU CENTRAL										
GANZOURGOU	100%	100%	100%	100%	86%	14%	14%	100%	86%	100%
KOURWEOGO	100%	100%	75%	100%	100%	25%	100%	75%	100%	75%
OUBRITENGA	100%	67%	67%	100%	100%	17%	33%	83%	67%	67%
CENTRE-OUEST										
BOULKIEMDE	100%	100%	100%	100%	93%	43%	43%	100%	86%	100%
SANGUIE	100%	100%	100%	89%	100%	67%	67%	100%	100%	100%
SISSILI	100%	80%	80%	100%	60%	100%	0%	100%	100%	100%
ZIRO	100%	100%	100%	100%	100%	100%	0%	100%	100%	100%
SUD-OUEST										
BOUGOURIBA	100%	100%	100%	100%	100%	25%	0%	100%	100%	100%
IOBA	100%	100%	100%	100%	83%	0%	0%	100%	100%	100%
NOUMBIEL	100%	100%	100%	67%	67%	67%	0%	100%	67%	100%
PONI	100%	89%	89%	100%	89%	33%	0%	89%	67%	100%
Total	100%	96%	94%	97%	90%	38%	24%	97%	87%	97%
	CEB10	CEB11	CEB12	CEB13	CEB14	CEB15	CEB16	CEB17	CEB18	CEB19
CENTRE-EST										
BOULGOU	89%	44%	67%	67%	78%	78%	78%	56%	89%	89%
KOULPELOGO	57%	43%	71%	71%	43%	86%	43%	29%	71%	71%
KOURITTENGA	100%	50%	83%	100%	100%	100%	83%	33%	100%	83%
PLATEAU CENTRAL										
GANZOURGOU	100%	14%	86%	57%	71%	86%	86%	86%	100%	86%
KOURWEOGO	100%	25%	100%	75%	100%	100%	75%	50%	100%	100%
OUBRITENGA	67%	67%	83%	100%	83%	100%	83%	67%	83%	83%
CENTRE-OUEST										
BOULKIEMDE	100%	43%	79%	71%	86%	93%	79%	57%	86%	
SANGUIE	100%	44%	89%	89%	100%	100%	100%	100%	100%	
SISSILI	100%	60%	80%	60%	100%	80%	100%	40%	80%	
ZIRO	100%	25%	100%	100%	100%	100%	100%	100%	100%	
SUD-OUEST										
BOUGOURIBA	100%	25%	50%	75%	100%	75%	100%	100%	100%	
IOBA	100%	67%	100%	100%	100%	100%	100%	100%	100%	
NOUMBIEL	67%	0%	100%	67%	100%	100%	67%	67%	100%	
PONI	67%	67%	78%	78%	100%	100%	89%	67%	100%	
Total	89%	44%	82%	78%	88%	92%	84%	67%	92%	

5. DPEBA

DP1	List of staff's names/ List of staff*, 2013
DP2	Annual action plan of DPEBA's activities, 2012-2013
DP3	Annual report of DPEBA's activities*, 2011-2012
DP4	Letter to report the start of the year from DPEBA to DREBA*, 2012-2013
DP5	Statistic report of the school end-of-the-year from the DPEBA*, 2011-2012
DP6	Annual action plan of DPEBA's activities, 2012-2013
DP7	Statistic results of CEP examination by school*, 2012
DP8	Sheet of the official number of hour done (DPEBA level)*, 2011-2012
DP9	Sheet to express needs of manuals* and guides by CEB, 2012-2013
DP10	Status of the textbooks' distribution by CEB and the school*, 2012-2013
DP11	Sheet to express needs of school stationery by CEB*, 2012-2013
DP12	Status of the minimum school stationery and/or school bags' distribution*, 2012-2013

	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8
CENTRE-EST	100%	100%	100%	100%	100%	0%	100%	33%
PLATEAU CENTRAL	100%	100%	100%	100%	100%	33%	100%	67%
CENTRE-QOUEST	100%	100%	100%	67%	100%	0%	67%	0%
SUD-QOUEST	100%	100%	100%	100%	100%	100%	100%	50%
Total	100%	100%	100%	93%	100%	36%	93%	36%

	DP9	DP10	DP11	DP12
CENTRE-EST	100%	0%	0%	0%
PLATEAU CENTRAL	33%	33%	33%	67%
CENTRE-QOUEST	67%	100%	33%	33%
SUD-QOUEST	100%	100%	50%	50%
Total	79%	64%	29%	43%

6. DREBA

DR1	List of staff's names/ List of staff*, 2012-2013
DR2	Annual action plan of DREBA, 2012-2013
DR3	Annual report of DREBA's activities*, 2011-2012
DR4	Letter to report the start of the year from DPEBA to DREBA*, 2012-2013
DR5	Statistic report of the school end-of-the-year from the DREBA*, 2011-2012
DR6	Ministerial draft for DREBA or Annual action plan of DREBA, 2012-2013
DR7	Statistic results of CEP examination by school*, 2012
DR8	Sheet of the official number of hour done (DREBA level)*, 2011-2012
DR9	Sheet to express needs of manuals* and guides by DPEBA or CEB, 2012-2013
DR10	Status of the textbooks' distribution by DPEBA or CEB*, 2012-2013
DR11	Exact status of textbooks in stock*, 2012

	DR1	DR2	DR3	DR4	DR5	DR6	DR7	DR8	DR9	DR10	DR11
CENTRE-EST	X	X	X	X			X		X		
PLATEAU CENTRAL	X	X	X		X	X	X		X		
CENTRE-QOUEST	X	X	X	X	X	X	X		X		X
SUD-QOUEST	X	X	X	X	X	X	X		X		X
Total	100%	100%	100%	75%	75%	75%	100%	0%	100%	0%	50%

Appendix 1 Burkina Faso

Appendix 1-7
Results of Questionnaires for Central Survey
SABER SAA Plus tool on policy indicators
ME
MATDS
UAPE

Draft scores of SABER SAA Plus tool on policy indicators

Contents:

Indicator 1: School autonomy in the planning and management of the school budget

Indicator 2. School autonomy in personal management

Indicator 3. Role of School Council in school governance

Indicator 4. School and student assessment

Indicator 5. Accountability

Plus Indicator: Participation of school council and community in school improvement at the school level

List of documents as sources

Notes:

Indicators colored gray such as 1A, 1B, 1C, 2A ... are World bank's original indicators, other indicators are added as Plus tools

Colum: Score from (BS_SN Score) is the score World Bank validated in WB-SAS 2011.

Numbers in column: Proof refer to list of documents.

For some indicator, the column of 1) COGES, (Reglementation), 2) PACOGES (Manuel) and 3) APE show the policy scores depend on the definition of \SC (School Council)

Policy: Indicator 1: “School autonomy in the planning and management of the school budget”

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks DREBA/DPEBA/CEB/Mairie

(If the selected score includes “SC: School Council” please specify it in the remarks such as: (COGES, APE AME)

Indicator	Variable Name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Score of COGES/APE			Remarks
									1) COGES Regulation	2) PACOGES Textbook	3) APE	
1A	Legal authority over management of the operational budget	Legal management authority over the operational budget is centralized	Legal management authority over the operational budget is at the regional or municipal levels	School principals have legal authority to manage non-salary expenditures under municipal guidelines	School principals may have the legal authority to manage the school operational budget autonomously	2	2	2,3,8, 35				With decentralization, operating budgets can be managed at the commune level.
1A1m	Legal authority over management of the operational budget (breaking down the term, "process of budgeting"&"operational budget" to textbook)	Central authority is to manage operational budgets for textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	Sub-national authority is to manage textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	School directors are to manage textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	School councils are to manage textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	1)3, 2)1, 3)1, 4)2		TBF				Needs are identified at the decentralized level; those needs are reported back to the central level that purchases the documents. After purchasing, textbooks are distributed by DAMSE at CEB level. Distribution to the school level is provided by the CEB in the presence of students parents.
1A2m	Legal authority over management of the operational budget (breaking down the term, "process of budgeting"&"operational budget" to non-textbook educational materials)	Central authority is to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	Sub-national authority is to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	School directors are to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	School councils are to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	1)2, 2)2, 3)1, 4)2		8				
1A3m	Legal authority over management of the operational budget (breaking down the term, "operational budget" to in-service teacher training)	Central authority is to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	Sub-national authority is to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	School directors are to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	School councils are to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	2		8				Planning, implementation and registration of teacher in-service training are managed at both levels. With decentralization, it is expected that in the long term, these elements will be managed entirely by the decentralized authority,

1A4m	Legal authority over management of the operational budget (breaking down the term, "operational budget" to school grant (block and caption))	Central authority is to manage school grants (block and caption) in terms of: 1) Planning 2) Execution 3) Recording	Sub-national authority is to manage school block grants (block and caption) in terms of: 1) Planning 2) Execution 3) Recording	School Directors shall manage their school grants (global and captions) in terms of: 1) Planning 2) Implementation 3) Recording	School Councils shall manage their school grants (global and captions) in terms of: 1) Planning 2) Implementation 3) Recording	2		8				
1B	Legal authority over the management of teaching and non-teaching staff and teacher's salaries	Legal management authority over teacher and non-teaching staff salaries is centralized.	Legal management authority over teacher and non-teaching staff salaries is at the regional or municipal levels; a centralized pay scale may be used as a guideline.	<u>School principals have legal authority to only manage non-teaching staff salaries. For teachers they must follow a centralized pay scale.</u>	School principals have legal authority to set and manage teacher and non-teaching salaries. School may elect to follow a centralized pay scale.	1	1	34				"The salaries of civil service teachers are managed centrally by the Ministry of Economy and Finance and the MENA. With the transfer of powers to communes, town councils can recruit teachers and manage their salaries. "
1B1m	Management of teacher salaries	Central authority is to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	1		34				With decentralization, scores 1 and 2 can be selected according to the type of teacher: whether he is recruited by the MENA centrally or City Hall (Mairie).
1B2m	Management of teacher salaries (breaking down the term, "Teacher" to "permanent teacher")	Central authority is to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	1		34				In a few months, we no longer use the term "permanent staff, contractual staff or not. All civil servants will be referred to as civil servants only. The texts are being revised
1B3m	Management of teacher salaries (breaking down the term, "Teacher" to "contract teachers")	Central authority is to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	1		34				With decentralization, scores 1 and 2 can be selected according to the type of teacher: whether he is recruited by the MENA centrally or City Hall (Mairie).

1B4m	Management of teacher salaries (breaking down the term, "Teacher" to "school directors")	Central authority is to manage salaries of school director in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of school director in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Les directeurs d'école ont la responsabilité de gérer les salaires des directeurs d'écoles sous contrat en termes de: 1) Planification (fixation de l'échelle de paiement) 2) Décider du montant effectif du paiement par enseignant 3) Execution du paiement	School councils are to manage salaries of school director in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	1		34				
1C	Legal authority to raise additional funds for the school	Budget is fixed by the Ministry of Education and no additional funding is permitted.	School principals can request more funds from sub-national governments.	School principals can raise additional funds from the private sector and from non-governmental institutions.	School principals can raise additional funds from any source, including foreign governments and international donors.	1		TBF				The school budget is transferred to communes and CEB. The funds raised by other partners of the school are not considered to be included in the school budget ..
1C1	Actual usage of additional funds for the school	Budget is fixed by the Ministry of Education and no additional funding is permitted if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	School principals have legal authority to request more funds from municipal or regional government if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	School principals have legal authority to raise additional funds from the private sector, and from non-governmental institutions if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	School principals have legal authority to raise additional funds from any source, including community, parents of students, foreign governments and international donors if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	1		TBF				If the fund shall be a supplement to the school budget, the answer is no funds are allowed regardless of the option . Additional funds are not included in the official budget that the Government sets for the schools.

Policy: Indicator 2. School autonomy in personal management

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks DREBA/DPEBA/CEB/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (COGES, APE AME)

Indicator	Variable Name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Score of COGES/APE			Remarks
									1) COGES Regulation	2) PACOGES Textbook	3) APE	
2A	School autonomy in teacher appointment and deployment decisions	Teachers must be appointed by the Ministry of Education and deployed by the Ministry's office of human resources under a union or civil service agreement.	Municipal or regional governments have legal authority to appoint teachers under union or civil service agreements. Appointments are subject to final review by central authorities.	Municipal or regional governments have legal authority to appoint and deploy teachers under union or civil service agreements.	School principal have legal authority to appoint the school's teachers. Union and civil service agreement may or may not regulate the appointments.	3		6,8,34				Since 2009, with the transfer of powers and resources to municipalities, teachers can be assigned by the decentralized structures.
2A1m	School autonomy in teacher appointment and deployment decisions Decomposed appoint/deployment, and status of teachers)	Central authority has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School council has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1)1, 2)2, 3)2, 4)2, 5)1, 6)2		8.34				In fact, this depends on the type of teacher. But the decentralized authority has the power to reassign teachers based on school needs. Their assessment is made at the decentralized level.
2A2m	School autonomy in teacher appointment and deployment decisions (permanent teacher)	Central authority has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation "	Sub-national authority has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School council has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1		34				Here, permanent teachers refer to teachers hired by the Government
2A3m	School autonomy in decision-making regarding teacher recruitment and assignment (contractual teachers)	Central authority has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School council has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1)1, 2)2, 3)2, 4)2, 5)1, 6)2		6,8,34				It depends on the type of contractual teacher. There are contractual teachers hired by the State and there may be contractual teachers hired at the decentralized level and totally managed at decentralized level.

2A4m	School autonomy in teacher appointment and deployment decisions (school director)	Central authority has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Le directeur d'école a l'autorité juridique de gérer les directeurs en ce qui concerne leurs: 1) Planification 2) Nomination 3) Affectation 4) Transfert 5) Licenciement 6) Evaluation	School council has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1		34					
2B	School Council's role in teacher tenure or transfer	School Councils do not have a voice in matters of school personnel.	School Councils are to be consulted over the appointment of teachers or may have veto power. School Councils can request the transfer for non-performance or for grave violations of personnel rules. The local/regional government must take action.	School Councils have legal authority to appoint teachers. School Councils can also request a transfer for non-performance or for violations of personnel rules.	The School Council should not need to supervise teacher performance because there are formal well-functioning mechanisms of accountability already in place. School Councils can, at any time, use those formal mechanisms to demand management actions regarding teachers.		2	34	1	1	1		School councils interact and for teacher appointment
2C	Autonomy in the hiring and firing of principals	Principals are to be appointed and deployed by the Ministry of Education. Their performance is evaluated centrally and they can be transferred or fired by Central authorities.	Principals are to be appointed and deployed by the Ministry of Education. Their performance is evaluated regionally or by municipal inspectors, which determines their tenure, transfer, or removal by Central authorities.	Principals are to be appointed and deployed by regional or municipal authorities, who are also responsible for their evaluation and have the authority for determining tenure, transfer, or removal.	Principals are to be appointed and deployed by municipal authorities in consultation with the School Council, or by the School Council alone. Municipal authorities are responsible for the principal's evaluation to determine tenure, transfer, or removal.	3	3	7,8,27,34					School Directors and teachers are governed by Law 13 which also defines the terms of their assessment. But the dismissal is yet the responsibility of the central authority.

Policy: Indicator 3 Role of School Council in school governance

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks DREBA/DPEBA/CEB/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (COGES, APE AME)

Indicator	Variable Name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Score of COGES/APE			Remarks
									1) COGES Regulation	2) PACOGES Textbook	3) APE	
3A	Participation of the School Council in budget preparation	<u>No role for the School Council</u> ; budgets are prepared centrally by the Ministry of Education.	School Council is to <u>have a voice</u> in the planning and preparation of the budget at the school level, but final <u>responsibility falls on the school principal.</u>	School Council is to <u>have a voice in the planning and preparation of non-salary expenses at the school level, but final responsibility falls on the school principal.</u>	School Council is to <u>have a voice in the planning and preparation of all expenses at the school level and, depending on the law, may share responsibility with the school principal.</u>		1	3,26,35	1	1	1	The school budget is prepared through a long process that begins with the circular letter.
3B	School Council's authority to approve the school budget	<u>Only the government</u> has authority to approve the school budget.	School Councils may be <u>consulted but budget approval is done at the municipal level.</u>	School Councils may be <u>consulted but budget approval is done at the school level.</u>	School Councils may be <u>responsible for budget approval unless the formal systems function well enough to not require their participation.</u>		1	3,26,35	1	1	1	
3C	Manual for the participation of the School Councils in school finances	School Councils are not <u>expected to participate in</u> the preparation of the school budget.	There should be manuals regulating the procedures for expressing the <u>Council's voice on budget issues.</u>	Schools Council should <u>have manuals regulating their roles and responsibilities in the preparation of the budget.</u>	There should be no need for <u>direct School Council involvement in the school budget because formal systems function well.</u>		1	3,26,35	1	1	1	In reality, the school has no budget
3D	Role of the School Council in budget implementation	Budget implementation is to be supervised by the <u>local/regional government or by the Ministry of Education. School Council does not have a legal right to budgetary supervision.</u>	Budget implementation is to be supervised at the <u>municipal level. School Councils can only ask for accounts on additional funding from parents and other off-budget funds.</u>	School Councils can legally <u>supervise budget implementation and request formal audits from the appropriate authorities.</u>	School Councils do not need to receive specific reports <u>on the school budget since it is public information readily available. Formal supervisory systems work well.</u>		1	3,26,35	1	1	1	
3E	Use of the budget prepared with the School Council's participation	<u>Not applicable.</u> Budgetary decisions are made at the national and sub-national levels.	<u>The budget is to be sent to the national and sub-national levels as recommendations for the final allocation of resources.</u>	<u>National and sub-national authorities are to use the proposed budget as their main source of recommendation for the transfer of resources to the schools.</u>	<u>National and sub-national authorities are to use the proposed budget as the base for the final transfer of resources to the schools.</u>		1	3,26,35	1	1	1	

Policy: Indicator 4 School and student assessment

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks DREBA/DPEBA/CEB/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (COGES, APE AME)

Indicator	Variable Name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Score of COGES/APE			Remarks
									1) COGES Regulation	2) PACOGES Textbook	3) APE	
4A	Existence and frequency of school and student assessments	Schools do not assess school or student performance on a regular basis.	Schools and students are to be assessed every few years using Ministry of Education criteria. Results are to be used internally	Schools and students are to be assessed every year using Ministry of Education criteria and the results are to be used to make personnel and pedagogical changes that can be available to the public.	Schools and students are to be assessed every year using Ministry of Education criteria. In addition, there should be sporadic evaluations of specific aspects of school life, such as student poverty, equity, and teacher quality. The results of all evaluations should be made public and easily accessible.	2	2	27				For this indicator, it was good to separate the assessment of the school from student assessment. Students are assessed each year, but not schools. A good definition of assessment is also needed.
4A1	(Decomposition du terme "évaluations de l'école et des élèves" de 4A.)	Schools have no legal authority to assess school or student performance on a regular basis. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	Schools and samples of students are to be assessed every few years using Ministry of Education criteria. Results are to be used internally. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	Schools and all students are to be assessed every few year using Ministry of Education criteria. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	Schools and all students are to be assessed every year using Ministry of Education criteria. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	1)4, 2)1, 3)4, 4)1		27				
4A2	(Decomposing "assessment of teacher performance" further: Monitoring curriculum and pedagogy))	<u>The national authority/authorities is (are) to be responsible for monitoring:</u> 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	<u>The sub-national authority/authorities are to be responsible for monitoring:</u> 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	<u>School director is to be responsible for monitoring:</u> 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	<u>School council is to be responsible for monitoring:</u> 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	3		27				

4B	Use of school assessments for making school adjustments	Schools do not use school assessments to make pedagogical adjustments, or to change school materials.	Ministry of Education must analyze school assessment results and send them to schools. Schools must use the results to make pedagogical and operational adjustments.	Ministry of Education must analyze school assessment results and send them with recommendations to regional and local offices and directly to the schools. Schools must use the information to make pedagogical and operational adjustments.	Ministry of Education or municipal governments must analyze school assessments, and make results easily accessible to schools and the public. Schools must use the information to make pedagogical, personnel, and operational adjustments.	2						Results are not easily accessible.
4B1	Use of school assessments for making school adjustments (Decomposing I-4B "Analysis Use", focusing on the term "analyze" - who analyzes and sends to whom)	The school assessment results are to be never been sent to schools.	Ministry of Education is to send the school assessment results to schools.	Ministry of Education is to make direct recommendations to regional and local offices based on the school assessment results.	Le Ministère de l'Éducation ou les collectivités locales doivent analyser les évaluations de l'école et rendre les résultats facilement accessibles aux écoles et au public.	3						
4B2	Autonomy in curriculum and pedagogical aspects	National educational authorities are to be responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	Sub-national educational authorities are to be responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	School (principal or teacher) is to be responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	School council is to be responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	1		4,,12,20				
4B3	Use of school assessments for making school adjustment (Decomposing I-4B "Analysis Use", focusing on the term "use" and how to use)	Schools are not to use school assessments to make pedagogical adjustments, or to change school materials.	The schools are to use the results of school assessments to make pedagogical, and operational adjustments.	The schools are to use the direct recommendations from the MOE to make pedagogical and operational adjustments	The schools are to use the information based on school assessments to make pedagogical, personnel, and operational adjustments.	4	2	27				The guidelines of the new school year give clarification on this matter.

4C	Frequency of standardized student assessments	Students <u>do not take standardized tests.</u>	Assessments of student learning in primary and secondary school are done <u>every few years</u> using <u>representative samples of students.</u>	Assessments of student learning in all or in selected grades of primary and secondary school are done <u>every few years for all students</u> in the country.	Assessments of student learning in all or in selected grades of primary and secondary school are done <u>every year for all students</u> in the country.	4	4	12,27,29,33				
4D	Use of student assessments for pedagogical and personnel adjustments	Schools <u>do not use student assessments</u> to make pedagogical adjustments, or to change school materials.	Ministry of Education <u>must analyze exit exams and sends the results to the schools.</u> Schools must use the results to make pedagogical and operational adjustments.	<u>Ministry of Education must analyze student test scores in standardized tests and send results and recommendations to regional and local offices and directly to the schools.</u> Schools may use the information to make pedagogical and operational adjustments.	Ministry of Education or municipal governments must analyze student test scores in standardized tests, make results easily accessible to schools and the public. Schools must use the information to make pedagogical, personnel, and operational adjustments.	2		27				
4D1	Analysis of standardized student assessment results	The standardized student assessment results have <u>never been sent to schools.</u>	Ministry of Education has sent the standardized student assessment results <u>to schools.</u>	Ministry of Education has sent results of recommendations <u>to regional and local offices and schools</u> based on the standardized student assessment results.	<u>Ministry of Education or municipal governments have analyzed standardized student assessments results and made results easily accessible to schools and the public.</u>	3		NST				
4D2	Use of standardized student assessments for pedagogical and personnel adjustments	Schools <u>do not use student assessments</u> to make pedagogical adjustments, or to change school materials.	The schools use the results of student assessments to make pedagogical and operational adjustments.	The schools use the direct recommendations <u>based on student assessments</u> from the MOE to make pedagogical and operational adjustments.	The schools use the used the information <u>based on student assessments</u> to make pedagogical, personnel, and operational adjustments.	4		27				
4E	Publication of school and student assessments	Assessments are only available to the educational authorities and to school personnel.	Only student assessments are made public.	School and student assessments are available to the School Council.	Both school and student assessments are made public and are available online.	2		NST				

Policy: Indicator 5 Accountability

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks DREBA/DPEBA/CEB/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (COGES, APE AME)

Indicator	Variable Name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Score of COGES/APE			Remarks
									1) COGES Regulation	2) PACOGES Textbook	3) APE	
5A	Guidelines for the use of school and student assessments by the School Council	There are no guidelines. Assessments are only made available to the educational authorities and to school personnel.	Only municipal governments have guidelines for using the assessments.	Municipal governments and schools are to have guidelines for using the assessments; school councils can use the guidelines to voice accountability.	Guidelines are for the school and the School Council; they are to be published online and can be used by the public to demand accountability.	3		23.27				Document 2 provides some clarification
5A1	(Decomposing the term "assessments", and focusing on the first component of 5A. The second component seems to refer to the practice of student assessments to some extent.)	There are no guidelines for the use of school and student assessments except for educational authorities and school personnel. If "school and student assessments" are specifically defined as assessment of: 1) national or sub-national exam of all students (of specific grades) 2) student assessment 3) school principal's performance 4) teacher performance 5) other services	Municipal governments are to have guidelines for using the assessments. If "school and student assessments" are specifically defined as assessment of: 1) national or sub-national exam in all students (of specific grades) 2) student assessment 3) school principal's performance 4) teacher performance 5) other services	Municipal governments and schools are to have guidelines for using the assessments. If "school and student assessments" are specifically defined as assessment of: 1) national or sub-national exam in all students (of specific grades) 2) student assessment 3) school principal's performance 4) teacher performance 5) other services	Schools and the School Council are to have guidelines for using the assessments. If "school and student assessments" are specifically defined as assessment of: 1) national or sub-national exam in all students (of specific grades) 2) student assessment 3) school principal's performance 4) teacher performance 5) other services	3		NST				
5B	National or regional systems of educational assessments	There are no national or regional systems of educational assessments.	Assessments are to be components of a national or sub-national system but there is no strategy for the use of the results.	Assessments are to be components of a national or sub-national system with a strategy for the use of the results.	Assessments are to be components of a national or sub-national system with a strategy for the use of the results. The system and its components are readily available online.	3	3	12				

5C	Comparisons of school and student performance reports	School Councils have no legal authority over the school financial affairs.	School Councils have access to detailed financial reports and can voice their concerns to the Ministry of Education.	School Councils have access to detailed financial reports and can demand an audit from the appropriate government office.	School Councils have access to detailed financial reports and can demand an audit from public or private sources.	2	2	NST				
5D	School Council authority to perform financial audits	School Councils have no legal authority over the school financial affairs.	School Councils have access to detailed financial reports and can voice their concerns to the Ministry of Education.	School Councils have access to detailed financial reports and can demand an audit from the appropriate government office.	School Councils have access to detailed financial reports and can demand an audit from public or private sources.		1	2,3,8,12	1	1	1	School councils have access to the financial reports for the budgets of COGES and APE only. No access to the budget allocated by the Government.
5E	Manual for the participation of the School Councils in school audits	School Councils are not to have a role in school audits.	There is a manual regulating the procedures for performing school audits by the central or municipal governments.	Schools Council should have a manual regulating their roles and responsibilities during and after a school audit.	There should be no need for direct School Council involvement in school audits because formal systems function well.		1	2,3,8,12	1	1	1	The school councils the right to check the contribution of parents

Policy: Plus Indicator 1: Participation of school council and community in school improvement at the school level

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks DREBA/DPEBA/CEB/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (COGES, APE AME)

Indicator	Variable Name	1	2	3	4	Score	Evidence	Score of COGES/APE			Remarks
								1) COGES Regulation	2) PACOGES Textbook	3) APE	
Plus1A	Participatory and institutionalized structure of the School Council at the school level	There is no institutionalized structure although parents may meet on an ad hoc basis	Parents are <u>to be organized</u> at school level with representatives but there is no institutionalized body that includes both parents and teachers	There is an institutionalized body at school level, it is to comprise parents' and teachers' representatives, and school directors but not non-parent members of the community	There is an institutionalized body at school level, it is to comprise parents' and teachers' representatives, school directors and non-parent members of the community		5.26.43	4	4	3	The Community is represented by COGES
Plus1A1	Participants of General Assembly	<u>No institutionalized structure of the SC or there is no meetings with no board member regularly (e.g. annually)</u>	Only parents are to participate a general assembly regularly.	<u>Parents, teachers, and school director are to participate a general assembly regularly</u>	<u>Parents, teachers, school director, and non-parent community members are to participate a general assembly regularly.</u>		5.26.43	4	4	2	The situation is different based on wether we talk about COGES or APE
Plus1A2	Democratic selection of parental representative(s) of the School Council board	<u>No institutionalized structure of a SC or Parents repretatives are not to be selected as SC member.</u>	Parents representatives <u>are to be selected by a school director or community leaders (e.g. mayor).</u>	Parents representatives are to be selected by parents but they are not elected.	Parents representatives are to be elected by parents.		5.26.43	4	4	4	
Plus1A3	Selection of the SC's board members by position/roles	<u>No institutionalized structure of a SC or a SC board does not have clearly defined roles for following member.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	<u>Government officer(s) are to chose following member.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	<u>A school director or a community leader (e.g. mayor) is to chose following member.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	<u>Parents or SC members are to chose following member through election or consensus.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit		5.26.43	4	4	4	

Plus1B	Participatory management and scope of the SC budget and action plan	<u>No institutionalized structure of a SC or a SC is not to have any periodical budget or plan of actions.</u>	A SC is to manage its periodical (e.g. yearly) budget and plan of actions to address the needs of a school and community under some regulatory restrictions on the scopes of financing sources and/or expenditure items.	A SC is to manage its periodical (e.g. yearly) budget and plan of actions to address the needs of a school and community without any regulatory restrictions on scopes of financing sources and/or expenditure items.	A SC is to manage its periodical (e.g. yearly) budget and plan of actions to address the needs of a school and community without any regulatory restrictions on the scopes of financing sources and/or expenditure items. A SC plan is to include targeted education results (e.g. improvement in time and result of learning) that are aimed by the planned actions and budgets.		5.26.44	3	4	3	
Plus1B1	Participatory management e of the SC budget and action plan by key step of the management cycle (Decomposing 1B, focusing on this Variable name)	<u>No institutionalized structure of a SC or a SC is not to have any periodical budget or plan of actions .</u>	A SC is to manage periodical (e.g. yearly) plans of actions and budgets without any consultation/discussion with non-SC board members in the following step of the management cycle: 1) Preparation/needs assessment 2) Approval/validation 3) Execution	A SC is to manage periodical (e.g. yearly) plans of actions and budgets with any consultation/discussion with parents, but not with non-parent community members in the following step of the management cycle: 1) Preparation/needs assessment 2) Approval/validation 3) Execution	A SC is to manage periodical (e.g. yearly) plans of actions and budgets with parents, teachers, school director, and non-parent community members in the following step of the management cycle: 1) Preparation/needs assessment 2) Approval/validation 3) Execution		44	4	4	3	Refer to the financial report of the CE (School Council)
Plus1B2	Scope of funding sources (Decomposing 1B, focusing on this Variable name)	No institutionalized structure of a SC or a SC is not to collect fund nor in-kind resources	<u>A school council is to collect funds and in-kind resources from parents only..</u>	A school council is to collect funds and in-kind resources from parents and non-parent community members	A school council is to collect funds and in-kind resources from parents, non-parent community members, government or any other party.		44	4	4	4	Refer to the financial report of the CE (School Council)
Plus1B3	Scope of expenditure items of the SC plan (types of activities)	<u>No institutionalized structure of a SC or a SC is not to have periodical action plans (e.g.: yearly)</u>	A SC's periodical action plan (e.g.: yearly) is to have expenditure items related to "operational budgets" (e.g. textbook distribution cost) . But it can not include items related to teachers' salary, allowances, or civil works.	A SC's periodical action plan (e.g.: yearly) is to have expenditure items related to "operational budgets" (e.g. textbook distribution cost) and civil works . But it is not to include items related to teachers' salary or allowances.	A SC's periodical action plan (e.g.: yearly) is to include any kind of expenditure items (operational budgets (e.g. textbook distribution cost),teachers' salary, allowances, or civil works) .		5,26,34.44	3	3	3	

Plus1B4	Scope of objectives and targeted results of the SC plan	<u>No institutionalized structure of a SC or a SC is not to have periodical action plans (e.g.: yearly)</u>	SC's periodical action plans (e.g.: yearly) is not to refer to any target indicators (e.g. enrollments and pass rate of exist examination).	A SC's periodical action plan (e.g.: yearly) is to have expenditure items related to "operational budgets" (e.g. textbook distribution cost) and civil works . But it is not to include items related to teachers' salary or allowances.	Le plan d'action périodique du CE (ex.: annuel) <u>doit faire référence aux indicateurs cibles d'accès et d'acquis scolaire.</u>		5.26.44	2	4	2	
Plus 1C	Scope of SC's accountability	<u>No institutionalized structure of a SC or a SC is not to have any periodical financial report or progress report of planned actions.</u>	<u>A SC is to have a periodical financial report and/or progress report that includes implementation status of planned actions and, if any, the assessment of targeted education results.</u>	<u>A SC is to have a periodical financial report and/or progress report that includes implementation status of planned actions and, if any, the assessment of targeted education results. Reports are to be shared among SC members (e.g. at the general assembly or posting on board).</u>	<u>The SC is to have a periodical financial report and/or progress report that includes implementation status of planned actions and, if any, the assessment of targeted education results. Reports are to be shared among SC members (e.g. at the general assembly or posting on board) and other stakeholders (e.g. sub-national administration and SC federation) .</u>		5.26.44	2	4	2	
Plus 1C1	Scope of financial reporting (Decomposing 1C, focusing on this variable name)	<u>No institutionalized structure of a SC or a SC can not have any periodical financial report.</u>	<u>A SC can have a financial report, which covers the planned budget and actual expenditure.</u>	<u>A SC can have a financial report, which covers planned budget and actual expenditure. Report are to be shared among the SC members (e.g. at general assembly or posting on board).</u>	<u>A SC can have a financial report, which covers planned budget and actual expenditure. Report are to be shared among the SC members (e.g. at general assembly or posting on board) and other stakeholders (e.g. sub-national administration and SC federation) .</u>		5.26,44	4	4	3	
Plus 1C2	Scope of technical reporting (Decomposing 1C, focusing on this variable name)	<u>No institutionalized structure of a SC or a SC is not to have any periodical progress report of activities</u>	<u>A SC is to have a periodical progress report, which includes implementation status of planned actions and, if any, the assessment of targeted education results.</u>	<u>A SC is to have a periodical progress report, which includes implementation status of planned actions and, if any, assessment of targeted education results. Report are to be shared among the SC members (e.g. at general assembly or posting on board).</u>	<u>A SC is to have a periodical progress report, which includes implementation status of planned actions and, if any, assessment of targeted education results. Report are to be shared among SC members (e.g. at general assembly or posting on the board) and other stakeholders (e.g. sub-national administration and SC federation) .</u>		5.26.44	4	4	3	

Plus 1D	Supporting and guidance on the School Council and community participation	No institutionalized structure of SC or information, training, monitoring, or guidance activities are not to be provided to school-level stakeholders (i.e. school director, teachers, parents, and community members) .	Information or training are to be provided to the school-level stakeholders on SC or/and community participation.	Information or training are to be provided to school-level stakeholders on SC or/and community participation. A SC also can receive monitoring in the operation cycle from sub national administration and/or SC federation.	Information or training are to be provided to school-level stakeholders on SC or/and community participation. A SC also can receive monitoring as well as guidance and feedbacks for improvement from sub national administration and/or SC federation. .		42	4	4	1	This answer is most valid for COGES
Plus 1D1	Institutionalized role of non-school level stakeholders in technical support to the SC (Decomposing 1D (or specified) by" Who provides and/or monitor)	No institutionalized structure of a SC or (even when it exists) administration or SC federation is not to have any activity to facilitate parental and community participation in school management. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3) SC federation (if exists, if not please note, specify national or sub national if the response differs)	Administration or SC federation are to provide information or training to school-level stakeholders on SC or/and community participation. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3)SC federation	Administration or SC federation are to provide information or training to school-level stakeholders on SC or/and community participation. A SC is to receive monitoring in the operation cycle from sub national administration or SC federation. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3)SC federation	Administration or SC federation are to provide information or training to school-level stakeholders on SC or/and community participation. The SC is to receive monitoring as well as guidance and feedbacks for improvement from sub national administration and/or SC federation. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3)SC federation		5.26.42	4	4	1	
Plus 1D2	community participation as training theme to administrations and schools scope of training to admin (community participation as theme)	There is no training to administrations and schools on any topics. If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	Training are to be provided to administrations and schools, but not to included topics related to the SC or community , parent affairs/participation. If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	Training are to be provided at least one training to administrations and schools, included topics related to the SC or community , parent affairs/participation. But not regularly... (If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	A regular (e.g. annual) training or workshop are to be provided to administrations and schools., including topics related to the SC or communities, parent affairs/participation. If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)		42	1	4	1	

Plus 1D3	Inclusion of community participation in monitoring, school assessment and guidance activities of administrations	Administrations are not to provide monitoring to schools on any topics. If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	Administrations are to provide monitoring and school assessment to schools but not to included topics related to SC or community , parent affairs/participation. (e.g. monitoring is only for pedagogical part) If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	Administrations are to provide monitoring and school assessment to schools including topics related to SC or community , parent affairs/participation. If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	Administrations are to provide monitoring and school assessment by administration to schools including topics related to SC or community , parent affairs/participation. monitoring provides any suggestion for improvement. If "administrations" are specified as: 1) central administrator 2) sub-national level administrator		27.42	4	4	1	
Plus 1E	Management system for school action plan	No institutionalized structure of the SC or (even when it exists and there is a need) SC plan is not to be used in requesting and planning the formal budget and resource allocation to schools by school director or local administrator.	A SC plan is to be utilized only at school level. SC plan is to be used in requesting and planning the formal budget and resource allocation to schools by school director or local administrator.	<u>School action plans are to be compiled and utilized by local government. SC plans are to be used in requesting and planning the formal budget and resource allocation to schools by local government.</u>	<u>School action plans are to be compiled and utilized both by the local and central government. SC plans are to be used in requesting and planning the formal budget and resource allocation to schools both by the local and central government.</u>		2,3,34.42	1	1	1	
I-Plus 1E1	Management system for school action plan /Usage of school action plan in requesting and planning the formal budget (Decomposing by budget)	No institutionalized structure of the SC or (even when it exists and there is a need) SC plan is not to be used in requesting and planning the formal budget and resource allocation to schools by school director or local administrator. If the budget is specified as: 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	<u>A SC plan is to be utilized only at school level. SC plan can be used in requesting and planning the formal budget and resource allocation to schools by school director or local administrator.</u> <u>If the budget is specified as:</u> 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	<u>School action plans are to be compiled and utilized by local government. SC plans are to be used in requesting and planning the formal budget and resource allocation to schools by local government.</u> <u>If the budget is specified as:</u> 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	<u>School action plans are to be compiled and utilized both by the local and central government. SC plans are to be used in requesting and planning the formal budget and resource allocation to schools both by the local and central government.</u> <u>If the budget is specified as:</u> 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)		2,3,34.42	1	1	1	

1. Equity in access						Score of COGES/APE			Remarks	
Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4	Score	Evidence	1) COGES (Reglementation)		2) PACOGES (Manuel)	3) APE
1.1	1. Gender	No government policy for gender equity in access.	Gender equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve gender equity in access.	Allocation of the national budget is assured to promote and achieve gender equity in access. (Or gender equity in access is already achieved.)	3				
1.2	2. Ethnicity	No government policy for ethnic equity in access.	Ethnic equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve ethnic equity in access.	Allocation of the national budget is assured to promote and achieve ethnic equity in access. (Or ethnic equity in access is already achieved.)	NA				
1.3	3. Disability	No government policy for disabled in equity in access.	Equity in access for the disabled is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in access for the disabled.	Allocation of the national budget is assured to promote and achieve equity in access for the disabled. (Or equity in access for the disabled is already achieved.)	3				
1.4	4. Income gap	No government policy for income gap in equity in access.	Income gap in equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in access for income gap.	Allocation of the national budget is assured to promote and achieve equity in access for income gap. (Or equity in access for income gap is already achieved.)	3				
1.5	5. Rural/Urban	No government policy for rural/urban in equity in access.	Rural/urban in equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in access for rural/urban.	Allocation of the national budget is assured to promote and achieve equity inaccess for rural/urban. (Or equity in access for rural/urban is already achieved.)	3				

2. Equity of resource input for education										
Indicator	Name of dimensi	Pattern 1	Pattern 2	Pattern 3	Pattern 4					
2.1	1. Gender	No government policy for gender equity in resource input for education.	Gender equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve gender equity in resource input for education.	Allocation of the national budget is assured to promote and achieve gender equity in resource input for education. (Or gender equity in resource input for education is already achieved.)	3				
2.2	2. Ethnicity	No government policy for ethnic equity in resource input for education.	Ethnic equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve ethnic equity in resource input for education.	Allocation of the national budget is assured to promote and achieve ethnic equity in resource input for education. (Or ethnic equity in resource input for education is already achieved.)	NA				
2.3	3. Disability	No government policy for the disabled in equity in resource input for education.	Equity in resource input for education for the disabled is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity of resource input for education for the disabled.	Allocation of the national budget is assured to promote and achieve equity of resource input for education for the disabled. (Or equity of resource input for education for the disabled is already achieved.)	2				
2.4	4. Income gap	No government policy for income gap in equity in resource input for education.	Income gap in equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in resource input for education for income gap.	Allocation of the national budget is assured to promote and achieve equity in resource input for education for income gap. (Or equity in resource input for education for income gap is already achieved.)	3				

2.5	5. Rural/Urban	No government policy for rural/urban in equity in resource input for education.	Rural/urban in equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in resource input for education for rural/urban.	Allocation of the national budget is assured to promote and achieve equity in resource input for education for rural/urban. (Or equity in resource input for education for rural/urban is already achieved.)	3					
3. Equity of learning achievement (equity of learning outcomes)											
Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4						
3.1	1. Gender	No government policy for gender equity in learning achievement.	Gender equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve gender equity in learning achievement.	Allocation of the national budget is assured to promote and achieve gender equity in learning achievement. (Or gender equity in learning achievement is already achieved.)	4					
3.2	2. Ethnicity	No government policy for ethnic equity in learning achievement.	Ethnic equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve ethnic equity in learning achievement.	Allocation of the national budget is assured to promote and achieve ethnic equity in learning achievement. (Or ethnic equity in learning achievement is already achieved.)	NA					
3.3	3. Disability	No government policy for the disabled in equity in learning achievement.	Equity in learning achievement for the disabled is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in learning achievement for the disabled.	Allocation of the national budget is assured to promote and achieve equity in learning achievement for the disabled. (Or equity in learning achievement for the disabled is already achieved.)	3					
3.4	4. Income gap	No government policy for income gap in equity in learning achievement.	Income gap in equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in learning achievement for income gap.	Allocation of the national budget is assured to promote and achieve equity in learning achievement for income gap. (Or equity in learning achievement for income gap is already achieved.)	3					
3.5	5. Rural/Urban	No government policy for rural/urban in equity in learning achievement.	Rural/urban in equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in learning achievement for rural/urban.	Allocation of the national budget is assured to promote and achieve equity in learning achievement for rural/urban. (Or equity in learning achievement for rural/urban is already achieved.)	3					

		4. Diversity (inclusion)									
Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4						
4.1	1. Gender	No policy discussions on single sex classrooms vs. coed classrooms based on the notion of diversity.	Single sex classrooms are chosen by the policy to promote diversity and gender equity in education.	Coed classrooms are chosen by the policy to promote diversity and gender equity in education.	Coed classrooms are chosen by the policy and regarded as a positive promotion of diversity and the quality of education for both genders (inclusive education).	4					
4.2	2. Ethnicity	No policy discussions on ethnicity oriented special classrooms vs. integrated (inclusive) schools and classrooms based on the notion of diversity.	Ethnicity oriented special classrooms are chosen by the policy to promote diversity and equity in ethnicity in education.	Integrated (Inclusive) schools and classrooms are chosen by the policy to promote diversity and equity in ethnicity in education.	Integrated (Inclusive) schools and classrooms are chosen by the policy and regarded as a positive promotion of diversity and the quality of education for all children, non-ethnic and ethnic minorities (inclusive education).	NA					
4.3	3. Disability	No policy discussions on disability oriented special classrooms vs. integrated (inclusive) schools and classrooms based on the notion of diversity.	Special classrooms are chosen by the policy to promote equity in education for children with disabilities.	Integrated (Inclusive) classrooms are chosen by the policy to promote equity in education for children with disabilities.	Integrated (Inclusive) classrooms are chosen by the policy and regarded as a positive promotion of diversity, equity and quality of education for all children, with and without disabilities.	4					

Ref. No.	Document (French)	Document (English)	Type (Law, regulation, etc.)
1	Loi n°013-2007/AN portant loi d'orientation de l'éducation	Law n°013-2007/AN on Education orientation Act	Act
2	Arrêté conjoint 2011-0007/MEF/MATD/MENA portant répartition de la somme de dix milliards trois cent un millions sept cent cinquante neuf mille six cent quatre vingt dix (10 301 759 680) francs CFA représentant les ressources financières transférées en 2011 aux communes en accompagnement des compétences transférées,	2011-0007/MEF/MATD/MENA joint decree allocating the sum of ten billion three hundred one million seven hundred fifty nine thousand six hundred and ninety (10301759680) francs CFA representing financial resources transferred to municipalities in 2011 as support to transferred competences,	Interministerial decree
3	Arrêté conjoint 2010-093/MEF/MATD/MEBA portant répartition de la somme de neuf milliards cent millions trois cent quinze mille neuf cent quatre vingt treize francs CFA représentant les ressources financières à transférer en 2010 aux communes en accompagnement des compétences transférées	2010-093/MEF/MATD/MEBA joint decree allocating the sum of billion nine hundred millions three hundred fifteen thousand nine hundred ninety-three CFA representing financial resources to be transferred in 2010 to the municipalities in support to the transferred competences	
4	Decret n°2008-236/PRES/PM/MEBA/MESSRS/MASSN/MATD portant organisation de l'enseignement primaire	Decree No. 2008-236/PRES/PM/MEBA/MESSRS/MASSN/MATD on the organization of primary education	Decree
5	Lettre circulaire n°2011-0353, portant règlement intérieur des COGES	Circular Letter No. 2011-0353 on the rules of procedure of COGES	Circular letter
6	Arrêté n°2011-139/CO/SG/DRH portant création, composition, attributions et fonctionnement d'une commission communale d'affectation du personnel de l'enseignement de base et de l'alphabétisation.	Decree No. 2011-139/CO/SG/DRH on establishment, composition, powers and operation of a municipal commission in charge of basic education and literacy staff posting	Interministerial decree
7	decret n°2009-109/PRES/PM/MFPRE/MATD/MEF portant modalités de mise à disposition des agents de la fonction publique auprès des collectivités territoriales et de gestion de leur carrière.	decree n°2009-109/PRES/PM/MFPRE/MATD/MEF concerning modalities of provision of public administration agents to local authorities and management of their career.	Decree
8	Decret n°2009-106/PRES/PM/MATD/MEBA/MASSN/MEF/MFPRE portant transferts des compétences et des ressources de l'Etat aux communes dans les domaines du préscolaire, de l'enseignement primaire et de l'alphabétisation,	Decree No. 2009-106/PRES/PM/MATD/MEBA/MASSN/MEF/MFPRE concerning transfer of powers and resources from the state to municipalities in the areas of preschool, primary education and literacy,	Decree
9	Transferts des compétences et des ressources de l'Etat à la Commune de Ouagadougou - Protocole d'opérations	Transfer of competences and resources from the State to the Municipality of Ouagadougou – Operations Protocol	Protocol
10	Circulaire budgétaire des collectivités territoriales 2009	2009 Budget Decree of local authorities	Circular
11	Circulaire budgétaire des collectivités territoriales 2010	2010 Budget Decree to Local Authorities	Circular
12	Decret n°2010-057/PRES/PM/MEBA portant organisation du MEBA	Decree n°2010-057/PRES/PM/MEBA concerning MEBA organization	Decree
13	Decret n°2006-377/PRES/PM/MFPRE/MEBA/MFB portant organisation des emplois spécifiques du MEBA	Decree n°2006-377/PRES/PM/MFPRE/MEBA/MFB on specific jobs organization of the MEBA	Decree
14	Decret n° 2008-265/PRES/PM/MEBA/MEF portant approbation des statuts des écoles nationales des enseignants du primaire	Decree n° 2008-265/PRES/PM/MEBA/MEF approving the statutes of national schools of primary teachers	Decree
15	Arrêté n°2003-00142/MEBA/SG portant organisation et fonctionnement des DREBA	Decree n°2003-00142/MEBA/SG on organization and operation of DREBAs	Decree
16	Arrêté n°2003-00143/MEBA/SG portant organisation et fonctionnement des DPEBA	Decree n°2003-00143/MEBA/SG on organisation and operation of DPEBAs	Decree
17	Arrêté n°2006-0007/MEBA/SG/DEP portant organisation et fonctionnement de la DEP	Decree n°2006-0007/MEBA/SG/DEP on organization and operation of the DEP	Decree
18	Arrêté n°2006-0004/MEBA/CAB-MD/SG/DGAENF portant organisation et fonctionnement de la DGAENF	Decree n°2006-0004/MEBA/CAB-MD/SG/DGAENF on organization and operation of the DGAENF	Decree
19	Arrêté n°2006-0006/MEBA/SG/DAF portant attribution, organisation et fonctionnement de la DAF.	Decree n°2006-0006/MEBA/SG/DAF on attribution, organization and operation of DAF.	Decree
20	Arrêté n°2006-0005/MEBA/SG/DGEB portant organisation et fonctionnement de la DGEB	Decree n°2006-0005/MEBA/SG/DGEB on organization and operation of DGEB	Decree
21	Arrêté n°2006-0013/MEBA/SG/DGCRIEF portant organisation et fonctionnement du CRIEF	Decree n°2006-0013/MEBA/SG/DGCRIEF on organization and operation of CRIEF	Decree
22	Arrêté 2006-332/MEBA/SG portant organisation et fonctionnement du SG	Decree 2006-332/MEBA/SG organization and operation of SG	Decree
23	Arrêté 2006-0017/MEBA/SG portant organisation et fonctionnement DCPM	Decree 2006-0017/MEBA/SG on organization and operation of DCPM	Decree
24	Arrêté 2006-333/MEBA/SG/DRH portant organisation et fonctionnement de la DRH	Decree 2006-333/MEBA/SG/DRH on organization and operation of DRH	Decree
25	Arrêté conjoint n°2007-91/MATD/MEF/MEBA/MASSN portant transferts du patrimoine de l'Etat aux communes urbaines dans le domaine du préscolaire et de l'enseignement primaire	Joint Decree No. 2007-91/MATD/MEF/MEBA/MASSN concerning transfers of assets from the State to urban municipalities in the field of preschool and primary education	Decree
26	Raabo interministériel n°AN V 19/CNR/EDUC/MATS/MEFSN portant création des APE	Interministerial Raabo n°AN V 19/CNR/EDUC/MATS/MEFSN on creation of APE	Raabo

Ref. No.	Document (French)	Document (English)	Type (Law, regulation, etc.)
27	Instrutions officielles de rentrée : accroître l'efficacité et l'efficience du système éducatif de base	Official instructions for new school year : increase efficiency and effectiveness of basic education system	Official document
28	Etude PASEC Burkina : les facteurs d'apprentissages au Burkina : les effets du contexte, les facteurs pour agir	PASEC Burkina Survey learning factors in Burkina : effects of context, factors for action	Official document
29	Annuaire statistiques de l'Education national	Statistic yearbooks of National Education	Official document
30	Site de la DEP/MEBA (www.depmeba-bf.org)	DEP/MEBA website (www.depmeba-bf.org)	website
31	Règlement intérieur du Conseil National des APE	Rules of procedure of National Council of APE	Official text
32	Statut du Conseil national des APE	Constitution of National Council of APE	Official text
33	Site du MEBA (www.meba.gov.bf)	MEBA website (www.meba.gov.bf)	website
34	Loi n°013-1998/AN du 28 avril 1998, portant régime juridique applicable aux emplois et aux agents de la Fonction Publique	Law No. 013-1998/AN 28 April 1998 on legal regime applicable to jobs and agents of the Public Service	Act
35	Arrêté conjoint 209-116/MEF/MATD/MENA portant répartition de la somme de deux milliards huit cent quatorze millions quarante trois mille huit cent cinquante trois (2 814 043 853) francs CFA représentant les ressources financières à transférer en 2009 aux communes en accompagnement des compétences transférées,	209-116/MEF/MATD/MENA joint decree allocating the sum of two billion eight hundred fourteen million forty three thousand eight hundred and fifty three (2814043853) CFA representing financial resources to be transferred in 2009 to municipalities in support of transferred competence,	Decree
36	Decret n°2008-236/PRES/PM/MEBA/MESSRS/MASSN/MATD portant organisation de l'enseignement primaire	Decret n°2008-236/PRES/PM/MEBA/MESSRS/MASSN/MATD on organization of primary education	Decree
38	RAABO INTERMINISTERIELN. AN V 19/CNR/EDUC/MATS/MEFSN PORTANT CREATION DES ASSOCIATION DES PARENTS D'ELEVES	INTERMINISTERIALN RAABO. AN V 19/CNR/EDUC/MATS/MEFSN ON CREATION STUDENTS PARENTS ASSOCIATION APE	Official document
40	Arrêté n°2006-0007/MEBA/SG/DEP portant organisation et fonctionnement de la DEP	Decree n°2006-0007/MEBA/SG/DEP on organization and operation of DEP	Decree
41	STRATEGIE DE GENERALISATION DE LA MISE EN PLACE DES COMITES DE GESTION (COGES) D'ECOLE AU BURKINA FASO	ESTABLISHMENT OF NATIONWIDE COGES IN BURKINA FASO	Official document
42	GUIDE DE SUIVI DES COGES	COGES MONITORING GUIDE	Official document
43	GUIDE DE MISE EN PLACE DES COMITES DE GESTION (COGES) D'ECOLES	COGES ESTABLISHMENT GUIDE GESTION (COGES) D'ECOLES	Document officiel
44	GUIDE DE GESTION PARTICIPATIVE DE L'ECOLE PAR LE COGES	GUIDE OF SCHOOL PARTICIPATIVE MANAGEMENT BY COGES	Official document

2013/8/21

[Note to interviewers: Need to ask questions after you review similar questions in rubric]

A) Information of Interviewees

	Name	Position	Phone /e-mail	Notes (Section)
1	Soulama Vieux Abdoul Rachid	DAF		S3
2	Coulibaly	DRH		S1, S2
3	Badini Assane	DEP		S1, S4, S6, S10
4	Ouédraogo Bourkary	DAMSE		S4
5	Korbéogo Sibiri	DGEB		S1, S2, S8, S9
	Par M. SEGUEDA Bénéwendé Bonaventure,	SG/SATEB		

C) Implementers

	Position/Tasks	Name	Date	Signature
1				
2				
3				

Section 1. Organization and staffing

- (1) For each department and section of ME/MENA, please indicate the names of its relevant section at de-concentrated offices? (If there is no relevant section, please indicate "None")

	Names of Directorate/Departments/Sections at the central level	Name of relevant sections at de-concentrated offices	
		a) IA/ DREBA	b) IDEN/ DPEBA
1)	Direction de l'Administration et des Finances (DAF)	Financial Department	Financial Department
2)	Direction des Ressources Humaines (DRH)	Human Ressources Department	Human Ressources Department
3)	Direction Générale de l'Enseignement de Base (DGEB)	Service du Développement de l'Enseignement de Base et de l'Education Non Formelle (SDEBENF)	
4)	Direction Générale de la Recherche, des Innovations Educatives et de la Formation (DGRIEF)	Service du Développement de l'Enseignement de Base et de l'Education Non Formelle (SDEBENF)	Service d'Alphabétisation de Formation Pédagogique et Andragogique (SAFPA)
5)	Direction de l'Alphabétisation et de l'Education Non Formelle (DGAENF)	Service du Développement de l'Enseignement de Base et de l'Education Non Formelle (SDEBENF)	
6)	Direction des Examens et Concours (DEC)	Service du Développement de l'Enseignement de Base et de l'Education Non Formelle (SDEBENF)	
7)	Direction des Etudes et de la Planification (DEP)	Service des Statistiques et de la Carte Educative (SSCE)	
8)	Direction de l'Allocation des Moyens Spéciaux aux Ecoles (DAMSE)	Service de Gestion des Ressources financière Matériels et Infrastructures	Service de Gestion des Ressources financière Matériels (SGRM)

		(SGRMI)	
9)	Direction de la Communication et de la Presse Ministérielle (DCPM)		
10)	Direction des Sports, de la Culture et de Loisirs		
11)	Direction des Affaires Juridiques (DAJ)		
12)	Directions des Marchés Publics	Service de Gestion des Ressources financière Matériels et Infrastructures (SGRMI)	Service de Gestion des Ressources financière Matériels(SGRM)

(2) Which directorate, departments and sections have tasks and are responsible for following specific issues related to public primary schools?

No	a) Providing textbooks	b) Providing non-textbook learning resources to school	c) Providing grants (funds) to schools	d) Employment of teachers	e) Teacher salary	f) Monitoring status of schools and students	g) Supporting APE/AME/COGES/CGE	h) Management and publication of information
1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) What is a statutory requirement to become a head of de-concentrated offices?

	0. No requirement	1. Elementary education (1-6)	2. Middle school (7-10)	3. Secondary education (11-13)	4. Higher education (14-)	5. Other
IA/ DREBA						Access to these positions is determined by the experience and not by the degree
IDEN/ DPEBA						Access to these positions is determined by the experience and not by the degree
CEB						Access to these positions is determined by the experience and not by the degree

(4)	What is the number of staff by gender?	a) Male [34.706] b) Female [17.558]
(5)	What is the number of staff by employment status?	a) Civil servant/permanent [13.530] b) Contract [38.734] c) Volunteer [0]

Section 2. Curriculum and structure of the education system

Please answer following question according to laws or regulations in public primary educations

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding school calendar, days and hours.

- Directive of the start school

(2) According to laws and regulations, What is the minimum length of the school day in hours?

[5] Number of hours

(3) According to laws and regulations, What is the minimum length of the school week in days and in hours?

[5] Number of days, [30] Number of hours

If the length differs by grade, please answer by grade.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

(4) According to laws and regulations, What is the minimum length of the school year in days?

[] Number of days

(5) According to laws and regulations, What days does the school year start and end in 2011/2012 and 2012/2013

2011/2012 Start [], End [] (dd /mm)

2012/2013 Start [], End [] (dd /mm)

(6) According to laws, regulations, or guidelines, should public schools record the actual numbers of school hours and days?

a) Yes, No [If No, skip the next question]

b) If there is also a specific name of the report, please indicate the name and whether the report or information is submitted to the de-concentrated offices

	b) Name of the report	d) IA/ DPEBA	e)IDEN/ DPEBA	e)CEB
1) School hours (lesson) of each day		<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
2) Number of days (school open) of each year		<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No

(7) According to laws, regulations, or guidelines, should schools record **student** attendance every day?

a) Yes, No [If No, skip the next question]

b) If there is also a specific name of the report, please indicate the name. []

(8) According to laws, regulations, or guidelines, should schools record **teacher** attendance every day?

a) Yes, No [If No, skip the next question]

b) If there is also a specific name of the report, please indicate the name. []

Section 3. Finance

(1) Please define appropriate teams or expressions in your country in following activities and concepts. And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition.

(for Senegal)

	General definition	Meaning	Term or expression in your country	Related documents
1	Government budget in education sector	Total budget in education funded by all governmental resources	Budget assigned to the National Education	State budget, MENA budget, MESS budget
2	School budget managed by IDEN	IDENs' budget for each school. IDENs manage budgets.	NA	
3	School budget funded by commune or CR	Budget for schools managed by Commune or CR and funded by FDD, FDCL and tax of Commune and CR	Municipal budget assigned to schools	Municipal budget
4	Contribution by APE and CGE	Providing materials and civil work by APE and CGE	Contribution of parents	Action plan of the APE
5	School cooperative	Monetary contribution to APE from parents (or to CGE from community)	NA	

6	Budget/found of school project	Budget of CGE funded by school project	NA	
7	Budget of APE and CGE	Budget of APE and CGE funded by contribution of parents and community and school project.	Budget of the Association of Parents	Action plan of the APE
8	Materials requests by school	Requests of materials and stationary to IDEN, Commune and CR and APE/CGE by school director	Request of Endowment of equipment and school supplies	Request for the needs of the school

8/18 Delete (2) and add new (2)

(2) What is budget allocation mechanism in primary education? Each year, at the ME/MENA or IA/DREBA level, how is the decision made about how much is going to be spent on education?

- Schedule for Government budget implementation

(2) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding budget allocation mechanism in primary education? Each year, at the ME/MENA or IA/DREBA level,

Law No. 006-2003/AN of January 24, 2003 to finance laws

Order No.2008-086/MEF/SG/DGB on creation, powers, composition and functioning of the Budget Technical Commission (CTB)

(3) What was the Government expenditure on education from 2009/2010 to 2012/2013?

Name of source document []

	2010 (Actual)	2011 (Actual)	2012 (Budget)	
Government expenditure on education (FCFA)	114.067.605.531	114.067.605.531	143.635.938.285	
Government current expenditure on education (FCFA)	88.142.237.998	109.566.724.167	125.265.718.278	
Government capital expenditure on education (FCFA)	25.925.367.533	25.925.367.533	18.370.220.007	
Government expenditure on education as % of total government expenditure				
Government current expenditure on primary education (FCFA)				

(4) What was the expenditure for school in the last school year (2011/2012 for Planed/Actual) and this school year (2012/2013 for Planed)?

2011/2012 Planed and Actual (if you have another format of budget, it will be acceptable.)

[If the data is only available for the fiscal year, please indicate the year of data is either for FY2011 or FY2012]

Expenditure			Education as a Whole		Primary Education	
			Planed Expenditure (FCFA)	Actual Expenditure (FCFA)	Planed Expenditure (FCFA)	Actual Expenditure (FCFA)
Current:	Teacher	Permanent				

Salary		Contract					
		Volunteer					
	Sub Total						
	Non-teacher	Other pedagogical administrative staff					
			Support personnel				
Sub Total							
Operational		School books					
		Learning/teaching material					
		Welfare services					
		Others					
Sub total							
Capital	Building	New-constriction					
		Repair					
	Equipment	Table and chair					
		Others					
Others							
Sub Total							
Total							

2012/2013 Planned (if you have another format of budget, it will be acceptable.)

[If the data is only available for the fiscal year, please indicate the year of data is either for FY2011 or FY2012]

Expenditure			Education as a Whole		Primary Education		
			Planned Expenditure (FCFA)		Planned Expenditure (FCFA)		
Current: Salary	Teacher	Permanent					
		Contract					
		Volunteer					
	Sub Total						
	Non-teacher	Other pedagogical administrative staff					
Support personnel							
Sub Total							
Operational		School books					
		Learning/teaching material					
		Welfare services					
		Others					
Sub total							
Capital	Building	New-constriction					
		Repair					
	Equipment	Table and chair					

	Others				
	Others				
	Sub Total				
	Total				

Please answer following question according to laws or regulations in public primary educations

- (5) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding payments of students.

--

- (6) According to laws and regulations , Should students pay the following expenses? If yes, put the amount in range and if any exemption by grade or gender.

Type of Expense		Amount (FCFA) per Student per year	Condition of Exemption
1. Tuition fee	[] Yes, [X] No		
2. Registration fee	[X] Yes, [] No	1.000 (Only for the class CP1)	Women
3. Stationary, workbooks, or miscellaneous	[] Yes, [X] No		
4. Grade certification fee at the end of each grade	[] Yes, [X] No		
5. Grade certification fee at grade 6	[] Yes, [X] No		
6. Exam fees at each grade	[] Yes, [X] No		
7. Exam fees at grade 6 only	[X] Yes, [] No	200 (Examen file)	
8. Parental association fees	[] Yes, [X] No	According to the action plan of the APE	
9. Textbook fee	[] Yes, [X] No		
10. Any special event fee	[] Yes, [X] No		

(Question for Senegal)

- (7) What was the budget of BCI and What are their target area?

	2010	2011	2012	2013
Total amount of BCI (FCFA)				

	2010	2011	2012	2013
Target regions of BCI				

- (8) Please provide details of information of BCI (Budget of each department, commune and Commune Rural)

Section 4. Resources for schools

Please answer following question according to laws or regulations in public primary educations (schools)

- (1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding providing and management materials to schools including textbooks.

Joint Order No. 98-043/MCIA/MEBA/SGIAGE fixing the selling price of textbooks of 03/ 081998

- (2) According to laws and regulations, what is the norm of textbook distributions for public primary schools?

[] 1. One book per student own good

-] 2. One book rented to one student (for core subjects)
-] 3. One book per two, and should not bring books to home) (for awakening disciplines)
-] 4. One book per three or more students, and should not bring books to home
-] 5. Other, Please specify []

Please remake, if there is any difference by subject and grade, please answer in the below table.

	1. One book per student own good	2. One book rented to one student	3. One book per two, and should not bring books to home	4. One book per three or more students, and should not bring books to home	5. Other, Please specify
Math-Grade1	[]	<input checked="" type="checkbox"/>]	[]	[]	[]
French-Grade1	[]	<input checked="" type="checkbox"/>]	[]	[]	[]
Math-Grade6	[]	<input checked="" type="checkbox"/>]	[]	[]	[]
French-Grade6	[]	<input checked="" type="checkbox"/>]	[]	[]	[]

- (3) What is the year of publication of following textbooks?

	Year	Publisher (Publish manufacture)
Math-Grade1	[1992]	Pedagogical Institute of Burkina Faso (IPB)
French-Grade1	[1992]	Pedagogical Institute of Burkina Faso (IPB)
Math-Grade6	[1992]	
French-Grade6	[1992]	Pedagogical Institute of Burkina Faso (IPB)

- (4) What is the mechanism for providing textbooks to schools and students in public primary schools?

a) Did the government manage textbook distribution this academic year (2012/2013)? If no, please indicate the last academic year when the government managed. <i>[To interviewer: If the answer differs by grade and subject, please note.]</i>	<input checked="" type="checkbox"/>] Yes, [] No. Year (yyyy) []
b) Did the government contract with the private sector for printing latest mathematics textbooks?	[] Yes, <input checked="" type="checkbox"/>] No.
c) Did the government contract with the private sector for distributing latest mathematics textbooks?	[] Yes, <input checked="" type="checkbox"/>] No. [If No, skip the next question]
d) How many textbooks (mathematics, grade 6) were distributed by the contracted private company to the respective destinations? <i>[To interviewer: If available, please request the document supporting this response.]</i>	[] 1. IDEN/DPRE [] 2. Communes/CEB [] 3. Schools [] Total

- (5) Do sub-national organizations and schools have a guideline or regulation for management textbooks? (Senegal)

Organizations and school	Stock of textbooks	Request of textbooks	Distributing textbooks
IA	<input checked="" type="checkbox"/>] Yes, [] No	[] Yes, [] No	[] Yes, [] No
IDEN	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
Commune/ Rural commune	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
School (Director)	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No

(Burkina Faso)

Organizations and school	Stock of textbooks	Request of textbooks	Distributing textbooks
DREBA	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
DPEBA	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
CEB	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
Commune/ Rural commune	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
School (Director)	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No

(Question for Senegal)

(6) What is the plan to develop new textbooks and to provide them to schools?

--

(7) Is there any norms for distributing the below listed non-textbook materials to public primary schools? If yes, there is please specify the norms in the following table.

Materials and Equipment	Not provided	Yes	
		For [1. School 2. Teacher 3. Class 4. Student]	Units
Books for students (Grade 1)	<input type="checkbox"/>	2	
Small blackboard for students (small blackboard) (Grade 1)	<input type="checkbox"/>	2	
Books for students (Grade 6)	<input type="checkbox"/>	2	
n Pencils for students	<input type="checkbox"/>	2	
Workbook to french for students (CI)	<input type="checkbox"/>	2	
Workbook to french for students (CM2)	<input type="checkbox"/>	2	
Workbook to Math for students	<input type="checkbox"/>	2	
Workbook to Math for students (CM2)	<input type="checkbox"/>	2	
Chalk	<input type="checkbox"/>	2	
Teaching guide in french (CI)	<input type="checkbox"/>	2	
Teaching guide in French (CM2)	<input type="checkbox"/>	2	
Teaching guide for Math (CI)	<input type="checkbox"/>		
Teaching guide for Math (CM2)	<input type="checkbox"/>	2	

Section 5. Teachers

Please answer following questions according to laws or regulations in public primary teachers

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding teacher employment

- Decree 2006-377/PRES/PM/MFPRE/MEBA/MFB of August 4, 2006 on the organization of specific jobs of the Ministry of Basic Education and Literacy (MEBA).
- Law No. 013-1998/AN of April 28, 1998 on legal regime applicable to jobs and officials of the Public Service

(2) What are definitions of teachers' positions and statutory requirements to become positions?

(Senegal To be modified later)

Position	Definition	Requirements	Type of contract
Volunteers			
Part-time teacher			
Assistant teachers			
Qualified Teachers			

(Burkina Faso)

Position	Definition	Requirements	Type of contract
Titular	Staff recruited to perform the job Assistant Teacher are called Assistant Teacher.	Assistant Teacher Job is being endangered. Since the date of coming into effect of the decree, it will no longer process of the	

		recruitment of assistant teacher.	
Substitutes	Staff recruited to perform the job Assistant Teacher certified are called Assistant Teacher certified.	Assistant Teacher certified are recruited by direct competition opened by order of the Minister of Public service to candidates fulfilling the general conditions of employment provided by sections 10 and 11 of the law n°013/98/AN of April 1998 relating to the applicable legal regime of jobs and officers of the Public Service and holders of the Diploma Studies of National Schools of Primary Teachers or any other diploma recognized equivalent.	
Trainee	Staff recruited to perform the job Teacher are called Teacher .	Teacher Job is being endangered. Since the date of coming into effect of the decree, it will no longer process of the recruitment of assistant teacher.	
Assistant Teacher	Staff recruited to perform the job Certified Teacher are called Certified Teacher.	Certified Teacher are recruited by direct competition opened by order of the Minister of Public service to candidates fulfilling the general conditions of employment provided by sections 10 and 11 of the law n°013/98/AN of April 1998 relating to the applicable legal regime of jobs and officers of the Public Service and holders of the Teaching Certificate or any other diploma recognized equivalent.	
Certified Assistant Teacher			
Principal Teacher	Staff recruited to perform the job Principal Teacher are called Assist Principal Teacher	Principal Teacher are recruited on title, one of the main teachers students holders of the Higher Pedagogical Aptitude Certificate of the Ecole Normale Supérieur or any other diploma recognized equivalent.	

(3) What is a statutory requirement to become a school director?

(4) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding teachers' working days/hours and absence.

- Text on requirements of formal notice to officials of the Public Service
 - Law No. 013-1998/AN of April 28, 1998 on legal regime applicable to jobs and officials of the Public Service

(5) What is the statutory definition of "working time" for public primary school teachers? Working time is:

- a. The number of teaching hours
- b. The number of hours spent at school
- c. The numbers of days attend at school
- d. Others, Please specify [_____]

(6) What is the statutory working time of public primary school teachers?

If answer of (5) is a or b: [_____] Hours per year or [_____] Hours per week

If answer of (5) is c: [] Days per year or [] Days per month

(7) According to laws and regulations, What kind paid leaves do public school teachers have?

Type of paid leave	Yes or No	Days of year or conditions
Paid leave (general)	<input checked="" type="checkbox"/> Yes, [] No	[] Days per year []
Paid sick leave	<input checked="" type="checkbox"/> Yes, [] No	[] Days per year []
Paid maternity leave	<input checked="" type="checkbox"/> Yes, [] No	[] Days per year []
Others, please specify []	[] Yes, [] No	[] Days per year []

(8) Are data of teachers' working time and absent to be available? (According to laws or regulations, do organizations and schools record teachers' working time and absent?)

(Senegal)

Organizations and school	Individual working time	Individual absent	Working time of each school	Total number of absent of each school
ME	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
IA	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
IDEN	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
School (Director)	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No

(Burkina Faso)

Organizations and school	Individual working time	Individual absent	Total working time of each school	Total number of absent of each school
MENA	<input checked="" type="checkbox"/> Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
DREBA	<input checked="" type="checkbox"/> Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
DPEBA	<input checked="" type="checkbox"/> Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
CEB	<input checked="" type="checkbox"/> Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No
School (Director)	<input checked="" type="checkbox"/> Yes, [] No	[] Yes, [] No	[] Yes, [] No	[] Yes, [] No

(9) Must a public school teacher's salary be reduced when the teacher is absent from school without valid cause and/or without previous notification?

Yes, [] No

(10) Must a public school teacher's salary be reduced when the teacher is absent by strike?

Yes, [] No

Section 6. Students' examination and assessment

Please answer following question according to laws or regulations in public primary educations (schools)

(1) Please define appropriate teams or expressions in your country in following activities and concepts, if you don't have, answer "No". And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition .

No	General definition	Meaning	Term or expression in your country	Next examination (Year/month, Target)	Related documents
1	National Large scale assessment	Assessment for quality of national education system by evaluation of students' achievement as sampling	SNERS/ EAS Evaluation nationale des Acquis Scolaires National Assessment of Educational Achievements	2014	Aides mémoires de la 1ère et 2ème mission conjointe de suivi du PEDDEB 2000 Memory Aid of the first and second PEDDEB joint monitoring

					mission 2000
2	Graduation examination	National level examination for graduation(Grade 6) in primary school	CFEE/ CEP Certificat d'Etudes Primaires Certificate of Primary Education		
3	Promotion examination	Examination for promotion to next grade, conducted by school (teachers) in each trimester	Composition of passage		
3a	Promotion examination with standardized examination	Promotion examination with standardized examinations prepared/ developed by IDEN	Harmonized composition		
3b	Promotion examination with school examination	Promotion examination with examinations prepared/ developed by each school	Composition ? Examination		
4	Class room exercise	Small set of test or quiz to check understanding of students in every lesson, conducted by a teacher.	Devoirs Test		

(2) How do regulations and guidelines instruct to conduct class room/ school level assessment?

(3) Do schools have students' cards ? (**bulletin de notes**) (Transcripts)

Yes, [] No

(4) If Answer of (2) is yes. How often do schools evaluate students and give students cards to students?

[] Every month, [] Every semester, [] once a year, [] Others, please specify [Quarter]

(5) Where are classroom assessment results for individual students typically recorded? Check all that apply.

- a. Students' cards
- b. Teacher's record book
- c. [] School's record book
- d. [] Report to IDEN/ CEB
- e. [] Report to IA/DEPEBA/DREBA
- f. [] Others, Please specify []

(6) What are main purposes of Standardized Examination of the IDEN / DPEBA? (check all that apply)

- a. Monitoring education quality at the system level
- b. Holding government or political authority accountable
- c. School or educator accountability
- d. [] Student accountability
- e. Supporting schools and teachers
- f. [] Others, Please specify []

(7) Who can access the result of Standardized Examination of the IDEN / DPEBA? (check all that apply)

- a. [] School directors.
- b. [] Teachers
- c. [] Students
- d. [] Parents
- e. [] Media (Public)
- f. [] Others, Please specify []

(8) Please list key documents (Low, Decree, Guideline and Regulation) regarding CFEE/ CEP?

- DECREE No. 2008-235/PRES/PM/MEBA/MESSRS/MATD of May 8, 2008 on the organization of examination for the Certificate of Primary Education and Competition for entry into form 1
- Order No. 2009-00011MEBA/SG/DGEB/DEC of January 30, 2009 on the definition, administration of tests and criteria for rating the examination of primary school certificate and form 1 entrance exam

(9) What are main purposes of CFEE/CEP ? (check all that apply)

- a. Student certification for grade
- b. Student certification for grade
- c. Monitoring education quality levels
- d. Planning education policy reforms
- e. Designing individualized instructional plan
- f. School or educator accountability
- g. Promoting competition among schools
- h. Others, Please specify []

(10) Who can access the result of CFEE/CEP? (check all that apply)

- a. School directors.
- b. Teachers
- c. Students
- d. Parents
- e. Media (Public)
- f. Others, Please specify []

(11) Are data of result of CFEE/CEP be available? (According to laws or regulations, do organizations and schools record result of CFEE/CEP)

(Senegal)

Organizations and school	Result of IDEN/ID level	Result of school level	Result of individual (student)
ME	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IA	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IDEN	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No

(Burkina Faso)

Organizations and school	Result of DREBA/ DEPEBA level	Result of CEB level	Result of school level	Result of individual (student)
MENA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
DREBA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
DPEBA	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
CEB	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No

(12) Please list key documents (Low, Decree, Guideline and Regulation) regarding SNERS / EAS?

Law 13/2007/AN of 30 July 2007 on the orientation of education

(13) What are main purposes of SNERS / EAS? (check all that apply)

- a. Monitoring education quality at the system level
- b. Holding government or political authority accountable
- c. School or educator accountability
- d. Student accountability
- e. Supporting schools and teachers
- f. Others, Please specify []

(14) Who can access the result of SNERS / EAS? (check all that apply)

- a. School directors.
- b. Teachers
- c. Students
- d. Parents
- e. Media (Public)
- f. Others, Please specify []

(15) What are main purposes of PASEC? (check all that apply)

- a. Monitoring education quality at the system level
- b. Holding government or political authority accountable
- c. School or educator accountability
- d. Student accountability
- e. Supporting schools and teachers
- f. Others, Please specify []

(16) Who can access the result of PASEC? (check all that apply)

- a. School directors.
- b. Teachers
- c. Students
- d. Parents
- e. Media (Public)
- f. Others, Please specify []

Section 7. Monitoring and Training

Please answer following questions according to laws or regulations in public primary teachers

(17) Please define appropriate teams or expressions in your country in following activities and concepts. And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition.

	General definition	Meaning	Term or expression in your country	Related documents
1	School assessment	Assessment of a director and school environment by inspectors	Inspection echole	
2	Teacher assessment by inspectors	Assessment of pedagogy of teachers and classroom decollation by inspectors, (It includes checking keeping lesson hours and absence.)	Inspection teachers	
3	Teacher assessment by a school director	Assessment of teachers based on standard criteria (mark) for civil		

		servant in every year by school director.		
4	Training conducted by IDEN	Training for teacher outside school by IDEN		
5	Continuous training (Training inside school by director)	A school director observes ordinal lessons and give advice to teachers		
6	Lesson study (Training inside by teachers)	In a school, teachers attend a actual lesson, then evaluate the lesson.	Pedagogical animation lesson	
7	Data collection of school data	ME/IA/IDEN collect school data every years and make statistic reports.		
7a	Data collection of access of student	Data collection includes enrollment, repeater and drop-out.		
7b	(Suggestion and advices by inspector)	Inspectors sometimes give suggestions and advices to directors and teachers based on collected data and the result of CFEE		

(18) According to laws and regulations, who is responsible for providing funds for teacher trainings?

(19) Does ME/MENA have the following teacher training for public primary schools?

- a. Training for new school director
- b. Training for new teachers
- c. Training for pedagogy including school examination and evaluation of students
- d. Training for subjects
- e. Training for subject Math
- f. Training for subject French
- g. Training about community participation for school director
- h. Training about community participation for teachers
- i. Training about equity and inclusion

(20) According to laws and regulations, how often are teachers to take trainings?

times per three years. Or Not clear defined.

(21) Which of the following criteria are used by the school to assess a public school teacher's performance?

- a. Teacher attendance/absenteeism
- b. Knowledge of subject matter
- c. Compliance with the curriculum
- d. Teaching methods
- e. Use of homework in the classroom
- f. Methods used to assess students
- g. Teacher-student interactions
- h. Students' academic achievement
- i. Teacher-parent interactions
- j. Others, Please specify Assessment form for Public Service officers

(22) According to laws and regulations, What are objectives of school visiting (Role of inspectors) ?

a) Inspection of schools (school principals and school environment)	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
b) Inspection of teachers	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
c) Inspection of infrastructure	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]
d) Inspection of canteens	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]
e) Monitoring of the community participation	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]
f) Monitoring of pedagogical animation activities	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]
g) Professional examinations	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]
h) Other []	1. Yes [<input type="checkbox"/>] 0. No [<input type="checkbox"/>]

Section 8. Supporting parents and communities participation

(1) Please list key documents (Law, Decree, Guideline and Regulation) regarding decentralization in education?

- Order No. *2007-91/MATD/MEF/MEBA/MASSN* on the transfers wealth from the State to the urban municipalities in the field of preschool and primary education.
- Decree No. *2009-106/PRES/PM/MATD/MEBA/MASSN/MEF/MFPRE* on the transfers of powers and resources from State to municipalities in the field of preschool, primary education and Literacy.

(2) Please list key documents (Law, Decree, Guideline and Regulation) regarding APE , AME and CGE/COGES?

- Inter Law No. *AN V 19-CNR-EDUC-MATS-MEFSN* on the creation of the APE.
- Rules of Procedure of the National Council of the APE.
- Rules of Procedure of the School Management Committees.
- Decree No. *2008-236/PRES/PM/MEBA/MESSRS/MASSN/MATD* on the organization of the Primary Education

(3) Please define appropriate teams or expressions in your country in following activities and concepts. And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition.

	General definition	Meaning	Term or expression in your country	Related documents
	School Action plan of APE			
	School Action plan of CGE			

(4) What kind of means does ME/MENA take for supporting APE, AME and CGE/COGES at school level?

Please answer following question according to laws or regulations in public primary educations (schools)

- a. [] Manual and guideline
- b. [] Training by IDEN/CEB
- c. [] Monitoring tool for IDEN/CEB
- d. [] Monitoring by IDEN/CEB

e. [] Facilitation by IDEN/CEB
 f. [] Others, Please specify []

(Question for Senegal)

(5) What was the budget of school project?

	2009/2010	2010/2011	2011/2012	2012/2013
Total amount of school project (FCFA)				

(6) Please provide details of information of Budget and expenditure of school projects (Budget of each schools)

Section 9. Projects and Program for primary education

(1) Are there any non-majority school projects and/or school supporting programs for public primary schools?

No	Name	Summary	Donor(s)	Targets (Area or type of school)
	SMASSE	<ul style="list-style-type: none"> - Strengthen the capacity development of teachers - Support the training of teachers in Science and Mathematical - Improving teaching practices to the learner through teacher training. - Improving student learning in mathematical and science in Burkina Faso Public School. 	JICA	

(7) Are there any CCT programs that are related to school access?

No	Name	Summary/ Condition	fund(s)	Targets (Area or type of Family)

Section 10. Teachers Union

Please answer following questions according to laws or regulations in public primary school teachers

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding a teacher union and teachers' strike.

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - - Constitution of Burkina Faso of June 11, 1991; - Law No. 013/98/AN 28 of April 1998 on legal regime applicable to jobs and officials of the Public Service; - Law No. 019-2005/AN of May 18, 2005 amending Law No. 013/98/AN of April 28, 1998 on |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

legal regime applicable to jobs and officials of the Public Service;

-
- Law No. 013-2007/AN of July 30, 2007 establishing education orientation law;
-
- Law No. 10/92/ADP of December 15, 1992 on freedom of association

(2) Do public school teachers have the legal right to join a teacher union?

Yes, No

(3) How many are there teacher unions ? [8]

(4) Does a teacher union have collective bargaining?

Yes, No

(5) At what level does collective bargaining take place?

(Senegal)

Organizations and school	Collective bargaining
ME	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IA	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IDEN	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Commune/ Rural commune	<input type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input type="checkbox"/> Yes, <input type="checkbox"/> No

(Burkina Faso)

Organizations and school	Collective bargaining
MENA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
DREBA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
DPEBA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
CEB	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
Commune/ Rural commune	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input type="checkbox"/> Yes, <input checked="" type="checkbox"/> No

(6) Does the legal right to strike exist for a teacher union and teachers?

Yes, No

(7) Are penalties imposed on those who strike?

Yes, Yes, but only strike without a legal right to do so , No (These are wages cuts for strike)

2013/08/10

[Note to interviewers: Need to ask questions after you review similar questions in rubric] CRES/CEDRES to modify based on the context of Senegal/Burkina Faso

1st Visit: Monday, 08/26/2013.

2nd Visit: Wednesday, 08/28/2013.

3èmevisite: Friday, 8/30/2013.

4èmevisite: Friday, 8/20/2013.

5th Visit: Monday, 08/23/2013.

A) Information of Interviewees

	Name	Position	Phone /e-mail	Notes (Section)
1	BASSINGA Hervé Nicolas	Agent of the Directorate General for Research and Planning		
2	SAWADOGO Dramane	Director of Investment Promotion and Local Finances		
3				
4				
5				

C) Implementers

	Position/Tasks	Name	Date	Signature
1	Branch of Decentralization	KI Charles		
2	Branch of territorial public	OUANGO/OUEDRAOGO Christiane		
3	Director General for Research and Planning	BADO Débié		

Section A. Organization and staffing

For each department and section of MATDS/ MDCL(DADL) please indicate the names of its relevant section

	Names of Directorate/Departments/Sections at the central level	Number of total employees	Does the section manage primary education	Remarks
1)	Branch of administrative districts and borders (DGCAF)		1. Yes [] 0. No []	
2)	The Directorate-General for Regional Authorities (DGCT)		1. Yes [] 0. No []	
3)	The general direction of the public liberties and the political business (DGLPAP)		1. Yes [] 0. No []	
4)	The general direction of the civil protection (DGPC)		1. Yes [] 0. No []	
5)	The direction of the studies and the scheduling (DEP)		1. Yes [] 0. No []	
6)	The direction of administration and finances (DAF)		1. Yes [] 0. No []	
7)	The direction of the human resources (DRH)		1. Yes [] 0. No []	
8)	The direction of the communication and the ministerial press (DCPM)		1. Yes [] 0. No []	
9)			1. Yes [] 0. No []	
10)			1. Yes [] 0. No []	
11)			1. Yes [] 0. No []	
12)			1. Yes [] 0. No []	
			1. Yes [] 0. No []	
			1. Yes [] 0. No []	

			1. Yes []	
			0. No []	

Section B. Finance

(1) What was the Ministry budget and expenditure from 2011 to 2013? (FCFA) Please fill the numbers in the below table or provide any documents that include all respective numbers.

	2011 (Actual)	2012(Actual)	2013(Planned)
Ministry total budget			
Ministry total expenditure			
Ministry total current expenditure			

(2) What was the Ministry budget and expenditure on education from 2011 to 2013? (FCFA) Please fill the numbers in the below table or provide any documents that include all respective numbers.

	2011 (Actual)	2012 (Actual)	2013 (Planned)
Ministry total budget on education			
Ministry current expenditure on education			
Ministry capital expenditure on education			
Ministry total budget on primary education			
Ministry total expenditure on primary education			
Ministry current expenditure on primary education			

(3) Revenue

(a) What was the amount of revenue for all communes in the last year (2012)?

(b) Is the budget used for education as well?

Please fill the numbers in the below table or provide any documents that include all respective numbers.

Sources	a) Amount (FCFA)	b) Used for Education	
Own income (taxes and local taxes)	[NSP]	1. Yes [X] 0. No []	(own revenue, ie local taxes)
Specific transfers of State for Education	[12.605.388.700]	1. Yes [X] 0. No []	(earmarked transfers from the government) (commune cannot decide the allocation of fund)
Other general government transfers (the commune decided their assignment)	[]	1. Yes [X] 0. No []	(other general fund transfer from the government) (commune decides of allocation of funds)
Credit	[]	1. Yes [] 0. No [X]	Loans
Development agency	[NSP]	1. Yes [X] 0. No []	Development agencies
ONG	[NSP]	1. Yes [X] 0. No []	NGOs
Other	[]	1. Yes [] 0. No []	Others
TOTAL	[]	1. Yes [X] 0. No []	

Section C. Operation on education at Marie / collective local office level

- (1) Is there any legal documents (Law, Decree, Guideline and Regulation) to define the responsibility and/or role of Marie / collective local office? Please list key government documents.

-Law of 21 December 2004 055-2044/AN general code of local authorities, and all its amending texts applications

-Decree 2009-106/PRES/PM/MATD/MEBA/MASSN/MEF/MFPRE on the transfer of skills and resources of the state to the municipalities in the areas of preschool, primary education and literacy

Interministerial Order No. 2009-018/MATD/MEF/MEBA/MASSN the devolution of the assets, primary education and literacy

- (2) According to the legal documents, are Marie/collective local offices expected to undertake the following tasks for primary schools within the commune or rural collectivity?

	Rural Marie/ CL	Urban Marie/ CL
a) Providing operational budget and grant to schools	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
b) Providing educational resources to school	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
c) Providing teacher salary	1.Yes [<input type="checkbox"/>] 0. No [<input checked="" type="checkbox"/>]	1.Yes [<input type="checkbox"/>] 0. No [<input checked="" type="checkbox"/>]
d) Employment of permanent teachers	1.Yes [<input type="checkbox"/>] 0. No [<input checked="" type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
e) Employment of contract teachers	1.Yes [<input type="checkbox"/>] 0. No [<input checked="" type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
f) Supporting training to teachers and school director	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
g) Monitoring schools	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
h) Guiding and supporting school councils (CGE)	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
i) Supporting parental associations (APE/AME)	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
j) Building classrooms	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
k) Supporting canteen	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]	1.Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
l) Others, please comments	()	()

- (3) Is there any legal documents (Law, Decree, Guideline and Regulation) to formulate technical committees at Marie / collective local office? Please list key government documents.

Guide of the transfers of expertises and resources to the townships

- (4) Do the legal documents define to formulate a education technical committee?
 1. Yes 0. No

- (5) According the legal documents, does a education technical committee have role to discuss and give suggestion for following issues?

a) Allocation of governmental budget for schools	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
b) Allocation of materials	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
c) Feeding program	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
d) Allocation and deployment of teachers	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
e) School building	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
f) Reducing the number of children who are out of school in surrounding communities	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
g) Improvement of equity (e.g. girls, children with special needs)	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]
h) Improvement of learning achievement (e.g. scores of graduation examinations)	1. Yes [<input checked="" type="checkbox"/>] 0. No [<input type="checkbox"/>]

System Evaluation for Best Education Results (SABER): In-depth Study of the Autonomy and the Responsibility of Schools (AAS)

SABER-SAA PLUS OF POLICY IMPLEMENTATION ASSESSMENT TOOL:
Questionnaire for the Union of Associations of Schools Management Councils and/or Associations of Parents and Students (UCGE and/or UAPE)

12/08/2013

(A) Identification of the UAPE/UCGE: before starting the interview, check if the following information is correct and put a check mark in column (b). [Complete names in column (a) **before visiting the UAPE/UCOGES**]

		(a) Name	(b) Check if it is correct
1	DREBA	CENTRE	[]
2	DPEBA	KADIOGO	[]
3	Community	OUAGADOUGOU	[]

(B) Identification of the President and another contact person: before starting the interview, check if the following information is correct. [Complete names in column (a) **before visiting UAPE/UCOGES.**]

		(a) Information	(b) Check if it is correct
1	Organization to interview with this questionnaire	1. UAPE only [X], 2. UCOGES only [], 3. Only one person is President of the UAPE and UCOGES []	[]
1	Name of the President	DAH Gaoua	[]
2	Sex of the President	1. Male [X] 2. Female []	[]
3	Mobile number of the President		[]
4	(If another person) the name of the other person to contact		[]
5	(If someone else) the telephone number of the person to contact		[]

(C) The team will complete this section just after the end of the questionnaire and the regional coordinator will verify and will complete this section. In addition, a member of the central team can verify during the evaluation visits.

	Position/Task	(a) Name	(b) Date of visits	(c) Check if it is filled	(d) Remarks (for example need to do follow-up visit)
1	Team Leader			[]	
2	Interviewer 1			[]	
3	Interviewer 2			[]	
4	Regional Coordinator			[]	
5	Member of Central Team			[]	

(D) Team of control of data [The team will complete this section while performing their tasks.]

	Position/Task	(a) Name	(b) Date of execution of the task	(c) Note (for example need clarification)
1	Data control			
2	Control of document			
3	Data entry			
4	Data entry control			

*** NOTE: If the interview is only for the UAPE or the UCOGES, skip the questions concerning other organization.**

Section A - Organizational Structure

1	When the UAPE or the UCOGES was created?	a) APEs [2008] b) COGESs []	
2	How many APEs/COGES are in the local community (area of the UAPE/UCOGES)?	a) APEs [800] b) COGESs []	
3	How many APE/COGES are members of the UAPE/UCOGES?	a) APEs [800] b) COGESs []	
4	How many times the UAPE/UCOGES held a General Assembly of the UAPE/UCOGES with all representatives of the EPA/COGES during the current school year (2012-2013)?	a) UAPE [1] times b) UCOGES [] times	
5	How many times the office of the UAPE/UCOGES met during this school year (2012-2013)? (a) UAPE [times]	a) UAPE [1] times b) UCOGES [] times	
6	The officers and inspectors of the DPEBA/CEB have participated in the last General Assembly of the UAPE/UCOGES?	a) UAPE 1. Yes 0. No b) UCOGES 1. Yes 0. No	<input type="checkbox"/> 0 <input type="checkbox"/>
7	The officers and inspectors of the DREBA/CEB have participated in the last meeting of the office of the UAPE/UCOGES?	a) UAPE 1. Yes 0. No b) UCOGES 1. Yes 0. No	<input type="checkbox"/> 0 <input type="checkbox"/>
8	What was the approximately percentage of the APE who were present at the last General Assembly of the UAPE? Please choose an option.	1. Approximately equal to or less than 50% 2. Between 50% – 80% 3. More than 80% 0. Not applicable because there is not a General Assembly this year	<input type="checkbox"/> 2
9	Approximately what was the percentage of the COGES who were present at the last General Assembly of the UCOGES? Please choose an option	1. Approximately equal to or less than 50% 2. Between 50% – 80% 3. More than 80% 0. Not applicable because there is not a General Assembly this year	<input type="checkbox"/>

10	Who holds the following positions in the office of the UCOGES this school year (2012-2013)? Please choose [unique choice by row]		
	0) Person 1) Responsible of the Community 2) School Director 3) Student's Father 4) Student's Mother 5) Another member of the community, please specify who		
a)	President	<input type="checkbox"/> If other member please specify [public administration]	
b)	Secretary general Secretary Executive/Secretary administrative	<input type="checkbox"/> If other member please specify [public administration]	
c)	Treasurer	<input type="checkbox"/> If other member please specify [public administration]	
d)	Public relations officer	<input type="checkbox"/> If other member please specify []	
e)	Auditor/ financial controller/external auditor	<input type="checkbox"/> If other member please specify [trader]	
f)	Other, specify	If other member please specify []	
11	How many members the office of the UAPE have and by sex? Write "0" if it is not member of the office	a) Total [6] b) Males [5] c) Females [1]	
12	How many members the office of the UCOGES have and by sex? Write "0" if it is not member of the office	a) Total [] b) Males [] c) Females []	

About the President of the UAPE

13	What is the age of the President?	[53] years
14	For how many years have you served in the current position as President?	[3] years
15	The President speaks French?	1. Yes 0. No [1]
16	What is the highest level of instruction of the President?	1. Primary School (1-6) 2. Lower Secondary (7-10) 3. Upper Secondary (11-13) 4. University/Superior School (14-) 0 = No instruction [4]
17	Did you (President) occupied the following positions or worked in the fields mentioned?	
a)	Staff of the school administration	1. Yes [] 0. No [X]
b)	Other public administration Personnel	1. Yes [X] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No [X]
d)	Private formal sector	1. Yes [] 0. No [X]
e)	Farmer or agricultural sector	1. Yes [] 0. No [X]
f)	Chief of village	1. Yes [] 0. No [X]

About the President of the UCGE

18	What is the age of the President?	[] years
19	For how many years have you served in the current position as President?	[] years
20	The President speaks French?	1. Yes 0. No []
21	What is the highest level of instruction of the President?	1. Primary School (1-6) 2. Lower Secondary (7-10) 3. Upper Secondary (11-13) 4. University/Superior School (14-) 0 = No instruction []
22	Did you (President) occupied the following positions or worked in the fields mentioned?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes [] 0. No []

Section B - Budget, Resources of the UAPE, UCOGES, APE and COGES

Budget of the UAPE:

1	What was the income of the UAPE last year (2011/2012) from the following sources?	Total [100.000] FCFA
a)	APE	[0] FCFA
b)	Contribution of other social groups in the community	[0] FCFA
c)	Contribution of the educational administrations (for example MENA, DREBA, DPEBA, CEB)	[] FCFA
d)	Contribution of local government (for example, local communities)	[0] FCFA
e)	Other contributions (for example NGOs)	[0] FCFA
f)	Other (specify) [0]	
2	What was the amount of expenses incurred by the UAPE last year (2011/2012) for:	Total [150.000] FCFA
a)	Provision of liquidity of the APEs	[0] FCFA
b)	Provision of gifts in kind to the APEs	[0] FCFA
c)	Holding of general meetings	[75.000] FCFA
d)	Training and monitoring	[0] FCFA
e)	Special events (sports, competition, etc.)	40.000
f)	Promotion and awareness campaign about girls' education	35.000

g) Infrastructures' construction and repairing	[0] FCFA
h) Other (specify) [])	[0] FCFA
i) Other (specify) [])	[0] FCFA

Budget of the UCOGES:

3	What was the income of the UCOGES last year (2011/2012) from the following sources?	Total [] FCFA
a)	Assessment of the APEs	[] FCFA
b)	Contribution of other social groups in the community	[] FCFA
c)	Contribution of the educational administrations (for example MENA, DREBA, DPEBA, CEB)	[] FCFA
d)	Contribution of local government (for example, local communities)	[] FCFA
e)	Other contributions (for example NGOs)	[] FCFA
j)	Other (specify) []	[] FCFA
4	What was the amount of expenses incurred by the UCOGES last year (2011/2012) for:	Total [] FCFA
a)	Provision of liquidity of the COGES	[] FCFA
b)	Provision of gifts in kind to the COGES	[] FCFA
c)	Holding of general meetings	[] FCFA
d)	Training and monitoring	[] FCFA
e)	Special events (sports, competition, etc.)	
f)	Promotion and awareness campaign about girls' education	
g)	Infrastructures' construction and repairing	
h)	Other (specify) []	[] FCFA
i)	Other (specify) []	[] FCFA

Budget of the APE and the COGES:

About the APE and COGES of the local community (the UAPE/UCOGES area). Please choose the answer that you think best describes the situation in your area. If you have any information, please write NP.

(5) Who participated in the approval and execution of the action plan and of the budget of the APE/CGE during the current school year (2012-2013) (or last school year (2011/2012)? Please select all relevant stakeholders who participated by checking in each column. If such a periodic plan does not exist, please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus 1B1-M]	There is no plan or periodic budget of the APE/COGES	Members of the office of the APE/COGES	Parents of students	Members of the community who are not parents of students	School Director	Teachers
a) APE						
(1) Approval	| 0 |	| 1 |	| 1 |	| 1 |	| 1 |	| 1 |
(2) Execution	| 0 |	| 1 |	| 0 |	| 0 |	| 0 |	| 0 |
b) COGES						
(1) Approval	| |	| |	| |	| |	| |	| |
(2) Execution	| |	| |	| |	| |	| |	| |

(6) Who awarded funds to the APE/COGES during the last two school years (2011/2012 and 2012/2013)? Please choose all stakeholders that have allocated funds by checking in the (or the) column (s) that suit. In the case where such a fund does not exist please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus 1B2]	There is no budget or funds	Parents of students	Members of the community who are not parents of students	Educational Government officials (for example MENA, DREBA, DPEBA, CEB)	Local community (e.g. rural community or municipality)	Other (e.g. NGOs, donors, OSC)
a) APE	| 0 |	| 1 |	| 0 |	| 0 |	| 0 |	| 0 |
b) COGES	| |	| |	| |	| |	| |	| |

(7) What **types of expenditure** the action plan or the budget of the APE/COGES has taken into account this year or last year (2011/2012 and 2012/2013)? Please choose the most appropriate answer from the options below. [Multiple choice] If such a fund does not exist then please mention "1".

	1	1	3	4
[Plus1B3]	The APE/COGES did not have plan or budget.	The APE/COGES periodic action plan included categories of expenditure relating "to the <u>operational budgets</u> " (for example, textbooks, furniture and teaching materials)	APE/COGES periodic action plan included categories of expenditure on civil engineering or infrastructure	The APE/CGE periodic action plan <u>included</u> salary or allowances of teachers
a) APE	| 0 |	| 0 |	| 1 |	| 0 |
b) COGES	| |	| |	| |	| |

Section C - Activities (Action Plan) of UAPE, UCOGES, APEs and COGESs

Action Plan of the UAPE:

1	The UAPE has developed a plan of action of the UAPE for the current school year (2012-2013)?	1. Yes [], 0. No [0]
2	The UAPE submitted the action plan to the IDEN for the current school year (2012-2013)?	1. Yes [], 0. No [0]
3	The UAPE held a general meeting to approve the plan of action of the UAPE this school year (2012/2013)?	1. Yes [], 0. No [0]
4	How many of the APE submitted action plans to the UAPE during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [0]
		b) 2012/2013 [0]
5	How many of APE submitted a final report / financial report action plan of the UAPE last school year (2011/2012)?	[6]
6	What are the APE actions that have been recommended in the plan of action of the UAPE this school year or in the last (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Infrastructure to be built or renovated	1. Yes 0. No | 1 |
b)	Contract to recruit faculty	1. Yes 0. No | 0 |
c)	School meals (food, cooking, etc.)	1. Yes 0. No | 1 |
d)	Support to education (remedial classes, additional lessons for exams, etc.)	1. Yes 0. No | 1 |
e)	Teaching materials and furniture to acquire	1. Yes 0. No | 1 |
f)	Water supply at the disposal of schools	1. Yes 0. No | 1 |
g)	Environment (cleaning, planting, etc.)	1. Yes 0. No | 1 |
h)	Special events (sport, festival, etc.)	1. Yes 0. No | 1 |
i)	Promotion and awareness of girls education	1. Yes 0. No | 1 |
j)	Special program for children with disabilities	1. Yes 0. No | 1 |
k)	Special program for children culturally or economically disadvantaged	1. Yes 0. No | 1 |
l)	Transportation of Inspectors for the schools visits	1. Yes 0. No | 0 |

Action Plan of the UCOGES:

7	Has the UCOGES developed an action plan of the COGES this school year (2012-2013)?	1. Yes [], 0. No []
8	Has the COGES submitted the plan of action to the DPEBA this school year (2012-2013)?	1. Yes [], 0. No []
9	The UCOGES held a general assembly to approve the plan of action in this school year (2012-2013)?	1. Yes [], 0. No []
10	How many COGES submitted action plans to the UCOGES during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 []
		b) 2012/2013 []
11	How many of COGES submitted a final report/financial report of the UCOGES action plan last school year (2011/2012)?	[]
12	What were the actions of the COGES recommended in the action plan of the UCOGES during the last school year or the current school year (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Infrastructure to be built or renovated	1. Yes 0. No | |
b)	Contract to recruit faculty	1. Yes 0. No | |
c)	School meals (food, cooking, etc.)	1. Yes 0. No | |
d)	Support to education (remedial classes, additional lessons for exams, etc.)	1. Yes 0. No | |
e)	Teaching materials and furniture to acquire	1. Yes 0. No | |
f)	Water supply at the disposal of schools	1. Yes 0. No | |
g)	Environment (cleaning, planting, etc.)	1. Yes 0. No | |
h)	Special events (sport, festival, etc.)	1. Yes 0. No | |
i)	Promotion and awareness of girls in education	1. Yes 0. No | |

j) Special program for children with disabilities	1. Yes 0. No	<input type="checkbox"/>
k) Special program for children culturally or economically disadvantaged	1. Yes 0. No	<input type="checkbox"/>
l) Transportation of Inspectors for the schools visits	1. Yes 0. No	<input type="checkbox"/>

Action Plan of the APEs and the COGES:

About the APEs and COGES members of the UAPE/UCOGES. Please choose the answer that you think best describes the situation in your zone. If you have any information, please contact NP.

(13) To which **target indicators** the action plan of the APE/COGES are periodic related (e.g. annually) this school year or the last (2011/2012 and 2012/2013)? Please select the appropriate options below. If such a fund does not exist then please mention «1». **[Multiple choice]**

	1	2	3	4
[Plus1B4]	The APE/COGES does not have such a plan of action	The action plans and/or periodic budgetary plans of the APE/COGES do not relate to an indicator target (for example the inscriptions and the existing exam success rate) (last or current school year).	Action plan and periodic budgets of the APE/COGES <u>include indicators targets in terms of access</u>	Action plans and periodic budget plan the APE/COGES <u>relate to indicators targets of learning achievements (results CFEE for example - current year or last year).</u>
a) APE	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b) COGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(14) There is access to the **financial report** of the EPA/CGE which gives information on the budget and actual expenditure during the last academic year (2011/12)? Please choose the most appropriate answer from the options below. If such a report does not exist then please put “1”. **[Unique choice]**

[Plus 1C1]	<ol style="list-style-type: none"> 1. <u>APE/COGES do not produced progress report.</u> 2. <u>APE/COGES had a financial report.</u> The report was shared with the members of the office 3. <u>APE/COGES had a financial report. The report was shared with members of the APE/COGES</u> (for example to the General Assembly or by posting to the table). 4. <u>APE/COGES had a financial report. The report was shared with members of the stakeholders</u> (for example, local government and federation of the APE/COGES).
a) APE	<input type="checkbox"/> 3
b) COGES	<input type="checkbox"/>

(15) That has access **to the report on the status of periodic of the APE/COGES**, which informs on the state of implementation of the actions foreseen and, where appropriate, on the evaluation of the results of education targeted during the last academic year (2011/2012)? Please choose the answer the more appropriate options below. If such a report does not exist, please choose “1”. **[Unique choice]**

[Plus 1C2]	<ol style="list-style-type: none"> 1. The <u>APE/COGES had not a periodic report on the state of progress</u> 2. The APE/COGES <u>had a periodic report on the state of progress.</u> The report was shared with the members of the office 3. The APE/COGES <u>had a periodic report on the State of progress. The report has been shared with the members of the APE/COGES for example to the General Assembly or by posting to the table).</u> 4. The APE/COGES <u>has had a periodic report on the state of progress. The report has been shared with the members of the APE/COGES and other stakeholders (for example, regional authorities – CEB/DPEBA/DREBA- and the federation of the APE/COGES)</u>
a) APE	<input type="checkbox"/> 3
b) COGES	<input type="checkbox"/>

More Details on the APE:

16	The APE provides financial support and/or in-kind to the schools for the following activities during the last school year or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below.		
a)	Construction/rehabilitation of infrastructure	1. Oui 0. Non	<input type="checkbox"/> 1
b)	Contract teachers recruitment	1. Oui 0. Non	<input type="checkbox"/> 0
c)	School meals (food, cooking, etc.)	1. Oui 0. Non	<input type="checkbox"/> 1
d)	Support to education (remedial classes, additional lessons for examinations, etc.)	1. Oui 0. Non	<input type="checkbox"/> 1
e)	Equipment and teaching materials	1. Oui 0. Non	<input type="checkbox"/> 1
f)	Water supply	1. Oui 0. Non	<input type="checkbox"/> 1
g)	Environment (cleaning, planting, etc.)	1. Oui 0. Non	<input type="checkbox"/> 1

h) Special events (sport, festival, etc.)	1. Oui	0. Non	| 1 |
i) Promotion and awareness of girls in education	1. Oui	0. Non	| 1 |
j) Special program for children with disabilities	1. Oui	0. Non	| 1 |
k) Special program for children culturally or economically disadvantaged	1. Oui	0. Non	| 1 |
l) Transportation of Inspectors for the schools visits	1. Oui	0. Non	| 0 |

More Details on the COGES:

17	The COGES provides financial support and/or in-kind to the schools for the following activities during the last school year or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below			
a)	Construction/rehabilitation of infrastructure	1. Oui	0. Non	| |
b)	Contract teachers recruitment	1. Oui	0. Non	| |
c)	School meals (food, cooking, etc.)	1. Oui	0. Non	| |
d)	Support to education (remedial classes, additional lessons for examinations, etc.)	1. Oui	0. Non	| |
e)	Equipment and teaching materials	1. Oui	0. Non	| |
f)	Water supply	1. Oui	0. Non	| |
g)	Environment (cleaning, planting, etc.)	1. Oui	0. Non	| |
h)	Special events (sport, festival, etc.)	1. Oui	0. Non	| |
i)	Promotion and awareness of girls in education	1. Oui	0. Non	| |
j)	Special program for children with disabilities	1. Oui	0. Non	| |
k)	Special program for children culturally or economically disadvantaged	1. Oui	0. Non	| |
l)	Transportation of Inspectors for the schools visits	1. Oui	0. Non	| |
18	Do the plans of the COGES established targets indicators following this school year or last year (2011/2012 and 2012/2013)? If such a plan does not exist, please choose the answer “no”.			
a)	Increased attendance of students	1. Oui	0. Non	| |
b)	Reduction of grade repetition	1. Oui	0. Non	| |
c)	Réduction des renvois Reduction of references	1. Oui	0. Non	| |
d)	Improvement of the results of the entrance examination	1. Oui	0. Non	| |
e)	Improvement of the results of other examinations	1. Oui	0. Non	| |
f)	Effectiveness of teachers (e.g. presence or absence)	1. Oui	0. Non	| |

Section D - Support to APE, the COGES and the Schools

(1) What kind of support or **training** the UAPEs or the UCOGESs brought to school principals and teachers over the past two years? Please choose the most appropriate option in the options below. If there's no information, please choose “1”. [Unique choice]

[Plus 1D1]	1. There is no union of APE/COGES. 2. The federation of the APE/COGES has not organized training activities, follow-up, or other equivalent activities in favor of stakeholders (APE, COGES, schools) at the level of school 3. The federation of the APE/COGES organized training activities, follow-up, or other equivalent activities in favor of stakeholders (APE, COGES, schools) at the level of schools
a) APE	| 2 |
b) COGES	| |

(2) About the training and guidance on the part of the UAPE or the UCOGES, please choose the most relevant opinion among the options below. [Unique choice]

[Plus 1D 1]	1. There is no such thing as such federation. Even if it exists, <u>the APEs federation or of CGEs led no activity to facilitate</u> parents and community participation in school management 2. The federation of <u>the APEs and the COGESs gave information or training to stakeholders of the school</u> on the participation of the APE/COGES or/and the community in the management of the school 3. The <u>APEs federation or of COGES gave information or training to stakeholders in school</u> on the participation of the APE/COGES or/ and the community in the management of the school. The APEs federation or of COGES assured the also monitored the functioning of EPAs and the CGE. 4. The <u>APEs federation or of COGES has given information or training to stakeholders of the school</u> on the participation of the APE/COGES or/and the community in the management of the school. The APEs federation or the COGES <u>has also monitored the functioning of EPAs and the COGES and also had to provide guidance and make suggestions for improvement.</u>
a) APE	| 2 |
b) COGES	| |

(3) On training and orientation on the part of the local administration (DREBA/CEB and/or the community), please select the most relevant response from the options below. **[Unique choice]**

[Plus 1D 1]	<ol style="list-style-type: none"> The local administration conducted any activity to facilitate the participation of parents and community in the management of school The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/COGES or the community in the management of the school. <u>The local administration gave information or training to stakeholders in school</u> on the participation of the APE/COGES or/and the community in the management of the school. <u>Local administration has also monitored the functioning of APE/COGES</u> The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/COGES or/and the community in the management of the school. <u>Local administration has also monitored the functioning of the APE/CGE provided guidance and made a refund improve their functioning.</u>
a) APE	|_2_|
b) COGES	|_|

(4) What kind of **monitoring** local administration (DPEBA/CEB, and/or the community) has conducted in schools in your local community these last two years? Please choose the most appropriate answer from the options below. If there is no monitoring, please choose “1”. **[Unique choice]**

[Plus 1D3]	<ol style="list-style-type: none"> There have <u>not been monitoring of schools and directions</u> on the part of the local administration on any theme There was monitoring and guidance given to schools by the local administration. But they have not included themes related to the participation of the APE/CGE, parents or the community in the management of schools. (e.g. monitoring is only educational). A follow-up was done and guidance was provided by the local authority to schools <u>on themes</u> related to the participation of the APE/CGE, parents or <u>the community in the management of schools</u>. A follow-up was done and guidance was provided by the local authority to schools on themes related to the participation of the APES/CGES, <u>parents or the community in the management of schools. Suggestions for improvement were also made.</u>
a) DPEBA	|_1_|
b) CEB	|_|
c) Community	|_|

More Details on the UAPE:

5	How many times the UAPE has conducted trainings during the current school year (2012-2013)?	[0]
6	What is the content of the training provided by the UAPE? If there is no training, simply choose “a”	
a)	No training	1. Yes [1], 0. No []
b)	Organizational characteristics of the School Council (APE or COGES), including the process for the election of the members of the office	1. Yes [], 0. No []
c)	Management of the action plan and the school budget	1. Yes [], 0. No []
d)	Financial management	1. Yes [], 0. No []
e)	Monitoring tool and mechanism	1. Yes [], 0. No []
f)	Guidelines	1. Yes [], 0. No []
7	What are the monitoring targets and/or reimbursement the UAPE? If there is no monitoring, please choose “a”?	
a)	No monitoring	[]
b)	Organizational structure of School Council	1. Yes [], 0. No []
c)	Action plan/periodic budget	1. Yes [], 0. No []
d)	Technical report on results	1. Yes [], 0. No []
e)	Financial report	1. Yes [], 0. No []
f)	Other (please provide details) []	1. Yes [], 0. No []

More Details on the UCOGES:

8	How many times the UCOGES held training courses this school year (2012-2013)?	[]
9	What is the content of training provided by the UCOGES? If there's no training, set only “a”.	
a)	No training	[]
b)	Organizational characteristics of the School Council (APE or COGES), including the process for the election of the members of the office	1. Yes [], 0. No []
c)	Management of the action plan and the school budget	1. Yes [], 0. No []
d)	Financial management	1. Yes [], 0. No []
e)	Monitoring tool and mechanism	1. Yes [], 0. No []
f)	Guidelines	1. Yes [], 0. No []

10	What are the monitoring targets and/or compensation the UAPE? If there is no monitoring, please choose "a"?	
a) No monitoring		[_____]
b) Organizational structure of School Council (APE or COGES)		1. Yes [], 0. No []
c) Action plan/periodic budget		1. Yes [], 0. No []
d) Technical report on results		1. Yes [], 0. No []
e) Financial report		1. Yes [], 0. No []
f) Other (please provide details) [_____]		1. Yes [], 0. No []

Section E - Voice and Role Played by the EPA and the COGES in the Management of Public Budget

About EPAs and the members of the UAPE/UCOGES. Please choose the answer that you think best describes the situation in your area. If you have any information, please contact NP.

(1) How the action plans APES/COGESs were used by the local or central authorities in the demand and budgetary planning of the Government for schools? Please choose the most appropriate answer from the options below for the APE and CGE. Please choose "1" if there is no action plan of the APE/COGES. **[Unique choice]**

[Plus 1E1]	<ol style="list-style-type: none"> 1. The APE/COGES does not have action plan 2. <u>The action plans APES/ COGES were not used by the authorities for budget planning.</u> 3. <u>School action plans were compiled and used by the local authorities (local community) at the time of budget planning.</u> 4. <u>School action plans were compiled and used by the local authorities (local community) and the central administration at the time of budget planning.</u>
(a) APE	|_2_|
(b) COGES	|_ |

Please answer the 4 questions ((2), (3), (4) and (5)) concerning the role of the APE/COGES in the school budget (not the budget of the APES/COGESs based on their own incomes).

(2) What was the role of the APE/COGES **in the preparation of the budget of the school** this school year (2012-2013)? Please choose one of the options below for each of the APE and COGES. **[Unique choice]**

[3A]	<ol style="list-style-type: none"> 1. The APE/COGES played no role, budgets have been prepared by MENA (central level) 2. <u>The APE/COGES has a voice in the planning and preparation of the budget at the level of the school, but the final responsibility lies with the school director</u> 3. <u>The APE/COGES has formal mechanisms for participation in the school's budget if they wish.</u>
(a) APE	|_1_|
(b) COGES	|_ |

(3) What was the role of the APE/COGES **in the approval of the budget of the school** this school year (2012-2013)? Please choose one of the four options for each of the APE and COGES. **[Unique choice]**

[3B]	<ol style="list-style-type: none"> 1. MENA/DREBA, DPEBA/CEB have the authority to approve the budget of the school. The APE/COGES does not participate. 2. The APE/CGE can be consulted but the DREBA, DPEBA and/or the Mayor are responsible for the approval of the school's budget 3. The approval of the budget is made by the school principal. The APE/COGES can be accessed but does not have authority for approval 4. <u>The APE/COGES may be responsible for the approval of the budget.</u>
(a) APE	|_1_|
(b) COGES	|_ |

(4) What is the role of the APE/COGES **in the implementation of the budget of the school** for the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the COGES **[Unique choice]**

[3D]	<ol style="list-style-type: none"> 1. The implementation of the budget is the responsibility of the DREBA, DPEBA, CEB or MENA. APE/COGES does not supervise the budget 2. The implementation of the budget is supervised at the level of the DREBA/DPEBA. <u>The APE/CGE requests only on additional funding accounts from parents and other fund off-budget</u> 3. The APE/COGES is responsible for executing the budget and demand from time to time formal audits with the competent authorities. 4. <u>The APE/COGES is not specific on the school's budget reports since it is public information that is always available. Formal monitoring systems work well.</u>
(a) APE	|_1_|
(b) COGES	|_ |

(5) How national and decentralized and decentralized authorities **have used the school's budget** prepared with the participation of the APE/COGES during the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the COGES. [Unique choice] Please choose "1". "If there is no budget to school prepared with the participation of the APE/COGES.

[3E]	<ol style="list-style-type: none"> 1. Budgetary decisions are made to MENA/DREBA/DPEBA/CEB without the participation of the APE/COGES 2. MENA/DREBA/DPEBA/CEB utilizes the request or the proposal sent by schools as recommendations for the final allocation of resources. 3. MENA/DREBA/DPEBA/CEB utilizes the request or the proposal sent by the schools as their main source of recommendation for the transfer of resources to the school. 4. MENA/DREBA/DPEBA/CEB utilizes the request or the proposal sent by the schools as their main source of recommendation for the final transfer of resources to the school.
(a) APE	|_1_|
(b) COGES	|_|

Section F - More Information on Schools and APE/COGES

About the APE/COGES in your UAPE/UCOGES area. Please choose an option that best represents the situation in your area. If there's no information, please register NP.

(1) How the **representatives of parents** of the APE/COGES office were chosen during the current school year (2012-2013) and the last year (2011/2012)? If they are not yet chosen for this year, please choose an option from the options below. [Unique choice]

[Plus1A2]	<ol style="list-style-type: none"> 1. The APE ad the COGES does not exist. 2. The representatives of the parents <u>were chosen by school directors or community leaders (e.g. PCR/Mayor)</u> 3. The representatives of the parents <u>were chosen by the parents but are not elected.</u> 4. The representatives of the parents <u>were elected by the parents.</u>
(a) APE	|_4_|
(b) COGES	|_|

(2) How **the members of the office of the APE/COGES** were selected in the current year and the last year (2012/2013) If they are not yet chosen for this year, please choose an option from the options below. [Unique choice per rank]

[Plus1A3]	<ol style="list-style-type: none"> 1. The position does not exist in the office of the APE/COGES 2. There is no process of selection of the members of the office of the APE/COGES. The positions are occupied by predetermined individuals (for example the school principal) 3. Members of the office of the APE/COGES were chosen without election by the members of the APE/CGE. 4. The position in the office of the APE/ COGES was awarded after election by the members of the APE /COGES.
(a) APE	
1) President	|_4_|
2) Secretary general	|_4_|
3) Treasurer	|_4_|
4) Audito	|_4_|
(b) COGES	
1) President	|_|
2) Secretary general	|_|
3) Treasurer	|_|
4) Auditor/ financial control /auditor / Board of auditor	|_|

(3) Who decided the aspects below from the school in your local community (UAPE/UCOGES area) during the academic year 2012/2013? Please choose all answers that are appropriate from options below [Multiple choice] (1. Yes 0. No)

	1	2	3	4	5	6	7	8
[4B2]	ME	DREBA, DPEBA	CEB	Community (Mayor)	School director	APE	COGES	Teachers Union
a) School Calendar	|_1_|	|_0_|	|_0_|	|_0_|	|_0_|	|_0_|	|_0_|	|_0_|
b) Hourly volume of subjects	|_1_|	|_0_|	|_0_|	|_0_|	|_0_|	|_0_|	|_0_|	|_0_|

Information about the School:

4	What is the degree of severity of the absenteeism of pupils at the school in your local community (UAPE/UCOGES area)? Please answer according to the sex of the students	a) Girls: 1. No problem [], 2. Minor [], 3. Grave. [X] b) Boys: 1. No problem [], 2. Minor [X], 3. Grave. []
5	What is the degree of severity of the absenteeism of teachers at the school in your local community (UAPE/UCOGES area)?	1. No problem [], 2. Minor [X], 3. Grave. []
6	The capacity of the schools in the area of the UAPE/UCOGES to give lessons of quality is affected by the lack or insufficiency of any of the following? Please choose one for each row.	
a) Didactic materials (par exemple textbooks)	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
b) Budget for teaching materials (e.g. paper, pencils)	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
c) Teachers	1. Much [], 2. Some [X], 3. A bit [], 4. None []	
d) School buildings and grounds	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
e) The instruction area (e.g. classrooms)	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
f) Lighting	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
g) Water	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
h) Toilet facilities	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
i) Security	1. Much [], 2. Some [], 3. A bit [X], 4. None []	
j) Special equipment for the students with disabilities	1. Much [], 2. Some [], 3. A bit [], 4. None [X]	

Report of visits

Day of visit	12-14/11/2013	Name of the team of interviewers	
ID de the target		Type	
Name of the target	DAH Gaoua: président Conseil Régional du Centre APE, Président provincial APE 70 24 35 43		
Interviewed			
Start time		End time	
Needs to be visit again and reason			
Number of responses (NP)		Number of collected documents	
Comment by interviewees	Unavailability of evidence information: the officecrosses problems of working		
Difficulties and problems			
Other remarks			

Appendix 1 Burkina Faso

Appendix 1-8
Participant Lists of Feedback Seminar

Burkina Faso
Feedback seminar participants

4-Dec-13

First Name/ NOM	Family Name / PRENOM (S)	Organization /STRUCTURE	Title/ FONCTION
SIBIRI	KORBEOGO	DGEB	DIRECTOR GENERAL
BAMOGO	EDOUARD	SG MENA	RESEARCHER
BADINI	ASSANE	DEGES / MENA	FOCAL POINT OF SABER
DIABOUGA	YABRE JOSEPH	DRENA-PCL	FOCAL POINT OF PACOGES DREBA-DEL
BANGRE	PAULINE	DRENA Centre Est	DIRECTEUR REGIONAL
SORGHO	HONORE	BRENA Centre Ouest	DIRECTEUR REGIONAL
DIALLO	HAMADOU	DRENA Plateau Central	DIRECTEUR REGIONAL
TIOLE	TILKA	DRENA Sud Ouest	DIRECTEUR REGIONAL
BADO / OUEDRAOGO	MARTINE	DPENA	DPEBA CENTRE EST (KOURITENGA)
SOWADOGO	IRIWAYA	DPENA	DPENA
OUEDRAOGO	ELIE	CEB	CCEB (Noomgana)
BADINI	LASSANE	CEB	CCEB (Ziniaré centre)
BAZIE	FIRMIN	ECOLE (SANGHA, KOULPELGO)	DIRECTOR
DHAILA NORMBRE	MARIAM	ECOLE (SOURGOUBILA, KOUWEOGO)	DIRECTOR
ZOURE	DAMASE	AID AT ACTION	COORDINATOR
SAWADOGO	FELICILI	COOP CANADA	EDUCATION ADVISOR
HEBERT	LOUISE	EMBACY OF CANADA	OFFICER
OUEDRAOGO	HODISSA	PLAN INTERNATIONAL BURKINA FASO	EDUCATION PROGRAM CONSULTANT
SABANE	AMINATOU	GRAAD	COMMERCIAL AGENT
DIPOMA	KARIM	MENA PACOGES	FOCAL POINT
SOLANGE	SEGUEDF	MENA PACOGES	FOCAL POINT
ZONGO	RIGOBERT	DAMSSE	MONITORING AND EVALUATION
SAWADOGO	SALAM	DAID	RESEARCHER
GOUEM	HAROUNA	DGIREF / MENA	TEACHING SERVICE
COMBARY	SOSTHEINE	CNAPEP	SECRETARY OF THE ONE
DAH	GAOUA	CNAPEP	PRESIDENT
KONFE	FATIMATA	PACOGES / MENA	NATIONAL COORDINATOR
YOKO	MATSUYA	PACOGES / JICA	CHIEF ADVISOR
ADAMA	OUEDRAOGO	WORLD BANK	SENIOR EDUCATION SPECIALIST
ANGELA	DEMAS	WORLD BANK	SENIOR EDUCATION SPECIALIST
KAZURO	SHIBUYA	WORLD BANK	SENIOR EDUCATION SPECIALIST
MORISHICA	HINOMICHI	JICA Burkina Faso	RR
KINOSHITA	AKIKO	JICA Burkina Faso	PROGRAM IN CHARGE
MASAHIRO	HARA	JICA	JICA PACOGES Mission Member
YUKIKO	SAITO	JICA	JICA PACOGES Mission Member
KYOUKO	KOJIMA	CONSULTANT	JICA PACOGES Mission Member
TAKAKO	YUKI	JICA	SENIOR RESEARCH FELLOW
IGEI	KENGO	JICA RI	RESEARCH ASSISTANT
JUAN	MARTINEZ	JICA RI	RESEARCH ASSISTANT
GAETAN	MOREAU	JICA RI	RESEARCH ASSISTANT
OTA	GO	PADECO	CONSULTANT SABER
LANKOANDE	GOUNTIENI DAMIEN	CEDRES	CONSULTANT
OUEDRAOGO	MICHE	CEDRES	CONSULTANT
KONKOBO	BOURAHIMA	CEDRES	ASSISTANT
ZOETYANDE	SATURNIN	CEDRES	ASSISTANT
OUEDRAOGO	OLIVIER	CEDRES	ASSISTANT
BONOU	ARMELLE	CEDRES	ASSISTANT
OUEDRAOGO	QUESENI	GRAAD	ASSISTANT
LOYE ALEXN	SALVADOR	ISSP / UNIVERSITY OF OUAGADOUGOU	RESEARCHER

Appendix 2

Senegal

Appendix 2-1 Questionnaires for Field Survey

SD
APE and CGE
Commune
IDEN
IA
Union of APE and Union of CGE

System Evaluation for Comparative Education Results (SABER): In-depth Study of the Autonomy and the Responsibility of Schools (AAS)

**SABER-SAA PLUS OF POLICY IMPLEMENTATION ASSESSMENT TOOL:
Questionnaire for the School Director [SD]**

21/08/2013 (E)

(A) School Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting schools.**]

		(a) Name	(b) Check if the information is correct
1	DREBA		[]
2	DPEBA		[]
3	Commune/ Rural Community		[]
4	School		[]
5	ID School		

(B) School Director's Identification: Before starting the interview, please check whether the following information is correct. [CRES: Fill the names in the column (a) **before visiting schools.**]

		(a) Information	(b) Check if the information is correct
1	School Director's name		[]
2	School Director's gender	() 1. Male () 2. Female	[]
3	School Director's mobile number		[]
4	Telephone number of the school (please write "None" in case there is no phone number)		[]

(C) Field Survey Team [The team will fill this section just after the survey is finished and then the regional coordinator will check and fill this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed	(d) Remarks (e.g. necessity of follow up visit)
1	Group Team Leader			[]	
2	Interviewer 1			[]	
3	Interviewer 2			[]	
4	Regional Coordinator				
5	Central member			[]	

(D) Data Entry Team [The team will fill this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of completion of task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Verification of the data entry			

Section A: School Director

1	What is your (school director) age?	[] years
2	Are you a full-time school director?	1: Yes, no teaching [] 0: No, teaching in one class []
3	What is your employment status (school director)?	1. Principal Teacher [] 2. Certified Teacher [] 3. Certified Assistant Teacher [] 4. Teacher Assistant [] 5. Contract Teacher [] 6. Volunteer Teacher []
4	Professional diplomas obtained	1. CAP [] 2. CEAP []
5	In your role as Director, approximately what percentage of time did you spend on these activities in the last trimester?	a) Administrative duties (e.g. budgeting, planning, meetings) _____% b)) Instructional leadership (e.g. monitoring the implementation of the curriculum and pedagogy, training and monitoring pedagogy of teachers) _____% c) Supervising and evaluating teachers and other staff _____% d) Teaching _____% e) Public relations (meeting with parents, etc.) _____%
6	What is your (school director) highest academic degree?	1. Primary school (1-6) CFEE [] 2. First cycle of secondary school BFEM, BEPC (7-10) [] 3. 2nd cycle of secondary school Baccalauréat (11-13) [] 4. DUEL/DUES (14-16) [] 5. Licensed Degree [] 6. Master [] 7. Master or more 0. = No diploma []
7	What is your highest professional degree?	1. CAP [] 2. CEAP [] 3. None []
8	How many years have you (school director) been the school director at this school?	[] years
9	How many years have you (school director) worked at this school as a teacher, not school director?	[] years
10	How many years have you (school director) been a school director at other schools?	[] years
11	In total, how many complete years have you (school director) worked at schools and in education administration?	[] years
12	Have you (school director) received an initial training for school directors?	1. Yes [] 0. No []
13	Do you (School Director) speak the primary language of the community living around the school?	1. Yes [] 0. No []
14	Do you often use a mobile phone to communicate with the administrations?	2. Yes [] 1. Rarely [] 0. Never []

Section B: Students

1	Please write the number of students and repeaters by grade and gender and the number of classes in your school for this school year (2012/2013). (Note: "Repeaters" means the number of students who are repeating their current grade (not consider how many times repeated))						
	1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2	7. Total
a) Male students							
b) Female students							
c) Male repeaters in that grade							
d) Female repeaters in that grade							

e) Classes (single-grade classes by grade)							
2	How many multi-grade classes do you have?				[]		
3	If there are any multi-grade classes, please list the combination of grades and the numbers (e.g. 2 multi-grade classes/class 1: CI and CP, class 2: CE1 and CE2)						
	1. Combination of grades (e.g. CI and CP)		2. Number of classes		1. Combination of grades (e.g. CI and CP)		2. Number of classes
a					E		
b					F		
c					G		
d					H		
4	How many students have dropped out (withdrawn) during the last school year (2011/2012)?						
		1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2
a) Male							
b) Female							
5	Please write the number of CM2 students and their status of taking CFEE last school year - Applied, Taking or Passed (CFEE in June 2012)						
		1. Number of students of CM2 in 2011/2012	2. Applied to the CFEE	3. Taking the exam	4. Passed to the CFEE		
a) Male							
b) Female							

6	What is the proportion of CI students who are at the official primary school starting age (age 6) in this school year? (i.e. CI students who are not over age or under age)	1. Less than 50% [] 2. 50% - 80% [] 3. Almost [] 4. All []
7	How far do the students live away from the school? As far as you are aware, please note the approximate percentage of students for each of the choices provided	a) Less than 1 km []% b) 1 to 3 km []% c) More than 3 km []%
8	How many students are orphans in the school?	[]
9	How many students are disabled in the school?	[]
10	Does your school keep a record of students' attendance or absence?	2. Yes in all classes [] 1. Yes, but only in some classes (by some teachers) [] 0. No []
11	What is the approximate number of CP or of CM2 students who were absent one day or more in the last trimester?	a) CP [] students b) CM 2 [] students
12	What is the approximate proportion of CP or of CM2 students who were absent more than 5 days in the last trimester?	a) CP 2 []% b) CM 2 []%
13	How severe is the student absenteeism at your school? Please answer by gender of students.	a) Girls: 1. No problem [] 2. Minor [] 3. Serious []
		b) Boys: 1. No problem [] 2. Minor [] 3. Serious []
14	How severe is the student absenteeism at your school? Please answer by gender of students.	1. No problem [] 2. Minor [] 3. Serious []

15	Does your school provide parents with a student report card that includes information about the number of students' attendance (or absence) and learning achievements per trimester or school year?	0. No, such card does not exist [] 1. No, such card but orally informs [] 2. Yes, it informs about learning achievements but not attendance [] 3. Yes, it informs about both learning achievements and attendance []
16	Based on your impression, what is the approximate proportion of CP students who study more than 30 minutes at home?	1. Less than 50% [] 2. 50% - 80% [] 3. Almost all [] 4. All [] 5. Don't know [] 0. Nobody []
17	Based on your impression, what is the approximate proportion of CM2 students who study more than 60 minutes at home?	1. Less than 50% [] 2. 50% - 80% [] 3. Almost all [] 4. All [] 5. Don't know [] 0. Nobody []

About Out of School Children

18	In your opinion, approximately what proportion of 6-years old children in surrounding communities of your school are not enrolled?	0. Very few or none (most of children are in school) [] 1. Less than 20% [] 2. From 20% to 50% [] 3. More than 50% []
19	In your opinion, approximately what proportion of school-aged children (aged 6-12) in surrounding communities of your school are not enrolled?	0. Very few or none (most of children are in school) [] 1. Less than 20% [] 2. From 20% to 50% [] 3. More than 50% []
20	In your opinion, are girls more out-of-school?	1. Yes [] 0. No []
21	In your opinion, do parents know their children' age?	1. Yes [] 2. Some parents do not know [] 3. Most parents do not know []
22	In your opinion, do local authorities (e.g. local community, IDEN) know the approximate number of school-aged children who are out of school in surrounding communities of your school?	1. Yes [] 0. No []
23	Are there any school-aged children who were rejected from registering schools due to supply-side constraints (e.g. lack of pace, lack of classrooms, or of teachers, lack of toilets)?	1. Yes [] 0. No []

Section C: Teachers

1	Please write the number of classroom teachers (by grades) and the number of teachers not giving a class							
	1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2	7. Non-class room teachers	8.Total
a) Male								
b) Female								
c)	If there are multigrade classes, please indicate the number of teachers by classes multi-grade (e.g. Class 1: CI and CP, Class 2: CE1 and CE2)							
	1. Combination of grades (e.g. CI and CP)		2. Number of teachers		1. Combination of grades (e.g. CI and CP)		2. Number of teachers	
a					e			
b					f			
c					g			
d					h			

2	Please write the number of teachers by gender and contract type (Permanent, Contract, Volunteer). Please do not include school director even if he/she teaches			
	1. Permanent	2. Contract	3. Volunteer	4. Total
a) Male				
b) Female				
c) Total				
3	Please write the number of teachers (male and female) by the highest level of education they have attained. Please do not include school director even if he/she teaches/has one class			
	1. Primary school (1-6)	2. 1 st cycle of secondary school (7-10)	3. 2 nd cycle of secondary school (11-13)	3. University and more (14-)
a) Male				
b) Female				
4	How many teachers came to the school this school year (2012/2013)?		[] teachers	
5	How many teachers left the school at the end of last school year (2011/2012)?		[] teachers	
6	How many teachers were a member of a teachers' union by contract type (Permanent, Contract, Volunteer)?		a) Permanent teachers: []	
			b) Contracted teachers: []	
			c) Volunteer teacher: []	
7	How often do classroom teachers typically give homework in the CP and in CM2 grades at your school? Please choose from the 4 below options. If you choose 1, please also write approximately how many minutes teachers expect students to spend on homework per day.			
	1. Almost every day	2. Only a few days per week	3. Several days per month or test season	4. Never
a) CP	[] [] minutes per day	[]	[]	[]
b) CM2	[] [] minutes per day	[]	[]	[]
8	How many teachers can speak the main local language?		[]	
9	What proportion of teachers have very good oral French ability?		4. All [], 3. Almost all [], 2. 80-50% [], 1. Less than 50% [], 0. None []	
10	What proportion of teachers have very good written French ability?		4. All [], 3. Almost all [], 2. 80-50% [], 1. Less than 50% [], 0. None []	

About Teacher Presence and Absence

11	Does the school director keep a record of teachers' absences and presence?	1. Yes [], 0. No []
12	Do teachers need to submit a request for leave to the school director or someone else when they take leave from school?	1. Yes, need to submit to the school director [] 2. Yes, need to submit to commune/CR [] 3. Yes, need to submit to other [] 0. No, need to submit to anyone []
13	How often are teachers absent from school?	3. Very often [] 2. Often [] 1. Sometimes [] 0. Never []
14	Your school teachers can benefit from days of paid leave outside official holidays and absence permissions related to special events such as: weddings, deaths, baptisms that are defined in the Law?	a) 1. Yes [], No []
		b) If the answer is 1, give examples []
15	How many teachers were absent one day or more outside leave paid in the 2nd quarter of this school year and the school year past (2011/2012)? (Please write NP if you do not know	a) The 2 nd trimester of this year [] teachers
		b) The 1st trimester of this year [] teachers
		c) The last year (2011/2012) [] teachers

16	Please write the number of days of absence of teachers the CP and the CM2 during the 2nd trimester of this year quarter. Please write the total number of days by each teacher to a maximum of four teachers per level	a) CP: Teacher 1 [], Teacher 2 [], Teacher 3 [], Teacher 4 []
		b) CM2: Teacher 1 [], Teacher 2 [], Teacher 3 [], Teacher 4 []
17	Are the following actions generally taken in your school when classroom teachers are absent? Please choose all relevant options.	a) School director will teach the class () b) A classroom teacher will partially teach the class in parallel to the class which he or she is in charge () c) A subject teacher or non-classroom teacher will teach or observe the class () d) The students will study by themselves (without teaching) () e) The students will go home ()

Section D: School Operation and Resources

About the Schedule of School Activities

1	In which year did the school first open (start teaching students)?	[] year (YYYY)					
2	On which day did your school start instruction to all grades this school year (2012/2013)?	[] (mm/dd)					
3	How many days was your school actually opened for instruction in the last school year (2011/2012)?	[] days					
4	What was the total duration of strikes in this school year and in the last year?	a) This school year: 1. More than three months [], 2. From one month to three [], 3. Two weeks to less than one month [], 4. Less than two weeks [], 5. No strikes [] b) Last school year: 1. More than three months [], 2. From one month to three [], 3. Two weeks to less than one month [], 4. Less than two weeks [], 5. No strikes []					
5	Did your school provide any remedial or supplemental classes to students during the break or after regular school hours (from October 2012 up to now)?	1. Yes [] 0. No []					
6	How about in the last year (from October 2011 to September 2012)?	1. Yes [] 0. No []					
7	What is the number of hours and days of remedial classes by grade in the last year (October 2011 - September 2012)? If there is no such class, please write "0"						
	1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2	7. Multi-grades
a) Hours							
b) Days							
8	What is the number of hours and days of additional courses by grade last year (October 2011 - June 2012)? If there has not been such courses, please write "0".						
	1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2	7. Multi-grades
a) Hours							
b) Days							
9	What is the number of hours and days of remedial classes by grade in the last month (March 2013)? If there is no such class, please write "0"						
	1. CI	2. CP	3. CE1	4. CE2	5. CM1	6. CM2	7. Multi-grades
a) Hours							
b) Days							

10	What is the number of hours and days of additional courses by grade in the last month (March 2013)? If there is no such class, please write "0".						
	1. CP1	2. CP2	3. CE1	4. CE2	5. CM1	6. CM2	7. Multi-grades
a) Hours							
b) Days							

About the Direct Costs of Schooling

11	Did students or parents pay the following expenses at the school over the past two school years (from 2011/2012 to 2012/2013)? If yes, write the approximate amount of money per student or household				
a) Registration fee of CI	1. Yes [], []		FCFA 0. No []		
b) Registration fee of CP, CE1, CE2, CM1, CM2	1. Yes [], []		FCFA 0. No []		
c) Promotion examination fee of CI, CP, CE1, CE2, CM1	1. Yes [], []		FCFA 0. No []		
d) Grade certification fee of CI, CP, CE1, CE2, CM1	1. Yes [], []		FCFA 0. No []		
e) Graduation examination fees (CFEE) of CM2	1. Yes [], []		FCFA 0. No []		
f) Graduation certification fee of CM2	1. Yes [], []		FCFA 0. No []		
g) Fee of white exams for the CFEE	1. Yes [], []		FCFA 0. No []		
h) Textbooks	1. Yes [], []		FCFA 0. No []		
i) Stationary, workbooks, or miscellaneous	1. Yes [], []		FCFA 0. No []		
j) Uniform	1. Yes [], []		FCFA 0. No []		
k) Contribution to the APE	1. Yes [], []		FCFA 0. No []		
l) Contribution to the CGE	1. Yes [], []		FCFA 0. No []		
m) School canteen	1. Yes [], []		FCFA 0. No []		
12	Are some students exempted from paying the following fees due to their disadvantaged characteristics (i.e. poor household, disability, etc.)?				
	1) Boys	2) Girls	3) Poverty	4) Disability	5) Others, specify
c) Contribution to the APE	()	()	()	()	[]
d) Other contributions	()	()	()	()	[]

About Textbooks and Teachers Guidelines

13	What is the norm for use of French and Mathematics textbooks at your school for CP and the CM2? Please choose one from the following 6 options by grade and subject.				
		a) CP-French	b) CP-Math	c) CM2-French	d) CM2-Math
	0. One book owned by each student.	[]	[]	[]	[]
	1. One book rented by each student	[]	[]	[]	[]
	2. One book for two students.	[]	[]	[]	[]
	3. One book for three or more students	[]	[]	[]	[]
	4. No book for any student	[]	[]	[]	[]
	5. Other	[]	[]	[]	[]
14	Are (CP and the CM2) students allowed to bring home French textbooks to study in this school year (2012-2013)?		a) CP: 1. Yes [] 0. No [] b) CM2: 1. Yes [] 0. No []		
15	How many textbooks do you (your school) receipts for the CP and CM2 (calculation and French) in respect of this school year (2012-2013)? (Reception between June 2012 and November 2012 including)		a) Math for CP [] b) Math for CM2 [] c) French for CP [] d) French for CM2 []		
16	How many students use Math and French textbooks at CP2/CM2 (in classes in this school year (2012/2013)?				
	4. All	3. Almost all	2. 80% - 50%	1. Less than 50%	0. None
a) Math for CP	[]	[]	[]	[]	[]
b) Math for CM2	[]	[]	[]	[]	[]
c) French for CP	[]	[]	[]	[]	[]
d) French for CM2	[]	[]	[]	[]	[]
17	How many teachers of CP/CM2 have ME's teaching guide for Math and French at CP/CM2 in this school year (2012/2013) ?				
	2. All	1. Some		0. None	
a) Math for CP	[]	[]		[]	
b) Math for CM2	[]	[]		[]	
c) French for CP	[]	[]		[]	
d) French for CM2	[]	[]		[]	

About Non-textbook Learning Materials and Stationeries

18	How many students have copy books and workbooks for Math and French at CP2/CM2 for their own use in this school year (2012/2013)?				
	4. All	3. Almost all	2. 80% - 50%	1. Less than 50%	0. None
a) Homework book for Math for CP	[]	[]	[]	[]	[]
b) Homework book for Math for CM2	[]	[]	[]	[]	[]
c) Homework book for French for CP	[]	[]	[]	[]	[]
d) Homework book for French for CM2	[]	[]	[]	[]	[]
19	How many students have stationeries for their own use in this school year (2012/2013)?				
	4. All	3. Almost all	2. 80% - 50%	1. Less than 50%	0. None
a) Pencil					
b) Notebook					
c) Chalk and personal board					
20	Did your school submit a specific request of educational materials to the following authorities?		a)To IDEN: 1. Yes [] 0. No [] b)To the local community: 1. Yes [] 0. No []		

About training and workshops for teachers

21	How many teachers participated in in-service teacher training in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers (2011/2012) [] b) Number of teachers (2012/2013) []
22	How many teachers participated in in-service teacher training on inclusion (boys and girls equity in the classroom) in the last and present school year (2011/2012 and 2011/2013)?	a) Number of teachers (2011/2012) [] b) Number of teachers (2012/2013) []
23	How many teachers participated in a meeting focused on the study of lessons in other schools during this academic year (2012-2013)?	0. No meeting of this kind [] 1. [] teachers
24	Who manages the shared (Group of pedagogical animation) animation between schools?	a) No one () b) IDEN () c) School Director () d) School Director Council (CODEC) e) Other () (specify) []
25	What approaches do you have (School Director) used to improve the skills of the teachers at the school? Please choose all that apply.	a) Observation of the lesson () b) Preparation of the lesson () c) Presentation of a lesson model () d) Meetings with teachers () e) Decoration of the classroom ()

About other services and facilities

26	Have your school provided meals to students in this school year?	2. Yes, regularly [] 1. Yes, sometimes [] 0. No []
27	Have parents donated ingredients and labor or the school feeding program (school canteen) in this school year (2012/2013)?	1. Yes [], 0. No []
28	Did your school receive a grant for the school project in the last school year (2011/2012)?	1. Yes [] FCFA 0. No []
29	Have your school provided meals to students in this school year?	1. Yes [] FCFA 0. No []

30	What is the number of non-teaching service staff (e.g. cleaner, guard) in the school? Please choose "0" if no such staff.							
	a. No one	b. Central (State)	c. Commune /CR	d. School Director	e. APE	f. CGE	g. Other, specify []	
Number of non-teaching service staff								
31	How many classrooms for students does the school have?		[] classrooms					
32	What is the type of school building?		a. Simple concrete () b. Concrete with one storey () c. Hut in concrete () d. Hut in banjo () e. Wooden shack () f. Temporary shelter () g. Other () (specify) []					
33	Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following? Please choose one for each row.							
a) Instructional materials (e.g. textbook)			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
b) Budget for supplies (e.g. paper, pencils)			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
c) Teachers			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
d) School buildings and grounds			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
e) Instructional space (e.g. classrooms)			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
f) Lighting systems			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
g) Drinking water			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
h) Toilet facilities			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
i) Security			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
j) Special equipment for children with special needs students			1. A lot [], 2. Some [], 3. A little [], 4. No one []					
34	Has your school (director, teachers or parents) participated in a special program funded by donors and NGOs below this year or last year? Check all the relevant responses that apply for each column. Pass to the next question if there is no program or financing.							
		1. Teacher training	2. Other training, workshop	3. Equipment	4. Stationaries	5. Construction	6. Food	7. Other
a)	WFP (World Food Program)	()	()	()	()	()	()	()
b)	UNICEF	()	()	()	()	()	()	()
c)	World Bank	()	()	()	()	()	()	()
d)	CIDA, Canada	()	()	()	()	()	()	()
e)	USAID, US	()	()	()	()	()	()	()
f)	JICA, Japan	()	()	()	()	()	()	()
g)	AFD, France	()	()	()	()	()	()	()
h)	Other	()	()	()	()	()	()	()

About Management of the Operation Budget and Resources

(35) Who has bought and/or distributed textbooks to your school for this school year (2012-2013)? Please choose all that apply from the options below. If your school has not received manual this year, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[1A1] ○	No one	ME	IA, IDEN	CODEC	Local Community (town hall /CR)	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(36) Who has bought or distributed other than textbooks teaching materials at your school for this school year (2012-2013)? Please choose all that apply from the options below. If your school has not received materials other than textbooks this year, please choose "0". [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4	5	6	7
[1A2] ○	No one	ME	IA, IDEN	CODEC	Local Community (town hall /CR)	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(37) From who have you (school director) received additional funds for the school in this and last school year?

	0	1	2	3	4	5	6	7
[1C] ○	No one	ME	IA, IDEN	CODEC	Local Community (town hall /CR)	School Director	APE	CGE
a) This year	()	()	()	()	()	()	()	()
b) Last year	()	()	()	()	()	()	()	()

(38) Who has managed the budget of “school project” (e.g. grant school overall, capitation, competitive) provided to your school this school year or the previous? Please choose all that apply from the options below. If no education allowance has been received, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6
[1A4] ○	No one	ME	IDEN	Local Community (town hall/CR)	School Director	APE	CGE
a) This year	()	()	()	()	()	()	()
b) Last year	()	()	()	()	()	()	()

Section E: Monitoring and Local Administration (IA, IDEN and Community)

General

1	What is the distance between the school and the following infrastructure?	(a) About [] km to go to the IDEN (b) About [] km to go to the Town hall /Community (c) About [] km to go to the nearest college (d) About [] km to go to the nearest school (e) About [] km to go to the bank or service equivalent the more close to people to open their banking account		
2	How many times have you (School Director) visited the following administrations to issues related to school during this academic year (2012-2013)?	a) IA [] times	b) IDEN [] times	c) Town hall/Rural Community [] times
3	a) How many times your school has received visits from inspectors or administrators of the following services this school year and the previous? b) What are the objectives of these visits? Please select all relevant options	a. IA	b. IDEN	c. Town hall /Rural Community
a) Frequency of visits				
1) Approximately how many times this year?		[]	[]	[]
2) Approximately how many times last year?		[]	[]	[]
b) Goals of visits				
(1) Inspection of school (school principal and school environment)		()	()	()
(2) Inspection of teachers		()	()	()
(3) Infrastructure inspection		()	()	()
(4) Inspection of the canteen		()	()	()
(5) Inspection of the lesson study (pedagogical		()	()	()

animation lesson)			
(6) Professional exams			
(7) Other []			

About the Management of the Personnel

(4) Who evaluated the teachers of your school with the aim of monitoring the management of personnel during the last academic year (2011/2012)? Please choose all that apply from the options below by type of teacher. If there is no teacher in a corresponding type, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[2A1-2A3]	No evaluation	ME	HRD of Ministry	IA, IDEN	CODEC	Local Community (Town hall/CR)	School Director	APE or CGE
a) Permanent teachers	()	()	()	()	()	()	()	()
b) Contract teachers	()	()	()	()	()	()	()	()
c) Volunteer teachers	()	()	()	()	()	()	()	()
5	In your school, have the following approaches been used to evaluate the practice of teachers during the previous school year, or the present (2011/2012 and 2012/2013)? Please choose one option for each column.							
	(a) The standard evaluation criteria referring to the Law13 and the orientation of education						1. Yes[] 0. No[]	
	(b) Classroom observation by the school director or senior management						1. Yes[] 0. No[]	
	(c) Classroom observation by inspectors or other external people to school						1. Yes[] 0. No[]	
	(d) Review of the results of tests and examinations of students						1. Yes[] 0. No[]	

(6) Who monitored the following aspects of the performance of the teachers of your school in the past school year (2011/2012)? Please choose all that apply from the options below. If nobody has monitored them, please choose the "0" column. [Multiple choice]

	0	1	2	3	4	5
[4A2] (Re I-2A1-3) ○	No one	IA, IDEN	CODEC	Local Community (Town hall /CR)	School Director	APE or CGE
a) The presence and the hours of work of teachers	()	()	()	()	()	()
b) Interactions among teachers and students	()	()	()	()	()	()
c) Interactions among teachers and parents	()	()	()	()	()	()
d) Teachers compliance to curriculum	()	()	()	()	()	()
e) Teaching methods of teachers	()	()	()	()	()	()

(7) What has been the role of the APE/CGE in maintaining or the transfer of teachers during the last academic year (2011/2012)? Please choose an option from the following options for APE and CGE. [Single choice]

	1	2	3	4
[2B]	<u>APE/CGE had no intervene</u> in matters concerning the staff of the school	<u>APE/CGE</u> consulted on assignments of teachers; APE/CGE <u>could request</u> a transfer for incompetence or <u>serious breach of the rules relating to staff</u>	APE/CGE appointed teachers. APE/CGE could request a transfer in the event of <u>incompetence or breach of the rules relating to staff</u>	APE/CGE has not supervised teachers because formal accountability mechanisms already work well. APE/CGE could use these formal mechanisms to require management measures concerning teachers.
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(8) Who has evaluated your principal to the personnel management in the last school year (2011/2012)? Please choose all the appropriate responses that apply from the options below. [Multiple choice]

	1	2	3	4	5	6
[2C]	ME	DRH du Ministère	IA, IDEN	CODEC	Local Community (Town hall /CR)	APE or CGE
a) School Director	()	()	()	()	()	()

About Local Education Committees

9	Does the local community has a Board /Commission in charge of Education?	1. Yes [] 0. No []
10	Are you (school director) member of the Board/Commission in charge of education of the local community?	1. Yes [] 0. No []
11	How many times have you (School Director) participated in the meetings of the Board of Education of the local community in this school year (2012-2013)?	[] times
12	Are you (school director) member of the Board of Directors of schools (CODEC) in your district?	1. Yes [] 0. No []
13	How many times have you (School Director) participated in the meetings of the Board of Directors or for the CODEC of your community in this school year (2012-2013)?	[] times
14	Are the following questions examined by the Board of Education of the local community or for the CODEC for this school year (2012-2013)? Please answer for the local community and for the CODEC	
		1) Commission/Board in charge of the education of the local Community
		2) CODEC
a)	Allocation of the Government budget for schools	1. Yes [] 0. No []
b)	Allocation and assignment of teachers	1. Yes [] 0. No []
c)	Allocation of equipment	1. Yes [] 0. No []
d)	School building	1. Yes [] 0. No []
e)	Reducing the number of children who are not in school in the surrounding communities	1. Yes [] 0. No []
f)	Equity-enhancing (e.g. girls, children with special needs)	1. Yes [] 0. No []
g)	Improving school outcomes (for example, the results of the CEP)	1. Yes [] 0. No []
h)	Improvement of services of the school canteen	1. Yes [] 0. No []
i)	Training of school directors and of teachers	1. Yes [] 0. No []
j)	School project's management or financing	1. Yes [] 0. No []

Section F: Evaluation of Schools and Students

1	Are the following criteria used to decide the promotion of students from CP1 to CP2 or from CM1 to CM2 at your school? (1. Yes 0. No)		
		1) From CP1 to CP2	2) From CM1 to CM2
a)	Number of attendance days	1. Yes [] 0. No []	1. Yes [] 0. No []
b)	Daily behavior in classroom	1. Yes [] 0. No []	1. Yes [] 0. No []
c)	Classroom exercise or homework	1. Yes [] 0. No []	1. Yes [] 0. No []
d)	Harmonized exams	1. Yes [] 0. No []	1. Yes [] 0. No []
e)	End of year exam	1. Yes [] 0. No []	1. Yes [] 0. No []
f)	Other, specify	[]	[]
2	How frequent do your school's teachers of CP and CM2 provide assignments in class other than trimester or end of year exams?	a) CP 5. Every day [] 4. Every week or more [] 3. A few times per month [] 2. A few times per trimester [] 1. A few times per year 0. None []	b) CM2 5. Every day [] 4. Every week or more [] 3. A few times per month [] 2. A few times per trimester [] 1. A few times per year 0. None []
3	How do your school's teachers prepare the content of classroom tests other than trimester or end of year exams? Please choose all relevant options.	0. Not exist [] 1. Prepare problems by themselves using textbooks and teacher guides () 2. Use a set of problems (or test) provided by others (e.g. inspectors) () 3. Use a set of problems (or test) from any private publication in the market () 4. Other, specify []	
4	How do your school's teachers prepare the content of trimester exams? Please choose all relevant options.	0. Not exist [] 1. Prepare problems by themselves using textbooks and teacher guides () 2. Use a set of problems (or test) provided by others (e.g. inspectors) () 3. Use a set of problems (or test) from any private publication in the market () 4. Other, specify []	

5	How do your school's teachers prepare the content of end-year exams? Please choose all relevant options.	0. Not exist [] 1. Prepare problems by themselves using textbooks and teacher guides () 2. Use a set of problems (or test) provided by others (e.g. inspectors) () 3. Use a set of problems (or test) from any private publication in the market () 4. Other, specify []
6	What kind of actions have your school taken for improving student achievements (e.g. the results/scores of the CFEE) in the past two years?	
a)	Increasing teaching hours	1. Yes [] 0. No []
b)	Enhancement and supplemental lessons	1. Yes [] 0. No []
c)	Increasing the opportunity for students to take mock exams of CFEE	1. Yes [] 0. No []
d)	Increasing number of teachers	1. Yes [] 0. No []
e)	Teacher training	1. Yes [] 0. No []
f)	Lesson study (Pedagogical animation lesson)	1. Yes [] 0. No []
g)	Changing teaching style in the classrooms	1. Yes [] 0. No []
h)	Improving the content of classroom exercises and tests	1. Yes [] 0. No []
i)	Increasing homework	1. Yes [] 0. No []
j)	Providing stationeries to students	1. Yes [] 0. No []
k)	Providing workbooks to students	1. Yes [] 0. No []
l)	Specific intervention for boys	1. Yes [] 0. No []
m)	Specific intervention for girls	1. Yes [] 0. No []
n)	Special program for disabled students	1. Yes [] 0. No []
o)	Special program for culturally or economically disadvantaged students	1. Yes [] 0. No []
p)	Others (specify) []	1. Yes [] 0. No []
q)	Others (specify) []	1. Yes [] 0. No []

(7) How often and how have your school and students been assessed in the last few years? Please choose one from the options below. [Single choice]

	1	2	3	4
[4A1]	School <u>was not assessed</u> by anyone.	School <u>was assessed every few years</u>	School <u>was assessed every few years</u> using Ministry of Education criteria.	School <u>was assessed every year</u> using Ministry of Education criteria.
a) School	[]	[]	[]	[]
[4A1, 4C] ○	Students <u>do not take standardized tests</u>	Assessments of student learning in <u>primary schools are done every few years</u> using <u>representative samples of students</u>	Assessments of student learning in all or in selected grades of primary school are done every few years for all students in the country	Assessments of student learning in all or in selected grades of primary school are done every year for all students in the country
b) Students	[]	[]	[]	[]

8) Has your school received and used school or student assessment results and recommendations in the last few years? Please choose the most relevant from the options below. [Single choice]

	1	2	3	4
[4B/D1]	School has never received school or student assessment results.	School has received school assessment results.	School has received school assessment results and direct recommendations.	[Not applicable]
a) CFEE	[]	[]	[]	
b) National System of Evaluation of the School Achievement (SNERS)	[]	[]	[]	
c) Program of the Analysis of Educational Systems by Sector and of the Evaluation of the CONFEMEN (PASEC)	[]	[]	[]	
d) Standardized Evaluations of the IDEN	[]	[]	[]	

[4B/D2]	School <u>has not used school assessments</u> to make pedagogical adjustments or to change school materials.	School has used the results of school assessments to make <u>pedagogical and operational adjustments</u>	School has used the direct <u>recommendations</u> based on school assessments from the ME to make pedagogical and operational adjustments.	School has used information based on school assessments to make pedagogical, operational, and <u>personnel adjustments</u>
a) CFEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) National System of Evaluation of the School Achievement (SNERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Program of the Analysis of Educational Systems by Sector and of the Evaluation of the CONFEMEN (PASEC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Standardized Evaluations of the IDEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(9) What comparisons are made using assessment results? Please choose all relevant answers from the options below according to your knowledge. [Multiple choice]

	1	2	3	4
[5C] ○	<u>Comparisons are never made</u> among different types of schools, different regions, or previous years.	<u>Comparisons are made</u> among different types of schools, with different regions or municipalities, and with previous years.	Comparisons are made <u>with previous years for each school.</u>	<u>School produced student reports.</u>
a) CFEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) SNERS	<input type="checkbox"/>	<input type="checkbox"/>	Non applicable.	Non applicable.
c) PASEC	<input type="checkbox"/>	<input type="checkbox"/>	Non applicable	Non applicable
d) Standardized evaluations of the IDEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(10) Who has access to the school results and student assessments published in the past few years? Please select all relevant answers from the options below. [Multiple choice] (1. Yes 0. No)

	0	1	2	3	4
[4E]	Inspection/administration	School director	Teachers	Parents or students	All members of the community
a) CFEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) SNERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) PASEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Standardized evaluations of the IDEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(11) Who decided the following aspects of your school for this school year (2012/2013)? Please select all relevant answers from the options below. [Multiple Choice] (1. Yes 0. No)

	1	2	3	4	5	6	7	8
[4B2]	ME	IA, IDEN	COD EC	Local Community (Town hall /CR)	School Director	APE	CGE	Teacher Union
a) School calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hourly volume of subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section G: Parents and Community

1	Approximately what percentage of parents of your school can speak French?	[] %
2	● What ethnic group do parents belong to (approximate percentage)?	a) Wolof [] % b) Pulaar [] % c) Sérère [] % d) Bambara [] % e) Sarakholé [] % f) Others [] %
3	Approximately what percentage of students in the school come from economically disadvantaged homes? Please choose one.	1. 0 to 10% [] 2. 11 to 25% [] 3. 26 to 50% [] 4. More than 50% []
4	Approximately what percentage of students in the school come from economically affluent homes? Please choose one.	1. 0 to 10% [] 2. 11 to 25% [] 3. 26 to 50% [] 4. More than 50% []
5	How many villages do students come from? Please choose one.	1. Almost all students come from one village [] 2. Almost all students come from two villages [] 3. Students come from more than two villages []
6	Does your school ask parents to do the following?	
	a) Attend special events (e.g., science fair, concert, sporting events)	1. Yes [] 0. No. []
	b) Raise funds for the school	1. Yes [] 0. No. []
	c) Volunteer for school programs and trips	1. Yes [] 0. No. []
	d) Ensure that their child completes his/her homework	1. Yes [] 0. No. []
	e) Serve on school committees (e.g., select school personnel, review school finances)	1. Yes [] 0. No. []
7	How parents express concerns about your school (School Director)? Please choose all the relevant answers	a) APE meetings 1. Yes [] 0. No. [] b) CGE meetings 1. Yes [] 0. No. [] c) Extraordinary meetings 1. Yes [] 0. No. [] d) By written letter or word/note on the carnet 1. Yes [] 0. No [] e) By telephone 1. Yes [] 0. No. []
8	How and how often do you or teachers communicate with parents on students' behavior, attendance, and/or achievements?	1. Weekly [] 2. Monthly [] 3. At least once a trimester [] 4. At least once a year [] 5. Only if it is necessary []
9	Is there an APE or CGE at your school? Please answer for each	a) APE 1. Yes [] 0. No [] b) CGE 1. Yes [] 0. No []
10	If there is an APE or CGE at your school, how is it active? Please answer for each	a) APE 2. Very active [] 1. Active [] 0. Not active [] b) CGE 2. Very active [] 1. Active [] 0. Not active []

Section H: Parental Associations and School Councils

NOTE: If this school does not have APE or CGE, please skip any of the following irrelevant questions. If you do not know the answer even though there is APE or CGE, please indicate "NP."

About the Organization

1	When was APE/AME/CG Established for your school?	a) APE [] year (yyyy) b) AME [] year (yyyy) c) CGE [] year (yyyy)
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(2) Who participated in a **general assembly** for the APE/the CGE in the last school year (2011/2012)? (The general assembly is defined as meetings with not only the board members but also all members of APE/CGE. Please choose one answer from the options below for each of APE and COGES. If there is no regular meeting, please choose “1”. [Single choice]

	1	2	3	4
[*Plus1A1]	There was no general assembly	<u>Only parents</u> participated in general assembly	<u>Parents, teachers, and school director</u> participated in the general assembly	Parents, teachers, school director, and <u>non-parent community members</u> participated in the general assembly
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]
3	How many times did APE/CGE hold the general assembly meetings during this school year (2012/2013)?		a) APE [] times b) CGE [] times	
4	Did you (school director) participate in the last general assembly meeting of APE/CGE?		a) APE 1. Yes [], 0. No [] b) CGE 1. Yes [], 0. No []	
5	Approximately what percentage of parents participated in the last general assembly of APE? Please choose one option.		1. About 25% or less [] 2. About 25% – 50% [] 3. More than 50% [] 0. Not applicable as there has been no general assembly meeting in this year []	
6	Approximately what percentage of community members participated in the last general assembly meeting of COGES? Please choose one option.		1. About 25% or less [] 2. About 25% – 50% [] 3. More than 50% [] 0. Not applicable as there has been no general assembly meeting in this year []	

(7) How have the **parent representatives** of the APE/CGE board been selected? Please choose one answer from the options below for each of APE and CGE [Single choice]

	1	2	3	4
[Plus1A2]	No APE/CGE exists.	Parents’ representatives were selected by the <u>school director or community leaders</u> (e.g. mayor/CR)	Parents’ representatives were selected by <u>parents but not elected</u>	Parents’ representatives were elected by parents
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(8) How have the **board members of the APE/CGE** been selected? Please choose one answer from the options below for each of APE and CGE. [Single choice]

	1	2	3	4
[Plus1A3] ○	No such APE/CGE board position exists.	No selection process for the APE/CGE board’s position. It has been assumed by a person in a predetermined position (e.g. school director).	The APE/CGE board’s position was selected without election by the APE/CGE members.	The APE/CGE board’s position was selected through election by the APE/CGE members.
(a) APE				
1) Chair/President	[]	[]	[]	[]
2) Vice-President	[]	[]	[]	[]
3) Secretary general/executive secretary	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/financial control/commissioner	[]	[]	[]	[]

(b) CGE							
1)	Chair/President	[]	[]	[]	[]	[]	[]
2)	Vice-President	[]	[]	[]	[]	[]	[]
3)	Secretary general/executive secretary	[]	[]	[]	[]	[]	[]
4)	Treasurer	[]	[]	[]	[]	[]	[]
5)	Auditor/financial control/account commissioner	[]	[]	[]	[]	[]	[]
9	Who assumes the following positions of the COGES board? Please choose [Single choice by each row]						
		0) No one	1) Community leader	2) School director	3) Father	4) Mother	5) Other community member
a)	Chair/President	[]	[]	[]	[]	[]	[]
b)	Secretary general	[]	[]	[]	[]	[]	[]
c)	Treasury	[]	[]	[]	[]	[]	[]
d)	Public relations	[]	[]	[]	[]	[]	[]
e)	Auditor	[]	[]	[]	[]	[]	[]
f)	Other, specify []	[]	[]	[]	[]	[]	[]
9	If the president of APE/CGE board is selected through the members of the APE/CGE members, which method is utilized? Please choose one answer for each of APE and CGE						
	a) For APE						1. A show of hand (hand raising) [] 2. Secret voting [] 3. Other []
	b) For CGE						1. A show of hand (hand raising) [] 2. Secret voting [] 3. Other []
10	What is the number of APE board members in total and by gender? Write "0" if there is no board member.						a. Total [] b. Male [] c. Female []
11	What is the number of CGE board members in total and by gender? Write "0" if there is no board member.						a. Total [] b. Male [] c. Female []

About the Current Budget, Plan, and Activities of the APE and of CGE:

(12) Who **participated in the approval and execution** of the APE/CGE action plan and budget? Please choose all stakeholders who participated. If there is no such periodic plan, please choose "1". [Multiple choice]

	a	b	c	d	e	f
[Plus1B1-M] ○	No periodic plan or budget	APE/CGE Board member	Parents	Non-parent community members	School director	Teachers
a) APE						
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()
b) CGE						
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()

(13) Who **have provided funds** to APE/CGE? Please choose all stakeholders who participated. If there is no such fund, please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus1B2] ○	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. ME, IA, IDEN, CODEC)	Local community (e.g., Commune/rural community)	Others (e.g. NGO, donors)
a) APE	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()

(14) What kind of **expenditure** has the APE/CGE’s action plan and budget? Please choose all relevant answer from the options below. If there is no such fund, please choose “1”.

	1	2	3	4
[Plus1B3] ○	The APE/CGE does not have such a plan.	The APE/CGE’s periodic action plan has included expenditure items related to “operational budgets” (e.g. textbook distribution cost)	The APE/CGE’s periodic action plan has included expenditure items related to <u>civil works or infrastructure</u> .	The APE/CGE’s periodic action plan has <u>included</u> teachers' salary or allowances.
a) APE	()	()	()	()
b) CGE	()	()	()	()

(15) What **target indicators** has the APE/CGE periodic action plan (e.g. yearly) referred to? Please choose all relevant answers from the options below. If there is no such plan, please choose “1”. [Single choice]

	1	2	3	4
[Plus1B4]	The APE/CGE does not have such a plan.	The APE/CGE’s periodic action plans and budget plan have <u>not referred to any target indicators</u> (e.g. enrollments and pass rate of existing examination)	The APE/CGE’s periodic action plans and budget plan have <u>referred to target indicators of access</u>	The APE/CGE’s periodic action plans and budget plan have <u>referred to target indicators of learning achievement</u>
a)APE	()	()	()	()
b)CGE	()	()	()	()

(16) Who has access to the APE/CGE’s **financial report**, which provides information on the planned budget and actual expenditure for the last school year (2011/12)? Please choose one most relevant answer from the below option. If there is no such report, please choose “1”. [Single choice]

	1	2	3	4
[Plus 1C2] ○	<u>APE/CGE did not have any financial report.</u>	<u>APE/CGE had a financial report.</u> The report has been shared with board members.	<u>APE/CGE had a financial report.</u> The report has been <u>shared among APE/CGE members</u> (e.g. at the general assembly, posting on the board).	<u>APE/CGE had a financial report.</u> The report has been <u>shared among the SC members and other stakeholders</u> (e.g. sub-national administration and APE/CGE federation).
a) APE	()	()	()	()
b) CGE	()	()	()	()

(17) Who has access to the APE/CGE’s **periodic progress report**, which includes the implementation status of the planned actions and, if any, the assessment of the targeted education results in the last school year (2011/2012)? Please choose the most relevant answer from the option below. If there is no such report, please choose “1”. [Single choice]

	1	2	3	4
[Plus 1C2] ○	APE/CGE did not have any progress report.	APE/CGE had a periodic progress report. The report has been shared with board members.	APE/CGE had a periodic progress report. The report has been shared among the APE/CGE members (e.g. at the general assembly or posting on the board)	APE/CGE had a periodic progress report. The report has been shared among the APE/CGE members and other stakeholders (e.g. sub-national administration and APE/CGE federation)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

18	How much financial contributions have your school received directly from APE or CGE in each of the last 2 school years?	APE: a) APE [] FCFA, 2012/13 b) APE [] FCFA, 2011/12 CGE: c) CGE [] FCFA, 2012/13 d) CGE [] FCFA, 2011/12
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19	What is approximately the total amount of revenue that APE and CGE have collected in the last 2 school years?	APE: a) APE [] FCFA, 2012/13 b) APE [] FCFA, 2011/12 CGE (including transfer from APE revenue if there is any): c) CGE [] FCFA, 2012/13 d) CGE [] FCFA, 2011/12	
20	What proportion of the action plan did the APE actually carry out during the last school year (2011/2012)?	5. All 4. Almost all 3. 50-80% 2. Less than 50% 1. No APE plan, APE prepared the CGE plan together 0. No APE plan	<input type="checkbox"/>
21	What proportion of the action plan did the COGES actually carry out during the last school year (2011/2012)?	4. All 3. Almost all 2. 50-80% 1. Less than 50% 0. No such plan exists	<input type="checkbox"/>
22	Has APE provided financial and/or in-kind support to the school with the following activities in this school year? Please choose an answer per row.		
	a) Construct/repair infrastructure	1. Yes [], 0. No []	
	b) Contracting teaching staff		
	c) School meal (food, kitchen, etc.)	1. Yes [], 0. No []	
	d) Teaching support (remedial course, supplementary lessons for exams, etc.)	1. Yes [], 0. No []	
	e) Educational materials	1. Yes [], 0. No []	
	f) Water	1. Yes [], 0. No []	
	g) Environment (cleaning, plantation, etc.)	1. Yes [], 0. No []	
	h) Special events (sport, festival, etc.)	1. Yes [], 0. No []	
	i) Girls' education promotion and awareness	1. Yes [], 0. No []	
	j) Special program for disabled children	1. Yes [], 0. No []	
	k) Special program for culturally or economically disadvantaged children	1. Yes [], 0. No []	
23	Has CGE provided financial and/or in-kind support to the school with the following activities in this school year? Please choose an answer per row.		
	a) Construct/repair infrastructure	1. Yes [], 0. No []	
	b) Contracting teaching staff	1. Yes [], 0. No []	
	c) School meal (food, kitchen, etc.)	1. Yes [], 0. No []	
	d) Teaching support (remedial course, supplementary lessons for exams, etc.)	1. Yes [], 0. No []	
	e) Educational materials	1. Yes [], 0. No []	
	f) Water	1. Yes [], 0. No []	
	g) Environment (cleaning, plantation, etc.)	1. Yes [], 0. No []	
	h) Special events (sport, festival, etc.)	1. Yes [], 0. No []	
	i) Girls' education promotion and awareness	1. Yes [], 0. No []	
	j) Special program for disabled children	1. Yes [], 0. No []	
	k) Special program for disadvantaged children	1. Yes [], 0. No []	
24	Has the plan of CGE set the following target indicators in this year? If no such plan exists, please choose No.		
	a) Increasing students' attendance	1. Yes [], 0. No []	
	b) Reducing grade repetition		
	c) Reducing dropouts	1. Yes [], 0. No []	
	d) Improving the results of the exam of the CFEE	1. Yes [], 0. No []	
	e) Improving the results of other exams	1. Yes [], 0. No []	
	f) Teacher performance (e.g. attendance and/or absence)	1. Yes [], 0. No []	

(25) What kind of support or **trainings** did you/school director and teachers receive from the federation of APE or CGE over the last 2 years? Please choose the most relevant answer from the option below. If there is no training, please choose "1". [Single choice]

	1	2	3
[Plus 1D1]	No APE/CGE federation exists	APE/CGE federation has not conducted any training, monitoring, or equivalent activities for school-level stakeholders	APE/CGE federation has conducted training, monitoring, or equivalent activities for school-level stakeholders
a) APE	[]	[]	[]
b) CGE	[]	[]	[]

(26) What kind of **trainings** did you/school director and teachers receive over the last 2 years? Please choose the most relevant from the options below. If there is no training, please choose “1”. [Single choice]

	1	2	3	4
[Plus 1D2] ○	There was <u>no training</u>	<u>There has been training</u> , but it has <u>not included topics related to APE, CGE, and/or community participation</u>	There has been <u>at least one training that included topics related to APE, CGE and/or community</u>	There has been a <u>regular (e.g. annual) training or workshop related to APE, CGE and/or community participation</u>
a) School Director	[]	[]	[]	[]
b) Teachers	[]	[]	[]	[]

(27) What kind of **monitoring** did IDEN, CODEC, and/or Local community conduct for your school in the last 2 years? Please Choose the most relevant answer from the option below. If there is no monitoring, please choose “1”. [Single choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring and guidance</u> by the administration to schools on any topic	There has been <u>monitoring and guidance</u> to schools. But it <u>has not included topics related to the APE, CGE or community, parent affairs/participation</u> (e.g. the monitoring is only for pedagogical part).	There has been <u>monitoring and guidance</u> to schools which <u>included topics related to the APE, CGE or community, parent affairs/participation</u>	There has been <u>monitoring and guidance</u> to schools which <u>included topics related to the APE, CGE or community, parent affairs/participation and that provided suggestions for improvement</u>
a) IA, IDEN	[]	[]	[]	[]
b) CODEC	[]	[]	[]	[]
c) Local community	[]	[]	[]	[]

28	What are contents of the trainings?	
	a) No training	
	b) Organizational characteristics of SC (APE, CGE), including election of members	1. Yes [], 0. No[]
	c) Management of School Action Plan and Budget	1. Yes [], 0. No[]
	d) Financial management	1. Yes [], 0. No[]
	e) Monitoring tool and mechanism	1. Yes [], 0. No[]
29	What are targets for monitoring and/or feedbacks?	
	a) No monitoring	
	b) Organizational structure	1. Yes [], 0. No[]
	c) A periodic action plan/budget	1. Yes [], 0. No[]
	d) (Progress) result report	1. Yes [], 0. No[]
	e) Financial report	1. Yes [], 0. No[]
f) Other (please provide details)	1. Yes [], 0. No[]	

(30) How was the APE/CGE action plan used in requesting and planning the formal government budget for the school? Please choose one most relevant answer from the below options for each of APE and CGE. Please choose “1” if there is no action plan of APE/CGE. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/CGE does not have such a plan	<u>The APE/CGE action plan has not been utilized by authorities</u>	<u>The school action plans have been compiled and utilized by the local community</u>	<u>The school action plans have been compiled and utilized both by the local community and central government</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

Please respond to the following 4 questions regarding the role of APE/COGES in the government school budget (not APE or CGE budget based on their own revenues).

(31) What was the role of APE/CGE in **the preparation of government school budget** for this school year (2012/2013)? Please choose one from the below options for each of APE and CGE. [Single choice]

	1	2	3
[3A]	No role for the APE/CGE; budgets were prepared centrally by the ME	APE/CGE <u>has a voice</u> in the planning and preparation of the <u>budget at the school level, but final responsibility falls on the school director</u>	APE/CGE <u>has formal mechanisms</u> for participation in the school budget if they so desire
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(32) What was the role of APE/CGE in **approving the school budget** for this school year (2012/2013)? Please choose one from the four options for each of APE and CGE. [Single choice]

	1	2	3	4
[3B]	APE/CGE <u>does not participate</u>	Association of APE/CGE <u>may be consulted</u> but the IA, IDEN/CODEC and/or the local community is responsible for the approval of the school budget	Budget approval is <u>done by the school director</u> . APE/CGE <u>may be consulted but they have no approval responsibility</u>	APE/CGE <u>may be responsible for budget approval</u>
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(33) What is the role of APE/CGE in **implementation of the school budget** for this school year (2012/2013)? Please choose one most relevant from the below options for each of APE and CGE. [Single choice]

	1	2	3	4
[3D]	APE/CGE <u>does not supervise</u> the budget.	Budget implementation is supervised <u>at the IA/IDEN</u> . APE/CGE <u>only asks for accounts on additional funding from parents and other off-budget funds</u>	APE/CGE <u>supervises budget implementation</u> and occasionally requests formal audits from the appropriate authorities.	APE/CGE <u>does not receive specific reports on the school budget since it is public information readily available</u> . <u>Formal supervisory systems work well</u>
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(34) How did national and sub-national authorities **use the school budget** prepared with participation of APE/CGE for this school year (2012/2013)? Please choose one most relevant from the below options for each of APE and CGE. [Single choice] Please choose "1" if there is no school budget prepared with participation of APE/CGE.

	1	2	3	4
[3E]	Budgetary decisions are made at the ME/IA/IDEN without APE/CGE participation.	ME/IA/IDEN use the request and/or proposal sent by the schools as recommendations for the final allocation of resources.	ME/IA/IDEN use the request and/or proposal sent by the schools as their main source of recommendation for the transfer of resources to the school	ME/IA/IDEN use the request and/or proposal sent by the schools budget as the base for the final transfer of resources to the school.
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section I : Documents available at School Level

Note: Please submit the following documents. Surveyors would need to take pictures of some pages

	Title or description of the document <i>(* There is a sample document to reference as a reference even if the reference date is different)</i>	a) Availability and collection of document in the schools visited 2: Collected. 1: Exists, but not collected 0: Does not exist	b) Size of the document according to the media type (if collected)	c) ID of the photo/ and name of the file in the USB key	d) Comments (reasons why the document was not collected, name slightly different, to follow-up, etc.)
1	Statistic Report of school at the beginning of the year*, 2012/2013 (all pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
2	Year end school report (or/and) situation of the school at the end of school year*, 2011/2012 (all pages)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
3	Trimester Report of the official hourly * (1 st trimester of 2013 or 3 rd trimester 2012)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
4	Synthesis trimester report of the hourly volume of schools * - 1 st trimester 2013 or 3 rd trimester 2012	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
5a	Document of the reception of school textbooks from IDEN *	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
5b	Report of reception of school materials * 2012-2013 from the local community				
6a	Receipt of school materials from IDEN*, 2012-2013	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
6b	State of distribution of school materials by school level*, 2012-2013 from local community	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
7	Daily class registry (of one class of CM2), school year *, photography cover page * February 2013	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
8	Register of attendance of the students of the school for each of the classes *, 2011-2012	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
9a	A school report * of the 1 st trimester 2012-2013 of one student of CM2	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		

9b	Results of the evaluation/tests of students of one class of CM2 for the 1 st trimester of the school year *(2012-2013)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
10	Synopsis of the standardized assessment of the 1 st trimester of the school 2012-2013 (all the classes)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
11	Document of the statistical results of CFEE * of 2012	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		

APE

1	Financial management workbook of the APE (available finance and executed expenditures) (2011-2012 or 2012-2013)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
2	Record of contributions of parents of students registry and/or receipt of contributions * (2012 or in default 2013)				

CGE

1	Order establishing the CGE of the school *	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
2	(Minutes of the General Assembly elective members of the bureau CGE) * or (list of presence *) (2012-2013)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
3	Annual Action Plan of CGE * (2012-2013 or in default 2011-2012) all the pages	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
4	Certificate of annual activates of CGE * - 2011-2012 all pages	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
5a	Workbook of financial management of the CGE (available finance and executed expenditures) (2011-2012 or 2012-2013)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		
5b	Record of contributions of parents of students registry and/or receipt of contributions (2012 or in default 2013)	<input type="checkbox"/>	1) Photocopies []pages 2) Photo [] files 3) USB [] files		

Section J: Surveyor's Observation of Classroom

NOTE: Please let surveyors visit a classroom for each of CP and CM2 for observation.

	CP		CM2	
	Observed	Photo/Photo ID	Observed	Photo/Photo ID
Students with French textbooks	Yes [] No, because []	Yes [] ID	Yes [] No, because []	Yes [] ID
Students with Mathematics textbooks	Yes [] No, because []	Yes [] ID	Yes [] No, because []	Yes [] ID
Students with notebooks	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID
Students with workbooks	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID
Teachers with attendance note (registrar)	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID
Teachers with teacher guidebook	Yes No, because []	Yes [] ID	Yes No, because []	Yes [] ID

Report of visits

Day of visit		Name of the team of interviewers	
ID of the target		Type	
Name of the target			
Interviewed			
Start time		End time	
Needs to be visit again and reason			
Number of missing answers		Number of collected documents	
Comments by interviewees			
Difficulties and problems			
Other remarks			

System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability (SAA)

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for the School Councils or the Association of Parents of Students (CGE and/or APE)**

15/08/2013(E)

Identification of the school: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting the schools.**]

		(a) Name	(b) Check if it is correct
1	IA		[]
2	IDEN		[]
3	Commune/ rural community		[]
4	School		[]
5	ID APE/CGE		

(B) Identification of person in charge or President of the School Committee (CGE or APE) and other contact person : Before starting the interview, please check whether the following information is correct and check in the column (b)

		(a) Information	(b) Check if it is correct
1	Organization to be interviewed with this questionnaire	1. APE only [], 2. CGE only [], 3. Both because the President is the same for the APE and the CGE []	[]
2	Responsible or President's Name		[]
3	Responsible or President's Gender	1. Male [] 2. Female []	[]
4	Responsible or President's mobile number		[]
5	(If there is nobody N Other contact's name		[]
6	(If there is nobody)Other contact's phone number		[]

(C) Field Survey Team [The team will fill in this section just after the survey is finished and then the regional coordinator will check and fill in this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central Team member			[]	

D) Data Entry Team [The team will fill in this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of achievement of task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

NOTE: If this interview is for the APE or the CGE only, please skip the questions regarding other organizations

Section A Organizational Structure

1	When the APE or the CGE was established in your school? (specify year)	a) APE [] b) CGE []
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(2) Who participated in a General Assembly of the APE/CGE regularly held during the last school year (2011/2012)? Please choose one answer from the options below. If there is no regular meeting, please choose "1". [Single choice]

	1	2	3	4
[Plus1A1]	There was no general assembly with non-board members (e.g., annual, per semester)	<u>Only parents of students participated in the General Assembly</u>	Parents, teachers and school director participated in the General Assembly.	Parents, teachers, school director, parents of students and non-parents community members participated in the General Assembly.
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]
3	How many times did the APE/CGE hold general meetings during the school year (2012-2013)?		a) APE [] times b) CGE [] times	
4	Did the school director participate in the last APE/CGE General Assembly?		a) APE: 1. Yes [], 0. No [] b) CGE: 1. Yes [], 0. No []	
5	What was the approximately percentage of the parents who were present at the last General Assembly of the APE? Please choose an option.		1. About 25% or less [] 2. Between 25% ~ 50% [] 3. More than 50% [] 0. Not applicable because there was no General Assembly this year []	
6	What was the approximately percentage of the community members who participated in the last General Assembly of the CGE? Please choose an option		1. About 25% or less [] 2. Between 25% ~ 50% [] 3. More than 50% [] 0. Not applicable because there was no General Assembly this year []	

(7) How have parents' representative of the APE/CGE's board been selected for this school year (2012-2013) or the last (2011/2012) if they are not yet selected for this year? Please choose an option from the options below. [Unique choice]

	1	2	3	4
[Plus1A2]	The APE/CGE does not exist.	<u>The representatives of the parents were selected by the School Director or by the community leaders (e.g. the Mayor/PCR).</u>	The representatives of the parents have been chosen by parents, <u>but not elected</u> .	The representatives of the parents were elected by parents
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(8) How the members of the APE/CGE's board were selected for this school year (2012-2013) or the last school year (2011/2012) in the case where they are not yet selected for this year? Please select one answer per column from the options below. [Single choice by column]

	1	2	3	4
[Plus1A3]	The position does not exist in the office of the APE/CGE	No selection process the APE/CGE's board's position. It has been assumed by a person in a predetermined position (e.g. school director)	The APE/CGE's board members were chosen without election by the members of the APE/CGE.	The APE/CGE's board members were chosen through election by members of the APE/CGE.
(a) APE				
(1)President	[]	[]	[]	[]
(2)Vice-president	[]	[]	[]	[]
(3)General Secretary/ Executive Secretary/ Administrative Secretary	[]	[]	[]	[]
(4) Treasurer	[]	[]	[]	[]
(5)Auditor	[]	[]	[]	[]
(b) CGE				
(1)President	[]	[]	[]	[]
(2)Vice-president	[]	[]	[]	[]

(3)General Secretary/ Executive Secretary/ Administrative Secretary	[]	[]	[]	[]
(4) Treasurer	[]	[]	[]	[]
(5)Auditor	[]	[]	[]	[]

9	Who holds the following positions in the CGE's board this school year (2012-2013)? Please choose [unique choice by row]						
		1) Person	2) Community Leader	3) School Director	4) Father of Student	5) Mother of Student	6) Another member of the community, please specify who
a)	President	[]	[]	[]	[]	[]	[]
b)	Vice president	[]	[]	[]	[]	[]	[]
c)	Secretary general Secretary Executive/Secretary administrative	[]	[]	[]	[]	[]	[]
d)	Treasurer	[]	[]	[]	[]	[]	[]
e)	Public relations officer	[]	[]	[]	[]	[]	[]
f)	Auditor/ financial controller/external auditor	[]	[]	[]	[]	[]	[]
10	How many APE board members are there in total and by gender? Write "0" if there is no board				a) Total [] b) Males [] c) Females []		
11	How many CGE board member are there in total and by gender? Write "0" if there is no board				a) Total [] b) Males [] c) Females []		

About the President of the APE

12	What is the age of your APE's president?	[] years
13	For how many years have you served in this current position (President of the APE)?	[] years
14	Do you (President of the APE) speak French?	1. Yes [] 0. No []
15	What is your (President of the APE) highest level of instruction?	1. Primary School (1-6) [] 2. Lower Secondary (7-10) [] 3. Upper Secondary (11-13) [] 4. University/Superior School (14-) [] 0 = No instruction []
16	Did you (the President) hold the following positions or worked in the mentioned sector?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes, in the past [] 2. Yes, now [] 0. No []

About the President of the CGE

17	What is the age of your CGE's President?	[] years
18	For how many years have you served in this current position (President of the CGE)?	[] years
19	Do you (President of the CGE) speak French?	1. 1. Yes [] 0. No []
20	What is your (President of the CGE) highest level of instruction?	1. Primary School (1-6) [] 2. Lower Secondary (7-10) [] 3. Upper Secondary (11-13) [] 4. University/Superior School (14-) [] 0 = No instruction []

21	Did you (the President) hold the following positions or worked in the mentioned sector?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes, in the past [] 2. Yes, now [] 0. No []

Section B Budget and action plan

Overview:

- (1) Who participated in the adoption and implementation of the action plan and of the budget of the APE/CGE during the current school year (2012-2013) (or last school year (2011/2012)? Please select all relevant stakeholders who participated by checking in each column. If such a periodic plan does not exist, please choose "1". [Multiple choice]

	a	b	c	d	e	f
[Plus1B1-M] ○	There is no plan or periodic budget of the APE/CGE	Members of the office of the APE/CGE	Parents of students	Members of the community who are not parents of students	School Director	Teachers
a) APE						
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()
b) CGE						
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()

- (2) Who **has provided funds to the APE/CGE** during the last two school years (2011/2012 and 2012/2013)? Please choose all stakeholders that have allocated funds from each column. In the case where such a fund does not exist please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus1B2]	There is no budget or funds	Parents of students	Members of the community who are not parents of students	Educational Government officials (for example ME, IA, IDEN, CODEC)	Local community (e.g. Commune / rural community)	Other (e.g. NGOs, donors, OSC)
a) APE	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()

- (3) What **kind of expenditure** the action plan or the budget of the APE/CGE has taken into account this year or last year (2011/2012 and 2012/2013)? Please choose the most appropriate answer from the options below. [Multiple choice] If such a fund does not exist then please mention "1"

	1	2	3	4
[Plus1B3]	The APE/CGE did not have plan or budget.	The APE/CGE periodic action plan included categories of expenditure relating " <u>to operational budgets</u> " (e.g., textbook distribution cost)	APE/CGE periodic action plan included categories of expenditure on civil engineering works or infrastructure	The APE/CGE periodic action plan <u>included</u> salary or allowances of teachers
a) APE	()	()	()	()
b) CGE	()	()	()	()

- (4) What are the indicators targets to which the periodic action plan of the APE/CGE (e.g. annual) refers this/or last school year (2011/2012 and 2012/2013)? Please select all the correct answers from the options below. If such a plan does not exist, please choose "1". [Multiple choice]

	1	2	3	4
[Plus1B4]	APE/CGE does not have such a plan	The action plan and the periodical budget of the APE/CGE did not made reference to indicators targets (for example, registration and existing examination success rate) (last and/or this school year)	The action plan and the periodic budget of the APE/CGE <u>have made reference to indicators targets</u> on access	Action plan and periodic budget of the APE/CGE made reference to indicators targets of results of school
a) APE	()	()	()	()
b) CGE	()	()	()	()

More Details on the APE:

5	What is approximately the total amount of revenue that the APE has collected during the last 2 school years (2011/2012 and 2012/2013)?	a) 2012/13 [] FCFA b) 2011/12 [] FCFA
6	What was the income of last year (2011/2012) from the following sources?	
a)	Parents	[] FCFA
b)	Non-parent community members or social groups within the community	[] FCFA
c)	Education administrations (ex. ME, IA, IDEN)	[] FCFA
d)	Local communities (e.g. communes/CR)	[] FCFA
e)	Other (e.g. NGOs)	[] FCFA
7	What proportion of the action plan did the APE actually carry out during the last school year (2011/2012)?	5. All [] 4. Almost all [] 3. 50-80% [] 2. Less than 50% [] 1. The APE has no plan. However, the APE has participated in the preparation of the plan of the CGE [] 0. The APE has no plan. []
8	Has the APE provided financial and/or in-kind support to the school for the following activities during the school year or the last (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Construction/Renovation of infrastructure	1. Yes [], 0. No []
b)	Contracting teaching staff	1. Yes [], 0. No []
c)	School meals (food, kitchen, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for exams, etc.)	1. Yes [], 0. No []
e)	Educational materials	1. Yes [], 0. No []
f)	Water	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls education	1. Yes [], 0. No []
j)	Special program for children with disabilities	1. Yes [], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []
9	Approximately, what is the total amount of the expenditure of the EPA during the last school year (2011/12)?	[] FCFA

More Details on the CGE:

10	What is approximately the total amount of revenue that the CGE has collected during the last 2 school years (2011/2012 and 2012/2013)?	a) 2012/13 [] FCFA b) 2011/12 [] FCFA
11	What were revenues for last year (2011/2012) from the following sources?	
a)	The members of the CGE (parents and non-parents community members.)	[] FCFA
b)	Other social groups within the community	[] FCFA
c)	School authorities (e.g. ME, IA, IDEN)	[] FCFA
d)	Local communities (e.g. Communes/CR)	[] FCFA
e)	Others (e.g. NGO)	[] FCFA
12	What proportion of the action plan did the CGE actually carry out during the last school year (2011/2012)?	4. All [] 3. Almost all [] 2. 50-80% [] 1. Less than 50% [] 0. The CGE has no plan []
13	The CGE provided financial and/or in-kind support to the school for the following activities during the school year or the last (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Construction/Renovation of infrastructure	1. Yes [], 0. No []
b)	Contracting teaching staff	1. Yes [], 0. No []
c)	School meals (food, kitchen, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for exams, etc.)	1. Yes [], 0. No []
e)	Educational materials	1. Yes [], 0. No []
f)	Water	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls education	1. Yes [], 0. No []

j) j) Special program for children with disabilities	1. Yes [], 0. No []
k) k) Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []
14 Has the plan of CGE set the following target indicators this or last year (2011/2012 or 2012/2013)? If no such plan exists, please choose No.	
a) Increasing students' attendance	1. Yes [], 0. No []
b) Reducing grade repetition	1. Yes [], 0. No []
c) Reducing dropouts	1. Yes [], 0. No []
d) Improving the results of graduation exam of CFEE	1. Yes [], 0. No []
e) Improving the results of other exams	1. Yes [], 0. No []
f) Teacher performance (ex. attendance and/or absence)	1. Yes [], 0. No []

Section C Information Sharing

Information on the EPA or the CGE:

(1) Who has access to the financial report of the APE/CGE ? Who provides information on the budget and actual expenditures for the last academic year (2011/12)? Please choose the most appropriate answer from the options below. If no report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C1] ○	<u>APE/CGE did not have a financial report</u>	<u>APE/CGE has had a financial report. The report was transmitted to the members of the board</u>	<u>APE/CGE has had a financial report. The report was transmitted to the APE/CGE members (for example, when the General Assembly or posting on the board).</u>	<u>APE/CGE has had a financial report. The report was available to members of the school (APE/CGE) Board and other stakeholders (for example, the regional administration IA/IDEN - and the federation of the APE/CGE).</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(2) Who has access to the **progress report** of the APE/CGE activities which comprises the status of implementation of the actions expected and, if any, the assessment of education results targeted during the last school year (2011/2012)? Please choose the most appropriate answer from the options below. If no report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2] ○	<u>APE/CGE did not have a progress report</u>	<u>APE/CGE has had a progress report. The report was transmitted to the members of the board</u>	<u>APE/CGE has had a progress report. The report was conveyed to the APE/CGE members (for example, when the General Assembly or posting on the board).</u>	<u>APE/CGE has had a progress report. The report was conveyed to the APE/CGE members and other stakeholders (for example, regional-IA/IDEN-and administration the APE/CGE federation)</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

Section D Technical Support

(1) What kind of support or training has the school director and teachers received from the federation of APE or CGE over the past two years? Please choose the most appropriate answer from the options below. If there is no training, please choose "1". [Single choice]

	1	2	3
[Plus 1D1]	The federation of the APE/CGE does not exist	The federation of the APE/CGE did not make training or monitoring or other equivalent activities for actors at the level of the school	The federation of the APE/CGE has conducted trainings , monitoring or other equivalent activities for actors at the level of the school
a) APE	[]	[]	[]
b) CGE	[]	[]	[]

(2) On the training and guidance from the federation of the APE or CGE, please select the most relevant option among those below. [Single choice]

	1	2	3	4
[Plus 1D1] ○	Non-existence of such a federation. Even when there is, the federation of the APE or CGE <u>has no activities to facilitate</u> the participation of parents and the community in the management of the school.	The federation of the APE or CGE <u>has provided information or training for actors at the level of schools</u> on the APE/CGE or community participation.	The federation of the <u>APE or CGE</u> has provided information or training for actors at the level of schools on the APE/CGE or community participation. <u>The APE/CGE was also monitored by the federation</u> of the APE/CGE.	The federation of the <u>APE or CGE</u> has provided <u>information or training for actors at the level of schools on the APE/CGE or community participation.</u> <u>The APE/CGE was monitored and also received guidance and comments for improvement from the federation of the APE/CGE</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(3) On the issue of training and guidance of local governments (IA and/or commune/CR) Please choose the most appropriate option among those below. [Single choice]

	1	2	3	4
[Plus 1D1] ○	The administration has <u>no activities aimed at facilitating</u> the participation of parents and the community in the management of the school.	The administration <u>has provided information or training for actors at the level of schools</u> on the APE/CGE or community participation.	The administration <u>has provided information or training for actors at the level of schools on the APE/CGE or community participation.</u> The APE/CGE was also monitored by the regional administration.	The administration <u>has provided information or training for actors at the level of schools on the APE/CGE or community participation.</u> The APE/CGE <u>was monitored and also received guidance and comments from the regional administration for its improvement.</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

4	What are the contents of the training? If there is no training, please choose "a"	
a) No training		[]
b) Organizational characteristics of the School Council (CGE or APE), including the process for the election		1. Yes [], 0. No []
c) c) Management of the action plan and the school budget		1. Yes [], 0. No []
d) Financial management		1. Yes [], 0. No []
e) Monitoring tool and mechanism		1. Yes [], 0. No []
f) Guidance/Recommendations		1. Yes [], 0. No []
5	What are the objectives of the follow-up and/or feedback/recommendations? If there's no follow-up, please check "a"	
a) No monitoring		[]
b) Organizational structure of School Council		1. Yes [], 0. No []
c) Action plan/periodic budget		1. Yes [], 0. No []
d) Technical report on results		1. Yes [], 0. No []
e) Financial report		1. Yes [], 0. No []
f) Other (please provide details) []		1. Yes [], 0. No []

Section E - Point of view and role in the management of public budget

(1) How has the plan of action of the APE/CGE been used by local or central authorities in requesting and planning the official government budget for school? Please choose the most appropriate answer from the following options for the APE and for the CGE. Please choose "1" if there is no plan of action of the APE/CGE. [Single choice]

	1	2	3	4
[Plus 1E1]	APE/CGE has no action plan	<u>APE/CGE action plan has not been used by the authorities</u>	<u>Schools action plans were compiled and used by local communities</u>	<u>Schools action plans were compiled and used both by local communities and central authorities</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

Please answer the 4 questions (2), (3), (4) and (5) concerning the role of the APE/CGE in the budget of public schools (not the budget of the APE or CGE based on their own revenues).

(2) What has been the role of the APE/CGE in the preparation of the budget of the schools for this school year (2012-2013)? Please choose one of the options below for the APE and for the CGE. [Single choice]

	1	2	3
[3A]	<u>APE/CGE played no role. Budgets are prepared centrally by the ME</u>	<u>APE/CGE has a voice in the planning and the preparation of the budget at the level of the school, but the final responsibility rests with the school director</u>	<u>APE/CGE has formal mechanisms for participation in the school's budget, if they wish.</u>
(a) APE	[]	[]	[]
(b) CGE	[]	[]	[]

(3) What has been the role of the APE/ CGE in the adoption of the budget of the school for this school year (2012-2013)? Please choose one of the four options for the APE and the CGE. [Single choice]

	1	2	3	4
[3B]	<u>APE/CGE does not participate</u>	<u>The Association of APE/CGE can be consulted, but the IA, the IDEN and /or the Town hall/CR is responsible for the adoption of the budget of the school</u>	<u>The adoption of the budget is the responsibility of the school director. APE/CGE can be consulted but they do not have power to adopt the budget</u>	<u>APE/CGE may be responsible for the adoption of the budget</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(4) What has been the role of the APE/CGE in the implementation of the budget of the school for this school year (2012-2013)? Please choose the most appropriate answer from the following options for the APE and the CGE. [Single choice]

	1	2	3	4
[3D]	<u>APE/CGE does not supervise the implementation of the budget</u>	<u>The implementation of the budget is supervised at the level of the IA/IDEN. The APE/CGE requests only on additional funding accounts from parents and other fund off-budget</u>	<u>APE/CGE supervises the implementation of the budget and occasionally asks official audits with the competent authorities.</u>	<u>APE/CGE receives no specific reports on the school's budget, because it is accessible public information. Formal control systems work well</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(5) How have national and regional authorities used the school's budget prepared with the participation of the APE/CGE for this school year (2012-2013)? Please choose the most appropriate answer from the following options for the APE and for the CGE. [Single choice] Please choose "1" if there is no budget from the school prepared with the participation of the APE/CGE.

	1	2	3	4
[3E]	<u>Budgetary decisions are taken at the level ME/ IA/ IDEN without the participation of the APE/CGE</u>	<u>The ME/ IA/IDEN use the request or the proposal sent by the schools as recommendations for the final allocation of resources.</u>	<u>The ME/ IA/ IDEN use the request or the proposal sent by the schools as their main source of recommendation for the transfer of resources to the school.</u>	<u>The ME/ IA/IDEN use the application and/or the proposal sent by the schools as the basis for the definitive transfer resources for the school.</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

Section F - More about your schools tails

Concerning the Management of the Personnel

(1) Who has evaluated the teachers of your school for the purpose of a better staff management during the last school year (2011/2012)? Please choose the answers right from the options below by type of teachers. If no teachers for the corresponding type, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6
[2A1-2A3] ○	No evaluation of teachers	Human resources service of the ME	IA, IDEN	CODEC	Commune/CR	School Director	APE or CGE
a) Permanent teachers (public servants)	()	()	()	()	()	()	()
b) Contract teachers	()	()	()	()	()	()	()
c) Volunteer teachers	()	()	()	()	()	()	()

(2) Who monitored the following aspects of the performance of the teachers of your school in the last school year (2011/2012)? Please choose the answers right from the options below. If nobody ensured monitoring, please check the column “0”. [Multiple choice]

	0	1	2	3	4	5
[4A2] (Re I-2A1-3) ○	Person	IA, IDEN	CODEC	Commune/CR	School Director	APE or CGE
a) The presence of teachers and the working hours	()	()	()	()	()	()
b) Interactions between teachers and students in the classroom	()	()	()	()	()	()
c) Interactions between teachers and parents	()	()	()	()	()	()
d) Teacher’s compliance with the curriculum	()	()	()	()	()	()
e) Teacher’s teaching methods	()	()	()	()	()	()

(3) What has been the role of the APE /CGE in the maintenance or the transfer of teachers during the last school year (2011/2012)? Please choose an option from the following options for the APE and of CGE. [Unique choice]

	1	2	3	4
[2B] ○	APE/CGE does <u>not intervene</u> in matters concerning the staff of the school	APE/CGE was consulted for <u>assignments of teachers</u> . APE/CGE <u>could request a transfer for incompetence or serious breach of the rules relating to staff</u> .	APE/CGE affected <u>teachers</u> . APE/CGE could request a transfer <u>in the event of incompetence or violation of the rules relating to staff</u>	APE/CGE <u>has not supervised teachers because formal accountability mechanisms already work well</u> . APE/CGE could use these formal <u>mechanisms to require management measures concerning teachers</u> .
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(4) Who has assessed your school director for the purpose of a better staff management during the last school year (2011/2012)? Please choose the answers right from the options below. [Multiple choice]

	1	2	3	4	5	6	7
[2C]	ME	Human Resources Service of Ministry	IA, IDEN	CODEC	Commune/CR	School Director	APE or CGE
a) School Director	()	()	()	()	()	()	()

About the Management of the Operating Budget and Resources

(5) Who purchased and distributed textbooks to your school during this school year (2012-2013)? Please choose the answers right from the options below. If your school has not received textbooks this year, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6	7
[1A1] ○	Nobody	ME	IA, IDEN	CODEC	Commune/CR	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to the school	()	()	()	()	()	()	()	()

- (6) Who purchased and distributed non-textbook educational materials to your school for this school year (2012/2013). Please choose all relevant answers from the below options. If your school has not received any non-textbook educational materials this year, please choose “0”. [Multiple Choice]

	0	1	2	3	4	5	6	7
[1A2] ○	Nobody	ME	IA, IDEN	CODEC	Commune/CR	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to the school	()	()	()	()	()	()	()	()

- (7) From whom your school director received additional funds for school during this or last school year(2011/2012 and 2012/2013)? If your school has not received additional funds, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6	7
[1C] ○	Nobody	ME	IA, IDEN	CODEC	Commune/CR	School Director	APE	CGE
a) Additional funds	()	()	()	()	()	()	()	()

- (8) Who managed the budget of the “project of school” provided at your school this or last school year(2011/2012 and 2012/2013)? Please choose the answers right from the options below. If no education allowance has been received, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6
[1A4] ○	Nobody	ME	IDEN	Commune/CR	School Director	APE	CGE
a) School grant	()	()	()	()	()	()	()

Evaluation

9	The following criteria are used to determine the portion of students from CI to CP or from CM1 to CM2 in your school?	
	1) from CI to CP	2) From CM1 to CM2
a)	Number of days of presence 1. Yes [] 0. No []	1. Yes [] 0. No []
b)	Daily behavior in class 1. Yes [] 0. No []	1. Yes [] 0. No []
c)	Results of the exercises or homework 1. Yes [] 0. No []	1. Yes [] 0. No []
d)	Results of trimester examinations 1. Yes [] 0. No []	1. Yes [] 0. No []
e)	Results of the end-of-the-year examinations 1. Yes [] 0. No []	1. Yes [] 0. No []
f)	Other, specify []	[]

- (10) How often and how students at your school have been assessed in recent years? Please choose one of the options below. [Unique choice]

	1	2	3	4
[4A1]	<u>Nobody assessed the school</u>	The school <u>was assessed every few years</u>	<u>The school was assessed every few years using the criteria of the Ministry of Education</u>	The school <u>has been assessed every year using the criteria of the Ministry of Education</u>
a) School	[]	[]	[]	[]
[4A1, 4C] ○	Students <u>do not make standardized assessments</u>	Assessments of students learning in primary schools are performed <u>every few years using representative samples of students.</u>	Assessments of students learning of in all or selected classes of primary school <u>are performed every few years for all students in the country</u>	Assessments of students learning in all selected classes of the primary school <u>are carried out every year for all students in the country.</u>
b) Students	[]	[]	[]	[]

(11) Who has access to school results and evaluations of students published in recent years? Please select all the appropriate answers from the options below. [Multiple choice]

	0	1	2	3	4
[4E]	Inspection, administration	School Director	Teachers	Parents or Students	All members of the community
a) CFEE	()	()	()	()	()
b) National System of Evaluation of the School Performance (SNERS)	()	()	()	()	()
c) Standardized Evaluations of the IDEN	()	()	()	()	()

(12) Who decided the following aspects in your school for this school year (2012-2013)? Please select all the appropriate answers from the options below [multiple choice]

	1	2	3	4	5	6	7	8
[4B2]	ME	IA, IDEN	CODEC	Commune/CR	School Director	APE	CGE	Teacher's Union
a) School calendar	()	()	()	()	()	()	()	()
b) Hourly Volume of each subjects	()	()	()	()	()	()	()	()

Information about the School:

13	How do you consider the absenteeism of students in your school? Please reply by gender of students.	a) Girls: 1. No problem [], 2. Minor [], 3. Serious [] b) Boys: 1. No problem [], 2. Minor [], 3. Serious []
14	How do you consider the lack of teachers in your school?	1. No problem [], 2. Minor [], 3. Serious []
15	How severe is malnutrition of students in your school?	1. No problem [], 2. Minor [], 3. Serious []
16	Does your school provide parents with a student report card that includes information about the number of students' attendance (or absence) and learning achievements per trimester or school year?	0. No, such card does not exist [] 1. No, such card does not exist but parents are orally informed [] 2. Yes, it mentions learning achievements but not attendance [] 3. Yes, it mentions both learning achievements and attendance []
17	Based on your impression, what is the approximate proportion of CP students who study more than 30 minutes at home?	1. Less than 50% [] 2. 50% - 80% [] 3. Almost all [] 4. All []
18	Based on your impression, what is the approximate proportion of CM2 students who study more than 60 minutes at home?	1. Less than 50% [] 2. 50% - 80% [] 3. Almost all [] 4. All []
19	Are the following actions generally taken in your school when classroom teachers are absent? Please choose all relevant options.	1. School director will teach the class () 2. A classroom teacher will partially teach the class in parallel to the class which he or she is in charge () 3. A subject teacher or non-classroom teacher will teach or observe the class () 4. The students will study by themselves (without teaching) () 5. The students will go home ()

20	On which day did your school start instruction to all grades this school year (2012/2013)?	[] (Month/Year)
21	What was the total duration of strikes in this and last school year?	1. More than three months [], 2. From one month to three months [], 3. Two weeks to less than one month [], 4. Less than two weeks [], 5. No strikes []
22	Did your school provide any remedial or supplementary classes to students during the break or after regular school hours (from October 2012 up to now)?	1. Yes [] 0. No []
23	How about any remedial or supplementary classes in the last year (from October 2011 to September 2012)?	1. Yes [] 0. No []

About the Direct Costs of Schooling

24	Did students or parents pay the following expenses at the school over the past two school years (from 2011/2012 to 2012/2013)? If yes, write the approximate amount of money per student or household				
a) Registration fee of CI	1. Yes [], []		FCFA 0. No []		
b) Registration fee of CP, CE1, CE2, CM1, CM2	1. Yes [], []		FCFA 0. No []		
c) Promotion examination fee of CI, CP, CE1, CE2, CM1	1. Yes [], []		FCFA 0. No []		
d) Grade certification fee of CI, CP, CE1, CE2, CM1	1. Yes [], []		FCFA 0. No []		
e) Graduation examination fees (CFEE) of CM2	1. Yes [], []		FCFA 0. No []		
f) Graduation certification fee of CM2	1. Yes [], []		FCFA 0. No []		
g) Mock exam fees for the CFEE	1. Yes [], []		FCFA 0. No []		
h) Textbooks	1. Yes [], []		FCFA 0. No []		
i) Stationery, workbooks, or miscellaneous	1. Yes [], []		FCFA 0. No []		
j) Uniform	1. Yes [], []		FCFA 0. No []		
l) Contribution fee to APE	1. Yes [], []		FCFA 0. No []		
l) Contribution fee to CGE	1. Yes [], []		FCFA 0. No []		
m) School canteen	1. Yes [], []		FCFA 0. No []		
25	Are some students exempted from paying the following fees due to their disadvantaged characteristics (i.e. female, poor household, disability) 2011/2012 or 2012/2013?				
	1) Boys	2) Girls	3) Poverty	4) Disability	5) Others, specify
a) Contribution fee to APE	()	()	()	()	[]
b) Other contributions	()	()	()	()	[]

About Textbooks and Teachers Guidelines

26	What is the norm for the use of French and Mathematics textbooks at your school for CP and the CM2? Please choose one from the following 6 options by grade and subject.				
		a) CP-French	b) CP-Math	c) CM2-French	d) CM2-Math
1. One book owned by each student.	[]	[]	[]	[]	[]
2. One book rented by each student	[]	[]	[]	[]	[]
3. One book for two students.	[]	[]	[]	[]	[]
4. One book for three or more students	[]	[]	[]	[]	[]
5. No book for any student	[]	[]	[]	[]	[]
6. Other	[]	[]	[]	[]	[]
27	Are the students (of the CP and CM2) permitted to bring books to their home to study (2012/2013)?		a) CP: 1. Yes [] 0. No [] b) CM2: 1. Yes [] 0. No []		

About Other Services and Facility

28	Have your school provided meals to students in this school year?	2. Yes, regularly [] 1. Yes, sometimes [] 0. No []
29	Have parents donated ingredients and labor for the school canteen program this school year (2012/2013)?	1. Yes [], 0. No []
30	Did your school receive a grant for the school project last school year (2011/2012) ?	1. Yes [] [] FCFA 0. No []
31	Did your school receive a grant for the school project school year (2012/2013) ?	1. Yes [] [] FCFA 0. No []
32	Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following? Please choose one for each row.	
a) Instructional materials (e.g. textbook)	1. A lot [], 2. Some [], 3. A little [], 4. None []	
b) Budget for supplies (e.g. paper, pencils)	1. A lot [], 2. Some [], 3. A little [], 4. None []	
c) Teachers	1. A lot [], 2. Some [], 3. A little [], 4. None []	
d) School buildings and grounds	1. A lot [], 2. Some [], 3. A little [], 4. None []	
e) Instructional space (e.g. classrooms)	1. A lot [], 2. Some [], 3. A little [], 4. None []	
f) Lighting systems	1. A lot [], 2. Some [], 3. A little [], 4. None []	
g) Drinking water	1. A lot [], 2. Some [], 3. A little [], 4. None []	
h) Toilet facilities	1. A lot [], 2. Some [], 3. A little [], 4. None []	
i) Security	1. A lot [], 2. Some [], 3. A little [], 4. None []	
j) Special equipment for children with special needs students	1. A lot [], 2. Some [], 3. A little [], 4. None []	

Information about Out of School Children

33	In your opinion, approximately what proportion of 6-years old children in surrounding communities of your school are not enrolled?	<ul style="list-style-type: none"> 0. Very few or none (most of children are in school) 1. Less than 20% 2. From 20% to 50% 3. More than 50%
34	In your opinion, approximately what proportion of school-aged children (aged 6-12) in surrounding communities of your school are not enrolled?	<ul style="list-style-type: none"> 0. Very few or none (most of children are in school) 1. Less than 20% 2. From 20% to 50% 3. More than 50%
35	In your opinion, are girls more out-of-school?	<ul style="list-style-type: none"> 1. Yes [] 0. No []
36	In your opinion, do parents know their children' age?	<ul style="list-style-type: none"> 1. Yes [] 2. Some parents do not know [] 3. Most parents do not know []
37	In your opinion, do local authorities (e.g. local community or IDEN) know the approximate number of school-aged children who are out of school in surrounding communities of your school?	<ul style="list-style-type: none"> 1. Yes [] 0. No []
38	Are there any school-aged children who were rejected from registering schools due to supply-side constraints (e.g. classroom space, teachers)?	<ul style="list-style-type: none"> 1. Yes, many [] 2. Yes, some [] 3. A few [] 4. None []

Section G Documents justifying answers

	Title or description of documents (* A copy is available for reference even if the reference dates are different)	a) Availability and collection of documents at the level of the visited school (APE/CGE). 2: Collected. 1: Exists, but not collected 0: Does not exist	b) Number of digital and photocopied documents (if collected)	c) ID of the photo / and name of the file in the USB	d) Notes (reason the paper is not collected, a small difference on the name or content, need to do a follow-up, etc.)
APE					
1.	Journal of the state of the account of the APE (available finance and executed expenditures) (2011-2012 and 2012-2013)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
2.	Registry recording contributions of parents of students and /or receipt of contributions * (2013 and 2012)		1) Photocopy [] pages 2) Photo [] file 3) USB []		
CGE					
1.	Order of the CGE of the school *		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
2.	(Minutes of the constituent Assembly of the CGE) or (the list of presence*) (2012-2013)		1) Photocopy [] pages 2) Photo [] file 3) USB []		
3.	Action Plan of the CGE * (2012 -2013 and 2011-2012)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
4.	Annual report on the activities of the CGE *- 2011-2012		1) Photocopy [] pages 2) Photo [] file 3) USB []		
5a.	Journal of the state of the account of the CGE (available finances and executed expenditures) (2011-2012 or 2012-2013)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
5b.	Registry recording the contributions of parents of students and / or receipt of contributions (2013 and 2012)		1) Photocopy [] pages 2) Photo [] file 3) USB []		

Report of visits

Day of visit		Name of the team of interviewers	
Target ID		Type	
Name of the target			
Interviewee			
Start time		End time	
Need to be visited again and reason			
Number of missing answers		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			

System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability (SAA)

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for Local Community: Commune or Rural Community**

(A) Identification of the local community: Before starting the interview, please verify if the following information is correct and check in column (b). [Fill the names in the column (a) **before visiting the local community**]

		(a) Name	(b) Check if it is correct
1	IA		[]
2	IDEN		[]
3	Local Community		[]
4	ID CL		

(B) Identification of municipal secretary/ASCOM: Before starting the interview, please verify if the following information is correct and check in column (b) [Fill the names in the column (a) **before visiting the local community.**]

		(a) Information	(b) Check if it is correct
1	Name		[]
2	Gender	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	Local community telephone number (Please write "None" if there is no phone number)		[]

(C) Field Survey Team [The team will fill this section just after the survey is finished and then the regional coordinator will check and fill this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central member			[]	

(D) Data Entry Team [The team will fill this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of achievement of the task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leadership

About the Mayor/President of Rural Community (PCR)

1*	What is the age of the Mayor/President of the Rural Community (PCR)?	[] years old
2*	How many years has the Mayor/PCR been in the current position?	[] years
3*	What is the Mayor's highest academic degree?	1. Primary School (1-6) CFEE [] 2. Junior Secondary (1 st cycle of secondary) (7-10) BFEM, BEPC [] 3. Senior Secondary (2 nd cycle of secondary) (11-13) Baccalauréat [] 4. DUEL/DUES (14-16) [] 5. Licentiate Degree [] 6. Master [] 7. Master or more [] 0. No Diploma []
4	Has the Mayor/PCR has occupied the following positions or worked in the mentioned sectors?	
	a) Personnel of educational administration	1. Yes [] 0. No []
	b) Personnel of other public administration	1. Yes [] 0. No []
	c) Director of school or teachers	1. Yes [] 0. No []
	d) Private formal sector	1. Yes [] 0. No []
e) Farming or agriculture sector	1. Yes [] 0. No []	
5	Is the Mayor/PCR elected?	1. Yes [] 0. No []
6	On average, how many times is the Mayor/PCR in the office of the Commune/CR?	1. Almost every day [] 2. A few days in the week [] 3. A few days in the month [] 4. Less than above []

About the Deputy Mayor /PCR

7*	What is the age of deputy mayor /PCR?	[] years old
8*	How many years has the deputy mayor been in the current position?	[] years
9*	What is the deputy mayor's highest academic degree?	1. Primary School (1-6) CFEE [] 2. Junior Secondary (1 st cycle of secondary) (7-10) BFEM, BEPC [] 3. Senior Secondary (2 nd cycle of secondary) (11-13) Baccalauréat [] 4. DUEL/DUES (14-16) [] 5. Licentiate Degree [] 6. Master [] 7. Master or more [] 0. No Diploma []
10	Has the deputy mayor /CPR has occupied the following positions or worked in the mentioned sectors?	
	a) Personnel of educational administration	1. Yes [] 0. No []
	b) Personnel of other public administration	1. Yes [] 0. No []
	c) Director of school or teacher	1. Yes [] 0. No []
	d) Private formal sector	1. Yes [] 0. No []
e) Farming or agriculture sector	1. Yes [] 0. No []	
11	Is the Deputy Mayor/PCR elected?	1. Yes [] 0. No []
12	On average, how many times the Deputy Mayor is in the office of the Mayor/PCR at the level of the commune/CR?	1. Almost every day [] 2. A few days in the week [] 3. A few days in the month [] 4. Less than above (3) []

About the Secretary " (municipal)/Community Assistant (ASCOM)

13	What is the age of the secretary communal/ASCOM?	[] years old
14	How many years has the secretary communal been in the current position?	[] years
15	What is the highest academic degree of the secretary communal?	1. Primary School (1-6) CFEE [] 2. Junior Secondary (1st cycle of secondary) (7-10) BFEM, BEPC [] 3. Senior Secondary (2nd cycle of secondary) (11-13) Baccalauréat [] 4. DUEL/DUES (14-16) [] 5. Licentiate Degree [] 6. Master [] 7. Master or more [] 0. No Diploma []
16	Has the Secretary communal/ASCOM has occupied the following positions or worked in the mentioned sectors?	
	a) Personnel of educational administration	1. Yes [] 0. No []
	b) Personnel of other public administration	1. Yes [] 0. No []
	c) Director of school or teacher	1. Yes [] 0. No []
	d) Private formal sector	1. Yes [] 0. No []
	e) Farming or agriculture sector	1. Yes [] 0. No []
17	On average, how often is the secretary general in office of the commune?	1. Almost every day [] 2. A few days in the week [] 3. A few days in the month [] 4. Less than above (3) []
18*	What is your employment status?	1. Civil servant/permanent [] 2. Contract [] 3. Volunteer []

Section B: Organizational capacity (structure, staff)

Staff

1*	What is the number of staff by gender?	a) Male [] b) Female []
2*	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []
3*	What is the number of staff in the departments or divisions of your commune?	
	a) Secretariat or department of general administration	[]
	b) Department of finance and budget	[]
	c) Department of human resources	[]
	d) Department of statistics and planning	[]
	e) Department of education and other social services	[]
4*	Has your commune/rural community received training in the following areas this year or last year? [If yes, please indicate the number of persons who have received the training.]	
	a) Training on transfer of competences	1. Yes [] 0. No [] [] Staff
	b) Training on the MDGs education section	1. Yes [] 0. No [] [] Staff
	c) Community participation including education	1. Yes [] 0. No [] [] Staff

Operations

5*	When your commune/CR has begun to operate?	Year []
6*	Are you undertaking the following actions for primary schools within your commune?	
	a) Providing operational budget and grant to schools	1. Yes [] 0. No []
	b) Providing educational resources to school	1. Yes [] 0. No []
	c) Providing teacher salary	1. Yes [] 0. No []
	d) Employment of permanent teachers	1. Yes [] 0. No []
	e) Employment of contract teachers	1. Yes [] 0. No []
	f) Supporting training to teachers and school director	1. Yes [] 0. No []
	g) Monitoring schools	1. Yes [] 0. No []
	h) Guiding and supporting school councils (CGE)	1. Yes [] 0. No []
	i) Supporting parental associations (APE)	1. Yes [] 0. No []
	j) Building classrooms	1. Yes [] 0. No []

	k) Supporting canteen	1. Yes [] 0. No []
	l) Others, please specify	[]
7	What is the number of community council/rural council members?	[]
8	Is there any technical committee or are there meetings held within the Commune/CR which promote discussion on primary education with local representatives and education administration (and/or school directors)?	1. Yes [] 0. No []
9	Are the following issues discussed by the Education Technical Committee of the Town hall/CR for this school year (2012/2013)?	
	a) Allocation of governmental budget (FDD, FECL) for schools	1. Yes [] 0. No []
	b) Allocation of materials	1. Yes [] 0. No []
	c) Feeding program (canteen)	1. Yes [] 0. No []
	d) Allocation and deployment of teachers	1. Yes [] 0. No []
	e) Schools/classrooms building	1. Yes [] 0. No []
	f) Reducing the number of children who are out of school in surrounding communities	1. Yes [] 0. No []
	g) Improvement of equity (e.g. girls, children with special needs)	1. Yes [] 0. No []
	h) Improvement of learning achievement (e.g. results of examinations)	1. Yes [] 0. No []

Office conditions

10*	Does your commune/CR have the following facilities and equipment? Please also indicate the quantity of equipment for items (d) to (j)		
	a) Lighting system	1. Yes [] 0. No []	
	b) Running water	1. Yes [] 0. No []	
	c) Air conditioners	1. Yes [] 0. No []	
	d) Light car	1. Yes [] 0. No []	[] car(s)
	e) Vehicle 4X4	1. Yes [] 0. No []	[]
	f) Motor bike	1. Yes [] 0. No []	[]
	g) Telephone	1. Yes [] 0. No []	[]
	h) Facsimile	1. Yes [] 0. No []	[]
	i) Copy machine	1. Yes [] 0. No []	[]
	j) PC	1. Yes [] 0. No []	[]

Section C: Finance and budget

(1) Revenue

1) What was the amount of revenue for your commune/CR last year (2012)?

2) Is the budget used also for education?

Please answer both questions by the following financing sources.

Sources	1) Amount (FCFA)	2) Used for education
a) Own revenue (local taxes)	[]	1. Yes [] 0. No []
b) Specific transfers from the government for education (FDD, FECL)	[]	1. Yes [] 0. No []
c) Other general fund transfers from the government (the commune decides the allocation of funds)	[]	1. Yes [] 0. No []
d) Loan	[]	1. Yes [] 0. No []
e) Development agencies	[]	1. Yes [] 0. No []
f) NGOs	[]	1. Yes [] 0. No []
g) Others	[]	1. Yes [] 0. No []
h) TOTAL	[]	1. Yes [] 0. No []

2. Spending

What was the amount allocated to the education in the commune/CR's budget of last year (2012)? Write zero in the category if no amount was allocated.

		Education	
		a) Planned spending (FCFA)	b) Actual spending (FCFA)
a) Total of the commune's spending			
Salary	b) Teachers (TOTAL)		
	c) Contract teachers		
	d) Volunteer teachers		
	e) Non-teaching staff (TOTAL)		
	f) Other administrative and educational staff		
	g) Support staff		
	h) Others		
	Facilities	i) Construction of educational facilities (TOTAL)	
j) Classrooms			
k) Others (latrine, accommodation, drilling, etc.)			
l) Renovation of educational facilities (TOTAL)			
m) Classrooms			
n) Others (latrines, accommodation, drilling, etc.)			
Equipment	o) Teaching materials and aids (TOTAL)		
	p) School textbooks (students)		
	q) Pedagogic manuals (teachers)		
	r) School stationary		
	s) Classroom's equipment (e.g. tables, benches, blackboard, etc.)		
	t) Others (please specify)		
	u) Computer's equipment (TOTAL)		
	v) Others (please specify)		
Services	w) (TOTAL)		
	x) Cultural and sport activities		
	y) Training (seminars, etc.)		
	z) Health and nutrition		
	aa) Scholarships and grants		
	ab) Others (specify)		

Section D: Resource for education

1	Please answer three questions for each of the following education materials or schools supplies.			
	(a) Has your commune/CR received any request from a school this year or last year (2012 or 2013)?			
	(b) Has your commune/CR provided the materials for schools this year or last year?			
	(c) How many materials, books, or equipment was provided to schools this year?			
		1) Received request?	2) Supported?	3) How many?
	a) Notebooks	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
b) Erasers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
c) Pencils/pens	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	
d) Chalk	1. Yes [] 0. No []	1. Yes [] 0. No []	[]	

e) Slates	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
f) School textbooks (any grades and subjects)	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
g) Textbook-CP, French	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
h) Textbook-CP, Math	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
i) Textbook-CM2, French	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
j) Textbook-CM2, Math	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
k) Teacher guides (all grades and all subjects)	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
l) Office furniture	1. Yes [] 0. No []	1. Yes [] 0. No []	[]
m) Computers	1. Yes [] 0. No []	1. Yes [] 0. No []	[]

2	Please answer two questions for each of the following resources or services to schools.		
	a) Has your commune/CR received any request from a school?		
	b) How many schools did your commune/CR provide support for this year (2013)?		
	1) Received request?	2) How many schools did you support?	
a) Hiring non-teaching staff	1. Yes [] 0. No []	[]	
b) Salary and/or bonuses for non-teaching staff	1. Yes [] 0. No []	[]	
c) Allowance for teachers	1. Yes [] 0. No []	[]	
d) Providing ingredients or cash for school meals	1. Yes [] 0. No []	[]	
e) Building additional classrooms	1. Yes [] 0. No []	[]	
f) School grants (school project in Senegal)	1. Yes [] 0. No []	[]	

3*	Have the schools of your commune/CR participated in a particular program supported by the following donors and NGOs this year or last year? Check all the correct answers in each column. Pass if there is no program or financing.					
	1) Training workshop	2) Equipment	3) School Stationary	4) Construction	5) Food	6) Others (please specify)
a) Support from the WFP (World Food Program)	()	()	()	()	()	()
b) UNICEF	()	()	()	()	()	()
c) World Bank	()	()	()	()	()	()
d) CIDA, Canada	()	()	()	()	()	()
e) USAID, US	()	()	()	()	()	()
f) JICA, Japan	()	()	()	()	()	()
g) AFD, France	()	()	()	()	()	()

About management of the operation budget and resources for public primary schools

(4) Who purchased and distributed textbooks to primary schools of your commune/CR for this school year (2012/2013)? Please choose all relevant answers from the options below. If schools have not been received textbooks this year, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[1A1]	No one	ME	IA>IDEN	CODEC	Commune/CR	School director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(5) Who purchased and distributed non-textbook educational materials to the schools in your commune/CR for this school year (2012/2013)? If schools have not received this type of materials this year, please choose "0". Please choose all relevant answers from the below options. [Multiple choice]

	0	1	2	3	4	5	6	7
[1A2]	No one	ME	IA>IDEN	CODEC	Commune/CR	School director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to school	()	()	()	()	()	()	()	()

(6) From whom have the schools in your commune/CR received additional funds for the school this school year or last school year (2011/1012 or 2012/2013)?

	0	1	2	3	4	5	6	7
[1C]	No one	ME	IA>IDEN	CODEC	Commune/ CR	School director	APE	CGE
Additional funds	()	()	()	()	()	()	()	()

(7) Who has managed the “school projects” budget provided to schools in your commune this school year or last school year (2011/1012 or 2012/2013)? Please select all the correct answers from the options below. If no education allowance has been received, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6	7
[1C]	No one	ME	IA>IDEN	CODEC	Commune/ CR	School director	APE	CGE
Education allowance	()	()	()	()	()	()	()	()

About personnel management for public primary schools

(8) Who appointed and deployed the permanent teachers in the schools in your commune/CR this year or last year (2011/1012 or 2012/2013)? [Multiple choice as needed]

	0	1	2	3	4	5	6	7
[2 A]	No one	ME	IA	IDEN	Commune /CR	School director	APE	CGE
a) Appointment	()	()	()	()	()	()	()	()
b) Deployment	()	()	()	()	()	()	()	()

(9) Who appointed and deployed the contract teachers in the schools in your commune this year or last year (2011/1012 or 2012/2013)? [Multiple choice as needed]

	0	1	2	3	4	5	6	7
[2 A]	No one	ME	IA	IDEN	Commune/ CR	School director	APE	CGE
a) Appointment	()	()	()	()	()	()	()	()
b) Deployment	()	()	()	()	()	()	()	()

(10) What did the school councils in your commune/CR do in matters of teacher tenure or transfer this year or the last school year (2011/1012 or 2012/2013)? Please answer each case of APE and CGE [single choice]

	1	2	3	4
[2 B]	APE/CGE did not have a voice in matters of school personnel	APE/CGE were consulted over the appointment of teachers; APE/CGE <u>requested</u> the transfer for non-performance or for grave violations of personnel rules.	APE/CGE appointed teachers. APE/CGE requested a transfer for non-performance or for violations of personnel rules	APE/CGE did not supervise teachers because formal accountability mechanisms already work well. APE/CGE could use those formal mechanisms to demand management actions regarding teachers.
(a) APE				
(b) CGE				

(11) Who managed the following school directors' affairs this year or the last school year (2011/1012 or 2012/2013) [multiple choice as needed]?

	0	1	2	3	4	5	6	7
[2C]	No one	ME	IA, IDEN	CO DEC	Commune /CR	School Director	APE	CGE
a) Appointment	()	()	()	()	()	()	()	()
b) Transfer	()	()	()	()	()	()	()	()
c) Performance evaluation	()	()	()	()	()	()	()	()

Section E: Information on schools in your commune/CR

1	How many schools are there in your commune?	
	a) Public primary schools	[] [] []
	b) Private primary schools	[] [] []
	c) Public lower secondary schools	[] [] []
	d) Private lower secondary schools	[] [] []
	e) Public upper secondary schools	[] [] []
	f) Private upper secondary schools	[] [] []
	g) Kindergarten or nursery schools	[] [] []
2	How many public primary schools do you have the following information for in your commune/CR?	
	a) Number of students	1. None [] 2. Some [] 3. Almost all []
	b) Number of teachers	1. None [] 2. Some [] 3. Almost all []
	c) Results of graduation examination (CFEE)	1. None [] 2. Some [] 3. Almost all []
	d) Teacher attendance/absenteeism	1. None [] 2. Some [] 3. Almost all []
	e) School director's name and contact	1. None [] 2. Some [] 3. Almost all []
	f) Name of CGE president	1. None [] 2. Some [] 3. Almost all []
	g) Name of APE president	1. None [] 2. Some [] 3. Almost all []
3	Does your commune/rural community have a hard or soft copy of the annual education statistics report (published by Ministry of Education)?	1. Yes [] 0. No []
4	Does your commune/rural community has its own regulation/procedure of monitoring for public primary schools?	1. Yes [] 0. No []
5	Are you generally informed about schools and students? If so, how frequently? Are the following means used for exchange of such information?	
	a) Reports from local education administrations	0. None [] 1. Some [] 2. Almost all []
	b) Phone call or email from local education administrations	0. None [] 1. Some [] 2. Almost all []
	c) Meeting with local education administrations	0. None [] 1. Some [] 2. Almost all []
	d) Reports from school directors	0. None [] 1. Some [] 2. Almost all []
	e) Phone from school directors	0. None [] 1. Some [] 2. Almost all []
	f) Meeting with school directors	0. None [] 1. Some [] 2. Almost all []
	g) Meeting with school councils' representatives (CGE or UCGE)	0. None [] 1. Some [] 2. Almost all []
	h) Meeting with parental associations' representatives (APE or UAPE)	0. None [] 1. Some [] 2. Almost all []
	i) Schools' visits	0. None [] 1. Some [] 2. Almost all []

Section F: School councils and parents' associations (APE) in primary education

Existing school councils and parental associations (APE)

1	Approximately what proportion of public primary schools have the following organizations?	
	a) Parental associations (APE)	1. None [] 2. Some [] 3. Almost all []
2	b) School councils (CGE)	1. None [] 2. Some [] 3. Almost all []
	At the commune/CR level, is there a union or federation of the following organizations?	
a)	Union of parental associations (UAPE)	1. Yes [] 0. No []
	Union of school councils (UCGE)	1. Yes [] 0. No []

About school councils (CGE) for public primary schools in your commune/CR (If there is no CGE in your commune/CR, please skip this sub-section)

3	On average, how many times do you think the CGE have general assemblies (meetings with all members) per school year?	1. None [], 2. Once [], 3. Two or three times [], 4. More []
4	How often are your commune's officials present at general assemblies of the CGE?	1. Never [], 2. Sometimes [], 3. Often []
5	Approximately, what proportion of the CGE include a representative from your community office in the office of the CGE?	1. None [], 2. Some [], 3. Almost all []

6	Approximately what proportion of school councils (CGE) submitted or presented the following documents to your rural council office in the last year or this year (2011/12 or 2012/13)?	
	a) Plan of actions	1. None [], 2. Some [], 3. Almost all []
	b) Financial report	1. None [], 2. Some [], 3. Almost all []
	c) Progress report	1. None [], 2. Some [], 3. Almost all []
7	Has your commune/CR provide financial support to CGE?	1. Yes [] 0. No []

About school councils and parental associations in your commune. Please choose one response which you think best represents the status in your commune. If you have no information, please write NP.

(8) How have the **parent representatives** of the APE/CGE board been selected in the schools in your commune for this school year (or the last year if they are not yet selected for this year)? Please choose one answer from the options below for each of APE and CGE. [Single choice]

	1	2	3	4
Plus1A2]	No APE/CGE exists.	Parents' representatives were <u>selected by the school director or community leaders (e.g. mayor/PCR).</u>	Parents' representatives were <u>selected by parents but not elected.</u>	Parents' representatives were <u>elected by parents.</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

(9) How have APE/CGE board members been selected in the schools in your commune for this school year (or the last year if they are not yet selected for this year)? [Single choice]

	1	2	3	4
[Plus1A3] ○	No such APE/CGE board position exists.	No selection process for the APE/CGE board's position. It has been assumed by a person in a predetermined position (e.g. school director).	The APE/CGE board's position was selected without election by the APE/CGE members.	The APE/CGE board's position was selected through election by the APE/CGE members.
(a) APE				
1) President	[]	[]	[]	[]
2) Vice-President	[]	[]	[]	[]
3) Secretary general/executive/administrative	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Audit/financial control/	[]	[]	[]	[]
(b) CGE				
1) President	[]	[]	[]	[]
2) Vice-President	[]	[]	[]	[]
3) Secretary general/executive/administrative	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Audit/financial control/	[]	[]	[]	[]

(10) Who provided funds to APE/CGE in the last two years (2011/2012 or 2012/2013)? Please choose all stakeholders who participated. [Multiple choice]

	1	2	3	4	5	6
[Plus1B2] ○	No budget or fund.	Parents	Non-parent community members	Education administrations (e.g. ME, IA, IDEN, CODEC)	Local community (e.g., Commune)	Others (e.g. NGO, donors)
a) APE	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()

(11) What kind of expenditure has the APE/CGE action plan and budget included in this or/and last school year (2011/2012 and 2012/2013)? Please choose all relevant answer from the options below. [Multiple choice]

	1	2	3	4
[Plus1B3] ○	The APE/CGE does not have such a plan.	The APE/CGE's periodic action plan has included expenditure items related to "operational budgets" (e.g. textbook distribution cost)	The APE/CGE's periodic action plan has included expenditure items <u>related to infrastructure</u> .	The APE/CGE's periodic action plan has <u>included teachers' salary or allowances</u> .
a) APE	()	()	()	()
b) CGE	()	()	()	()

(12) What target indicators has the APE/CGE periodic action plan (e.g. yearly) referred to this school year or/and last school year (2011/2012 or 2012/2013)? Please choose all relevant answers from the options below. If there is no such plan, please choose "1". [Single choice]

	1	2	3	4
[Plus1B4]	The APE/CGE does not have such a plan.	The APE/CGE's periodic action plans and budget plan <u>have not referred to any target indicators (e.g. enrollments and pass rate of existing examination) (last and/or this school year)</u> .	The APE/CGE 's periodic action plans and budget plan <u>includes indicators targets in terms of access</u>	The APE/CGE's periodic action plans and budget plan <u>included target indicators of learning achievement (last and/or this school year)</u> .
a) APE	()	()	()	()
b) CGE	()	()	()	()

(13) Who has access to the APE/CGE's financial report, which provides information on the planned budget and actual expenditure for the last school year (2011/12)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C1] ○	<u>APE/CGE did not have any financial report</u> .	<u>APE/CGE had a financial report</u> . The report has been shared with board members.	<u>APE/CGE had a financial report</u> . The report has been <u>shared among APE/CGE members</u> (e.g. at the general assembly, posting on the board).	<u>APE/CGE had a financial report</u> . The report has been <u>shared among the SC members and other stakeholders</u> (e.g. sub-national administration and APE/CGE federation).
a) APE	()	()	()	()
b) CGE	()	()	()	()

(14) Who has access to the APE/CGE's periodic progress report, which includes the implementation status of the planned actions and, if any, the assessment of the targeted education results in the last school year (2011/2012)? Please choose the most relevant answer from the options below. If there is no such report, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2] ○	<u>APE/CGE did not have any progress report</u> .	<u>APE/CGE had a periodic progress report</u> . The report has been shared with board members.	<u>APE/CGE had a periodic progress report</u> . <u>The report has been shared among the APE/CGE members</u> (e.g. at the general assembly or posting on the board).	<u>APE/CGE had a periodic progress report</u> . <u>The report has been shared among the APE/CGE members and other stakeholders</u> (e.g. sub-national administration and APE/CGE federation).
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(15) What kind of **monitoring** did IDEN/CODEC, and/or Commune/CR conduct for the schools in your commune in the last 2 years? Please choose the most relevant answer from the options below. If there is no monitoring, please choose “1”. [Single choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring and guidance</u> provided by the administration to schools on any topic	There was <u>monitoring and guidance provided</u> to schools. But it <u>has not included topics related to the APE, CGE or community, parent affairs/participation</u> (e.g. the monitoring is only for pedagogical part).	There was <u>monitoring and guidance provided</u> to schools which <u>included topics related to the APE, CGE or community, parent affairs/participation</u> .	There was <u>monitoring and guidance provided</u> to schools which <u>included topics related to the APE, CGE or community, parent affairs/participation and that provided suggestions for improvement</u> .
a) CODEC	[]	[]	[]	[]
b) Commune	[]	[]	[]	[]
c) IDEN	[]	[]	[]	[]

(16) How was the APE/CGE action plan used in requesting and planning the formal government budget for the schools in your commune? Please choose the most relevant answer from the options below for each of APE and CGE. Please choose “1” if there is no action plan of APE/CGE. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/CGE does not have such a plan.	<u>The APE/CGE action plan has not been utilized by the authorities.</u>	The school action plans have been compiled and utilized by <u>the local community</u>	<u>The school action plans have been compiled and utilized by the local community and the authorities at the central level.</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

Section G: Location and area

1	Approximately, what is the population of the commune/CR?	a) Rural [] b) Urban []
2	What is the distribution of population by the main spoken language? Please write down the approximate percentage.	a) Wolof []% b) Pulaar []% c) Sérère []% d) Diola []% e) Mandingue []% f) Moore []% g) French []% h) Others []%
3	What is the distribution of your commune’s population by religion? Please write down the approximate percentage.	a) Muslim []% b) Christian []% c) Animism []% d) Others []% e) No religion []%
4	What is the ratio of adult literacy in the commune/CR?	[]%
5	Approximately what percentage of households are economically disadvantaged?	1. 0 to 10% [] 2. 11 to 25% [] 3. 26 to 50% [] 4. More than 50% []
6	Approximately what percentage of households are economically affluent?	1. 0 to 10% [] 2. 11 to 25% [] 3. 26 to 50% [] 4. More than 50% []

Section H: Documents available at commune/CR

NOTE: Please show the following documents. Interviewers would like to take photos of some pages.

	Title or description of the document (There is a document's sample that we can refer to)	a) Availability and collect of documents in local community visited 2: Collected 1: The document exists, but could not be collected 0: The document doesn't exist	b) Size of the document depending of its type (if collected)	c) Photo's ID and file's name in the USB key	d) Comments (Reasons of why the document could not be collected, name slightly different, need to follow-up, etc.)
1a	Information sheet on local representatives of the CL* List of councilors and of technical commissions of the community *	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
1b	List of councilors*	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
1c	List of technical commissions *	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
2	Latest local development plan of the local community (PDL)*				
3a	Primary budget of the local community* (2013 or 2012)	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
3b	Document of income and of expenses of the staffing 2013, in the absence 2012	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
3c	Extra budget expenditures (BCI and other projects or programs) * 2013 in absence 2012	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
4	Last administrative account (State expenditure and the expenditure of the local community) *	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
5	[List of equipment and supplies for schools and their costs or [the invoice of the purchase of materials for schools] * - 2012-2013 or 2011-2012	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
6	Document distribution of supplies and school materials by school * - 2012-2013 or 2011-2012	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		

7	Minutes of the creation of the UCGE (Union of the CGE)	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
8	Minutes of the general assembly which has elected the CGE's board members	[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		
		[]	1) Photocopied [] pages 2) Photo [] file 3) USB [] file		

Report of visits

Visit's day		Survey team's name in the field	
Target's ID		Type	
Target's name			
Interviewees			
Starting time		Ending time	
Need to visit again and reason			
Number of missing answers		Number of documentary evidences	
Comments about the interview			
Incidents and problems			
Other comments			

System Assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA):

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for the School Administration at the Departmental/IDEN Level**

06/08/2013(E)

(A) Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) before visiting the IDEN.]

		(a) Name	(b) Check if it is correct
1	IA		[]
2	IDEN		[]
3	ID IDEN		

(B) Identification du contact: Avant de commencer l'entretien, veuillez vérifier si les informations suivantes sont correctes [Remplissez les noms dans la colonne (a) avant de visiter les IDEN]

		(a) Information	(b) Check if it is correct
1	Surname and given name of the IDEN		[]
2	Sex	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	Telephone number of the IDEN (Please write "None" if there is no telephone number)		[]

(C) Field Survey Team [The team will fill in this section just after the survey is finished and then the regional coordinator will check and fill in this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central Team member			[]	

D) Data Entry Team [The team will fill in this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leaderships

About the main responsible (of the IDEN)

1	What is the age of the head of the IDEN?	[] ans
2	How many years have you (the head of the IDEN) been in the current position?	[] ans
3	What is the highest academic degree of you (IDEN)?	1. Primary School (1-6) CFEE [] 2. Junior Secondary BFEM, BEPC (7-10) [] 3. Senior Secondary Baccalauréat (11-13) [] 4. University/College DUEL/DUES (14-16) [] 5. Licensed Degree 6. Master 7. Master or more 0 = No Schooling []
4	Professional diplomas obtained	1. CEAP [] 2. CAP [] 3. CAEM [] 4. CAES [] 5. CAIAEE [] 6. CAIEE/CAIEP []
5	Have you (IDEN) worked in the following positions or sectors?	
a)	Personnel of other educational administration	1. Yes [] 0. No []
b)	Personnel of other public administration	1. Yes [] 0. No []
c)	School Director	1. Yes [] 0. No []
d)	Teacher	1. Yes [] 0. No []
e)	Private formal sector	1. Yes [] 0. No []
f)	Personnel of other educational administration	1. Yes [] 0. No []
6	What is the employment status of the IDEN?	1. Civil servant/permanent [] 2. Contract [] 3. Volunteer []
7	Have you (IDEN) received an initial training for your current position?	1. Yes [] 0. No []
8	Do you (IDEN) speak the main local language?	. Yes [] 0. No []
9	Do you (IDEN) often use a mobile phone to communicate with school directors?	2. Yes [] 1. Rarely [] 0. Never []

Section B: Organizational capacity (structure, staffing)

Staffing

1*	What is the number of staff of the IDEN by gender?	a) Male [] b) Female []
2*	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []
3*	What is the number of staff in the following departments or equivalent functions at your organization?	
a)	Secretariat or department of general administration	[]
b)	Department of finance and budget	[]
c)	Department of human resources	[]
d)	Department of statistics and planning	[]
e)	Department of examinations and contests (Teacher development)	
f)	Department of service (maintenance, etc.)	[]
g)	Other. Specify []	[]
4*	* Has your organization's staff received training on the following topics this year or last year? If yes, please write down the number of staff who were trained? If Yes, please write the number of employees who have been trained.	
a)	Community participation including education	1. Yes [] 0. No [] [] staff
b)	Equity and inclusion (e.g. education for girls and disability)	1. Yes [] 0. No [] [] staff
c)	Planning, managing and/or monitoring	1. Yes [] 0. No [] [] staff
5#	Does your office/organization keep a record of staff's absences and presence?	1. Yes [] 2. No []

Operations

6*	Since when this organization (IDEN) has started to operate?	Year []
7*	Does your organization (IDEN) perform the following tasks for primary schools in your district?	
a)	Providing operational budget and grant to schools	1. Yes [] 0. No []
b)	Providing educational resources to school	1. Yes [] 0. No []
c)	Pay the salary to teachers	1. Yes [] 0. No []
d)	Employment of permanent teachers	1. Yes [] 0. No []
e)	Employment of contract teachers	1. Yes [] 0. No []
f)	Employment of volunteer teachers	1. Yes [] 0. No []
g)	Monitoring schools and teachers	1. Yes [] 0. No []
h)	Supporting school councils (CGEs)	1. Yes [] 0. No []
i)	Supporting parental associations (APEs)	1. Yes [] 0. No []
j)	Others, please specify	1. Yes [] 0. No []

Office Conditions

8*	Does your organization have the following facilities and equipment? Please also indicate the number for items (d) to (j)		
a)	Lighting system	1. Yes [] 0. No []	
b)	Running water	1. Yes [] 0. No []	
c)	Air conditioners	1. Yes [] 0. No []	
d)	Small car	1. Yes [] 0. No []	[] cars
e)	Vehicle 4X4	1. Yes [] 0. No []	[]
f)	Motorcycle/ bicycle	1. Yes [] 0. No []	[]
g)	Telephone	1. Yes [] 0. No []	[]
h)	Fax	1. Yes [] 0. No []	[]
i)	Copier	1. Yes [] 0. No []	[]
j)	PC	1. Yes [] 0. No []	[]

Section C: Finance and budget

1. Revenues

(1) What were the sources of financing of education for the last year (2012)?

Sources		Education in general		Primary education	
		1) Budget (FCFA)	2) Actual Budget (FCFA)	3) Budget (FCFA)	4) Actual Budget (FCFA)
State	a) Ministry of Education	[]	[]	[]	[]
	b) Others	[]	[]	[]	[]
Decentralised level	c) IDEN	[]	[]	[]	[]
Local communities	d) Commune and rural communities	[]	[]	[]	[]
Technical and financial partners	e)	[]	[]	[]	[]
Private/ OSC	f) Parents	[]	[]	[]	[]
	g) APE	[]	[]	[]	[]
	h) CGE	[]	[]	[]	[]
	i) Religious Institutions	[]	[]	[]	[]
	j) Companies	[]	[]	[]	[]
	k) NGOs and other OSCs	[]	[]	[]	[]
l) Others		[]	[]	[]	[]

2. Spending

(2) What were the expenditures for education in your district (IDEN) last year (2012)?

			Education in general		Primary education	
			1) Actual Budget (FCFA)	2) Budget (FCFA)	3) Actual Budget (FCFA)	4) Budget (FCFA)
Salaries and bonuses	Teachers	a) Total	[]	[]	[]	[]
		b) Civil servant	[]	[]	[]	[]
		c) Contract	[]	[]	[]	[]
		d) Volunteer	[]	[]	[]	[]
	Non-teaching staff	e) Total	[]	[]	[]	[]
		f) Other administrative and teaching staff	[]	[]	[]	[]
		g) Support staff (guardian, housekeepers etc.)	[]	[]	[]	[]
		h) Other	[]	[]	[]	[]
Infrastructure	Construction educational infrastructure	i) Total	[]	[]	[]	[]
		j) Schools	[]	[]	[]	[]
		k) Classrooms	[]	[]	[]	[]
		l) Others (latrines, housing, drilling, etc.)	[]	[]	[]	[]
		m) Not clear	[]	[]	[]	[]
	Rehabilitation educational facilities	n) Total	[]	[]	[]	[]
		o) Schools	[]	[]	[]	[]
		p) Classrooms	[]	[]	[]	[]
q) Others (latrines, housing, drilling, etc.)		[]	[]	[]	[]	
	r) Not clear	[]	[]	[]	[]	

Equipment (acquisition and maintenance)	Educational and didactic materials	s) Total	[]	[]	[]	[]
		t) Textbooks (students)	[]	[]	[]	[]
		u) Educational manuals (teachers)	[]	[]	[]	[]
		v) School supplies	[]	[]	[]	[]
		w) Equipment of classrooms	[]	[]	[]	[]
		x) Other (specify)	[]	[]	[]	[]
	Equipment and computer supplies	y) Total	[]	[]	[]	[]
	Other (specify)	z)	[]	[]	[]	[]

Services		Total				
	Cultural and sporting activities (celebrations, ceremonies, etc.)	aa)	[]	[]	[]	[]
	Training (seminars, etc.)	ab)	[]	[]	[]	[]
	Health and nutrition (canteen, etc.)	ac)	[]	[]	[]	[]
	Other (specify)	ad)	[]	[]	[]	[]

(3) How much have you spent on your organization (IDEN) last year (2012)?

			1) Budget (FCFA)	2) Actual Budget (FCFA)
Salaries	Administrative	a)	[]	[]
	Other	b)	[]	[]
Administrative Infrastructure	Construction	c)	[]	[]
	Rehabilitation	d)	[]	[]
Equipment (acquisition and maintenance)	Equipment and computer supplies	e)	[]	[]
	Vehicles	f)	[]	[]
	Equipment and office supplies	g)	[]	[]
	Other (specify)	h)	[]	[]
Services	Examinations, tests, competitions	i) Total	[]	[]
		j) National Exams	[]	[]
		k) Standardized Tests	[]	[]
	Transport and travel/displacement	l)	[]	[]
		m) Fuel	[]	[]
	Other (specify)	n)	[]	[]

Section D: Resources for public primary education

About the management of the operating budget and resources for public primary schools (1) Who bought and distributed textbooks to primary schools in your jurisdiction (IDEN) during this school year (2012-2013)? Please choose the appropriate answers from the options below. If schools have not received textbooks this year, please choose "0".

[Multiple choice]

	0	1	2	3	4	5	6	7
[IA1]	Person	ME	IA	IDEN	Commune/Rural Community	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()

(2) Who bought and distributed educational material apart from textbooks to schools in your jurisdiction (IA) during this school year (2012-2013)? Please choose the appropriate answers from the options below. If the schools did not receive this type of material this year, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[IA1]	Person	ME	IA	IDEN	Commune /Rural Community	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()

(3) That your jurisdiction/IDEN schools have received additional funds for education this school year or the last (2011/2012 and 2012/2013)? Please choose the appropriate answers from the options below. If schools have not received additional funds, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6	7
[1C]	Person	ME	IA	IDEN	Commune /Rural Community	School Director	APE	CGE
a) Additional funding	()	()	()	()	()	()	()	()

(4) Who has managed the budget of the “project of school” provided to schools in your jurisdiction this school year or the last (2011/2012 and 2012/2013)? Please choose the appropriate answers from the options below. If no education allowance has been received, please choose “0”. [Multiple choice]

	0	1	2	3	4	5	6	7
[1A4]	Person	ME	IA	IDEN	Commune /Rural Community	School Director	APE	CGE
a) Education allowance	()	()	()	()	()	()	()	()

About the management of staff for public primary schools

(5) Who hires/recruits and deploys/appoints permanent teachers in schools in your jurisdiction? [Multiple choice]

	0	1	2	3	4	5	6	7	8
[2 A]	Person	ME	HRD Department	IA	IDEN	Commune /Rural Community	School Director	APE	CGE
(a) Hiring/recruiting	()	()	()	()	()	()	()	()	()
(b) Deployment/Appointment	()	()	()	()	()	()	()	()	()

(6) Who hires and deploys contract teachers in schools in your jurisdiction? [Multiple choice]

	0	1	2	3	4	5	6	7	8
[2 A]	Person	ME	HRD Department	IA	IDEN	Commune /Rural Community	School Director	APE	CGE
(a) Hiring/recruiting	()	()	()	()	()	()	()	()	()
(b) Deployment/appointment	()	()	()	()	()	()	()	()	()

(7) What school councils do in your jurisdiction / IDEN in the maintenance or transfer of teachers? Please answer to the APE and the CGE [Unique choice]

	1	2	3	4
[2 B]	<u>APE/CGE do not intervene</u> in matters concerning the staff of the school	<u>APE/CGE was consulted for assignments of teachers;</u> EPA/CGE could request a transfer for incompetence or serious breach of the rules relating to staff	<u>APE/CGE affected teachers.</u> EPA/CGE could request a transfer in the event of incompetence or violation of the rules relating to staff	<u>APE/CGE do not supervised teachers because formal accountability mechanisms already work well.</u> APE/CGE could use these formal mechanisms to require management measures concerning teachers.
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(8) Who manages the following administrative cases concerning school principals in your jurisdiction/IA? [Multiple choice required]

	1	2	3	4	5	6	7	8
[2C]	ME	HRD Department	IA	IDEN	Commune /Rural Community	School Director	APE	CGE
(a) Hiring/recruiting	()	()	()	()	()	()	()	()
(b) Deployment/appointment	()	()	()	()	()	()	()	()
(c) Performance evaluation	()	()	()	()	()	()	()	()
(d) Reference	()	()	()	()	()	()	()	()

More details on school textbooks and teaching guides

9	What is the standard for the use of reading and mathematics textbooks in your jurisdiction/IDEN for the CP and the CM2? Please choose the most appropriate answer from the 6 following options by level and by subject. [Unique choice by column]					
		a) CP-Reading	b) CP-Math	c) CM2- Reading	d) CM2-Math	
	0. A book belonging to each student	[]	[]	[]	[]	
	1. A book rented by each student	[]	[]	[]	[]	
	2. A book for two students	[]	[]	[]	[]	
	3. A book for three pupils or more	[]	[]	[]	[]	
	4. No student has book	[]	[]	[]	[]	
	5. Other	[]	[]	[]	[]	
10	Are (CP and CM2) students allowed to bring the reading book to home for study in this school year (2012-2013)?		a) CP: 1. Yes [] 0. No [] b) CM2: 1. Yes [] 0. No []			
11	How many textbooks the schools in your jurisdiction received in total for CP and CM2 (math and reading) for the current year (2012-2013)?		a) Math of CP [] b) Math of CM2 [] c) Reading of CP [] d) Reading of CM2 []			
12	How many textbooks or teaching guides for each type listed below, your organization/IDEN provided this year (2012/13)?					
	a) Textbooks (total for all the subjects and the classes in primary education)	[]				
	b) Textbook-CP, Reading	[]				
	c) Textbook-CP, Math	[]				
	d) Textbook-CM2, Reading	[]				
	e) Textbook-CM2, Math	[]				
	f) Teaching guides (total for all the subjects and the classes in primary education)	[]				
13	How many students in your jurisdiction use textbooks Math and Reading in the CP/CM2 classes during the school year (2012-2013)?					
		4. All	3. Almost all	2. 80% - 50%	1. Less than 50%	0. Person
	a) Math for CP	[]	[]	[]	[]	[]
	b) Math for CM2	[]	[]	[]	[]	[]
	c) Reading for CP	[]	[]	[]	[]	[]
	d) Reading for CM2	[]	[]	[]	[]	[]
14	How many teachers of CP/CM2 in your jurisdiction have teaching guides for the teaching of mathematics and the French during this school year (2012-2013)?					
		2. All		1. Some		0. Person
	a) Math for CP	[]	[]	[]	[]	[]
	b) Math for CM2	[]	[]	[]	[]	[]
	c) French for CP	[]	[]	[]	[]	[]
	d) French for CM2	[]	[]	[]	[]	[]

More information on learning materials other than textbooks and on the furniture

15	Please answer these three questions for each of the teaching materials and school supplies following. (1) Has your structure/IDEN received a request from schools for the current school year or the last year (2011/2012 and 2012/2013)? (2) Has your structure/IDEN provided educational materials below for the current school year or the last year (2011/2012 and 2012/2013)? (3) How many materials, books and equipment were provided to the schools this year (2012-2013)?					
		1) Requested?		2) Provided?		3) How many?
	a) Notebooks	1. Yes []	0. No []	1. Yes []	0. No []	[]
	b) Rubbers	1. Yes []	0. No []	1. Yes []	0. No []	[]
	(c) Pencils/pens	1. Yes []	0. No []	1. Yes []	0. No []	[]
	d) Slates	1. Yes []	0. No []	1. Yes []	0. No []	[]
	e) Chalks	1. Yes []	0. No []	1. Yes []	0. No []	[]
	f) Brackets	1. Yes []	0. No []	1. Yes []	0. No []	[]
	g) Compass	1. Yes []	0. No []	1. Yes []	0. No []	[]
	h) Rapporteurs	1. Yes []	0. No []	1. Yes []	0. No []	[]
	i) Office furniture	1. Yes []	0. No []	1. Yes []	0. No []	[]
	j) Computers	1. Yes []	0. No []	1. Yes []	0. No []	[]

16	How many students (primary school) of your organization (IDEN) have supplies for their own use in this school year (2012-2013)?	4. All	3. Almost all	2. 80% - 50%	1. Less than 50%	0. Person
a) Pencils	[]	[]	[]	[]	[]	[]
b) Workbooks	[]	[]	[]	[]	[]	[]
c) Chalk and slate	[]	[]	[]	[]	[]	[]

More information on the training of primary school teachers and workshops in your jurisdiction/IA

17	How many teachers and school principals participated in the continuous training of teachers during the last school year and the present year (2011/2012 and 2011/2013)?	a) Number of teachers and school principals (2011/2012) []
		b) Number of teachers and school principals (2012-2013) []
18	How many teachers and school principals participated in the continuous training of teachers on community participation during the last school year and the present (2011/2012 and 2011/2013)?	a) Number of teachers and school principals (2011/2012) []
		b) Number of teachers and school principals (2012-2013) []
19	How many teachers have participated in the continuous training of teachers on inclusion (equity between boys and girls in the class) during the last school year and the present (2011/2012 and 2011/2013)?	a) Number of teachers and school principals (2011/2012) []
		b) Number of teachers and school principals (2012-2013) []
20	How many teachers have participated in test/model lessons (pedagogical animation) taught by your organization this school year (2012-2013)?	0. No activity of this kind 1. [] teachers

More information about the services

21	Please answer these two questions for each of the resources or services provided to schools. (1) Has your organization received a request for schools? (2) How many schools your organization has provided support for this year (2013)?		
		1) Received a request?	2) How many schools do you have supported?
a) Hiring of non-teaching staff	1. Yes [] 0. No []	[]	
b) Salary and/or bonuses for non-teaching staff	1. Yes [] 0. No []	[]	
c) Allowances for teachers	1. Yes [] 0. No []	[]	
d) Supply of ingredients or the money for the school canteen	1. Yes [] 0. No []	[]	
e) Construction of additional classrooms	1. Yes [] 0. No []	[]	
f) Provision of grants for the school projects	1. Yes [] 0. No []	[]	
g) Continuing training or workshop for teachers	1. Yes [] 0. No []	[]	
h) Training or workshop for school principals.	1. Yes [] 0. No []	[]	
i) Training or workshop for parents or communities	1. Yes [] 0. No []	[]	

22*	The schools of your jurisdiction/IDEN participated in a special program supported by donors and NGOs below during this year or last year (2011/2012 and 2012/2013)? Select all the appropriate answers for each column [Multiple choice]. Pass if there is no program or support.					
	1) Training, workshop	2) Equipment	3) Furniture	4) Building	5) Food	6) Other (please specify)
a) WFP (World Food Program)	()	()	()	()	()	() []
b) UNICEF	()	()	()	()	()	() []
c) World Bank	()	()	()	()	()	() []
d) CIDA, Canada	()	()	()	()	()	() []
e) USAID, US	()	()	()	()	()	() []
f) JICA, Japan	()	()	()	()	()	() []
g) AFD, France	()	()	()	()	()	() []

23	The capacity of schools to provide education of quality within your jurisdiction was affected by a lack or inadequacy of the following? Please choose an option for each column	
a) Educational materials (e.g. manuals)	1. Much []	2. Somewhat []
b) Budget for supplies (e.g. paper, pencils)	1. Much []	2. Somewhat []
c) Teachers	1. Much []	2. Somewhat []
d) Buildings and school grounds	1. Much []	2. Somewhat []
e) Educational space (e.g. classrooms)	1. Much []	2. Somewhat []
f) Lighting systems	1. Much []	2. Somewhat []
g) Drinking water	1. Much []	2. Somewhat []
h) Toilets	1. Much []	2. Somewhat []
i) Security	1. Much []	2. Somewhat []
j) Special equipment for disabled students	1. Much []	2. Somewhat []

Section E: Information about schools within your jurisdiction>IDEN

1	How many schools are there in your jurisdiction>IDEN?	
a) Public Primary schools	[]	[]
b) Private primary schools	[]	[]
c) Public Colleges	[]	[]
d) Private Colleges	[]	[]
e) Public Universities	[]	[]
f) Private Universities	[]	[]
g) Nursery schools or daycares	[]	[]
2	On how many schools in your jurisdiction do you have the following information?	
a) Number of students	0. No []	1. Some []
b) number of teachers	0. No []	1. Some []
c) Results of the exam (CFEE)	0. No []	1. Some []
d) Presence/absence of teachers	0. No []	1. Some []
e) Name of the school director and of coordinates	0. No []	1. Some []
f) Name of the President of the CGE	0. No []	1. Some []
g) Name of the President of the APE	0. No []	1. Some []
3	Has your organization>IDEN an electronic copy or paper of the Annual Report of Educational Statistics (published by the Ministry of Education)?	1. Yes [] 0. No []
4	Has your organization>IDEN its own regulation/procedure of monitoring for primary schools?	1. Yes [] 0. No []
5	By what means is your organization>IDEN generally informed on schools and students?	
a) Reports from the school principals	0. Never []	1. Sometimes []
b) Telephone calls from the school principals	0. Never []	1. Sometimes []
c) Meetings with school principals	0. Never []	1. Sometimes []
d) Meetings with representatives of the boards of school (CGE or UCGE)	0. Never []	1. Sometimes []
e) Meetings with representatives of associations of parents of student (APE or UAPE)	0. Never []	1. Sometimes []
f) Visits to schools	0. Never []	1. Sometimes []

More information on visits to schools

6	What is the distance between your organization of the following services?	(a) About [] km from the Regional Council (b) About [] km from the Town Hall/House of elected representatives
7	On average, how many times the officers or inspectors of your organization>IDEN visited primary schools last year (2011/2012)?	0. No visit [] 1. Once a year [] 2. Twice a year [] 3. Three times a year or more []
8	What is the proportion of public primary schools who received at least one visit to your organization>IDEN over the last year (2011-2013)?	0. No school [] 1. Less than 50% [] [] 2. 50% - 80% [] 3. More than 80% []
9	Objectives of school visits include the following?	
a) Inspection of schools (school principals and school environment)	1. Yes []	0. No []
b) Inspection of teachers	1. Yes []	0. No []
c) Inspection of infrastructure	1. Yes []	0. No []

d) Inspection of canteens	1. Yes []	0. No []
e) Monitoring of the community participation	1. Yes []	0. No []
f) Monitoring of pedagogical animation activities	1. Yes []	0. No []
g) Professional examinations	1. Yes []	0. No []
h) Other []	1. Yes []	0. No []

More information on the evaluation of students

10	Are the following criteria used to determine the passage of students of CI to CP or of CM1 to CM2 in your jurisdiction>IDEN?	1) From CI to CP	2) From CM1 to CM2
a)	Number of days of attendance	1. Yes [] 0. No []	1. Yes [] 0. No []
b)	Daily behavior in the classroom	1. Yes [] 0. No []	1. Yes [] 0. No []
c)	Exercises or homework in class	1. Yes [] 0. No []	1. Yes [] 0. No []
d)	Quarterly examinations/Standardized evaluations	1. Yes [] 0. No []	1. Yes [] 0. No []
e)	Year-end examination	1. Yes [] 0. No []	1. Yes [] 0. No []
f)	Other, please specify	[]	[]
11	How often teachers of CI and CM2 in your jurisdiction>IDEN give other quarterly publications or end-of-year duties?	a) CP 5. Every day [] 4. Every week or more [] 3. A few times a month [] 2. A few times per quarter [] 1. A few times per year [] 0. No []	b) CM2 5. Every day [] 4. Every week or more [] 3. A few times a month [] 2. A few times per quarter [] 1. A few times per year [] 0. No []
12	How your jurisdiction>IDEN teachers prepare the contents of year-end exams? Please choose all right options	a. There is no end of year exams [] b. Preparing the problems themselves using textbooks and educational guides () c. They use a set of problems (or homework) supplied by others (e.g. inspectors) () d. They use a set of problems (or homework from publications on the market) () e. Other, specify () []	
13	What kind of measures in your jurisdiction>IDEN schools have taken to improve the results of students (e.g. the results to the CFEE) over the past two years (2011/2012 and 2012/2013)?		
a)	Increase in the hours of instruction	1. Yes []	0. No []
b)	Improve the quality of the lessons and give extra lessons	1. Yes []	0. No []
c)	Give more opportunity to students in examinations of the CFEE	1. Yes []	0. No []
d)	Increase in the number of teachers	1. Yes []	0. No []
e)	Teacher training	1. Yes []	0. No []
f)	Trial lesson (pedagogical animation)	1. Yes []	0. No []
g)	Changing the style of teaching in the classroom	1. Yes []	0. No []
h)	Improve the content of classroom exercises and homework	1. Yes []	0. No []
i)	Increase in the number of homework	1. Yes []	0. No []
j)	Give supplies to students	1. Yes []	0. No []
k)	Provide students with workbooks	1. Yes []	0. No []

(14) How often and how schools and students in your jurisdiction>IDEN have been assessed in recent years? Please choose one of the options below. [Unique choice]

	1	2	3	4
[4A1]	<u>Nobody has assessed schools</u>	<u>Schools were assessed regularly after a few years</u>	<u>Schools were assessed regularly after a few years by using the methods of the Ministry of Education</u>	<u>Schools were assessed annually by using the methods of the Ministry of Education</u>
a) Schools	[]	[]	[]	[]
[4A1, 4C] ○	<u>Students do not do standardized evaluations</u>	<u>Assessments of student's learning in primary schools are performed after a certain number of years from representative samples of students</u>	<u>The evaluation of the student's learning in all levels concerned is made periodically (e.g. every three years) for all students of all levels concerned across the country</u>	<u>The evaluation of the student's learning in all levels concerned is made each year for all students at all levels concerned across the country.</u>
b) Students	[]	[]	[]	[]

(15) Do the schools of your jurisdiction/IDEN have received and used the results of the evaluations of schools or students and the recommendations in the last years? Please choose the most appropriate answer from the options below. [Unique choice]
[CRES: needs clarification]

	1	2	3	
[4B/D1] ○	Schools have never received the results of the evaluations of schools or students	Schools have received the results of the evaluation of schools	Schools have received the results of the evaluations of schools and recommendations	[Not applicable]
a) CFEE	[]	[]	[]	
b) National Evaluation System of School Yields (SNERS)	[]	[]	[]	
c) Analysis Program of the Sectorial Education Systems and Evaluation of CONFEMEN (PASEC)	[]	[]	[]	
d) Standardized Evaluations of the IDEN	[]	[]	[]	
[4B/D2]	Schools <u>did not use the results of the evaluations</u> of schools to make instructional adjustments or to change curricular materials	Schools have used the results of evaluations of schools to make <u>instructional and operational adjustments</u>	Schools have used the <u>direct recommendations</u> on the basis of evaluations of schools of ME to make educational and operational adjustments	Schools have used information based on the ratings of schools to make educational, operational and <u>personal adjustments</u>
a) CFEE	[]	[]	[]	[]
b) SNERS	[]	[]	[]	[]
c) PASEC	[]	[]	[]	[]
d) Standardized Evaluations of the IDEN	[]	[]	[]	[]

(16) What are the comparisons that are made using the results of the evaluations in your jurisdiction/IDEN? Please choose the appropriate answers from the options below according to your knowledge. [Multiple choice]

	1	2	3	4
[5C] ○	<u>Comparisons are never made</u> between different types of schools, different regions, or with previous years	<u>Comparisons are made</u> between different types of schools, between regions or rural municipalities/communities, and with previous years	Comparisons are made with <u>previous years for each school</u>	<u>Schools have produced students reports (report card)</u>
a) CFEE	()	()	()	()
b) SNERS	()	()	Not applicable.	Not applicable.
c) PASEC	()	()	Not applicable	Not applicable
d) Standardized Evaluations of the IDEN	()	()	()	()
e) Other []	()	()	()	(9

(17) Who has access to the results of the evaluation of schools and those published students assessments over the past years? Please select all appropriate responses from the options below [multiple choice by column]

	0	1	2	3	4
[4E]	The administration of the inspection	School Director	Teachers	Parents or students	Any member of the community
a) CFEE	()	()	()	()	()
b) SNERS	()	()	()	()	()
c) PASEC	()	()	()	()	()
d) Standardized Evaluations of the IDEN	()	()	()	()	()
e) Other []	()	()	()	()	()

(18) Who decided the aspects about schools in your jurisdiction/IDEN during this school year (2012-2013)? Please select all the appropriate answers from the options below [multiple choice by column]

	1	2	3	4	5	6	7	8
[4B2]	ME	IA	IDEN	Commune /Rural Community	School Director	APE	CGE	Syndicat des enseignants
1) School calendar	()	()	()	()	()	()	()	()
2) Hourly volume of subjects	()	()	()	()	()	()	()	()

Section F: About school councils and associations of parents of students in primary education

School boards and the existing parents of student associations

1	What is the approximate proportion of primary schools that have the following organizations?	
a)	Association des parents d'élève APE	0. No [] 1. Some [] 2. Most or all []
b)	AME	0. No [] 1. Some [] 2. Most or all []
c)	Les CoCGE	0. No [] 1. Some [] 2. Most or all []
2	Is there a Union or Federation of the following organizations in your jurisdiction?	
a)	Associations of parents of student (APE)	1. Yes [] 0. No []
b)	Associations of mothers of student (AME)	1. Yes [] 0. No []
c)	Committees of management of schools (CGE)	1. Yes [] 0. No []

With regard to the management committees of schools (CGE) for primary schools in your jurisdiction (If there is not CGE in your jurisdiction, please skip this section)

3	On average, how many times do you think the CGE hold general meetings (meetings with all members) per academic year?	0. No [], 1. One time [] 2. Two or three times [], 3. More []
4	How often your organization/IDEN officers attend general meetings of the CGE?	0. Never [], 1. Sometimes [], 2. Often []
5	What approximate proportion of the CGE includes a representative of your structure in their offices of the CGE?	0. No [], 1. Sometimes [], 2. Most or all []
6	Approximately how many committees of management of schools (CGE) have submitted or presented the following documents to your organization/IDEN year last or this year (2011/12 or 2012/13)?	
a)	Action plan	0. No [], 1. Some [], 2. Most or all []
b)	Financial report	0. No [], 1. Some [], 2. Most or all []
c)	Progress report	0. No [], 1. Some [], 2. Most or all []
7	Has your organization provided financial support to the CGE?	1. Yes [] 0. No []

About the management boards of school and of associations of parents of student in your jurisdiction. Please choose the answer that, according to you, better describes the situation in your jurisdiction/IDEN. If you do not have any information, put NP.

(8) How representatives of the parents were chosen to be part of the Office of the APE/CGE in schools of your jurisdiction/IDEN last year (2011/2012) or this school year (2012-2013) if they are not yet chosen for this year?

Please choose a response from the following options for the APE and the CGE. [Unique choice]

	1	2	3	4
[Plus1A2]	APE/CGE do not exist	The representatives of the parents were selected by the school principal or community leaders (e.g. the Mayor / PCR)	Representatives of parents were selected by parents, but were not elected	The representatives of the parents were elected by parents
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(9) How **the members of the Office of the APE/CGE** were chosen in schools of your jurisdiction/IDEN? Please choose a response from the following options for the APE and the CGE. [Unique choice]

	1	2	3	4
[Plus1A3] ○	The position does not exist in the Office of the APE/CGE	No selection process for posts in the Office of the APE/or CGE. The organization was led by a person in a predetermined position (school director, for example)	Members of the Office of the APE/CGE were chosen without election by the members of the APE/CGE	The Office of the APE/CGE members were chosen selected by elective way by less members of the APE/CGE
(a) APE				
1) President	[]	[]	[]	[]
2) Vice president				
3) Secretary general/ Executive Secretary or administrative	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/ financial control /auditor / Board of auditor	[]	[]	[]	[]
(b) CGE				
1) President	[]	[]	[]	[]
2) Vice president				
3) Secretary general/ Executive Secretary or administrative	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/ financial control /auditor / Board of auditor	[]	[]	[]	[]

(10) Who has provided **funds** to the APE/CGE? Please select all the actors involved. If there is not such a Fund, please choose “1”. [Multiple choice]

	1	2	3	4	5	6
[Plus1B2] ○	No budget or funds	Parents	Other members of the community who are not parents	School authorities (e.g. IA, IDEN)	Local community (e.g. the Commune)	Others (e.g. NGOs, donors)
a) APE	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()

11) What kind of **expenses** the action plan and the budget of the EPA/CGE have included? Please choose the appropriate options from below responses. If there is not such a Fund, please choose “1” [Multiple choice]

	1	2	3	4
[Plus1B3] ○	APE/CGE <u>has no such a plan</u>	The periodic action plan of the APE/CGE has incorporated “ <u>operating budget</u> ” expenses (cost of the distribution of textbooks)	The periodic action plan of the APE/CGE has integrated <u>civil engineering or infrastructure-related expenses</u>	The periodic action plan of the APE/CGE has integrated the <u>salaries or allowances of teachers</u>
a) APE	()	()	()	()
b) CGE	()	()	()	()

(12) What are the **targets indicators** to which the periodic action plan of the APE/CGE refers (e.g. annually)? Please choose all the appropriate answers from the options below. If such a plan does not exist, please choose “1”. [Multiple choice]

	1	2	3	4
[Plus1B4]	The APE/CGE does not have such a plan	Action plans and periodic budget plan of the APE/CGE made reference to indicators targets (e.g. enrolment and existing exam success rates) (the previous year or the current)	Action plan and periodical budget of the APE/CGE includes indicators targets in terms of access	Action plans and periodic budget plan of the APE/CGE made reference to indicators targets about school outcomes (previous year or the current)
a) APE	()	()	()	()
b) CGE	()	()	()	()

(13) Who has access to the **financial report** of the APE/CGE, which provides information on the budget and actual expenditures? Please choose the most appropriate answer from the options below. If no report, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1C1] ○	<u>The APE/CGE had no financial report</u>	<u>The APE/CGE has had a financial report.</u> The report was transmitted to the members of the office.	<u>The APE/CGE has had a financial report. The report was communicated to the members of the APE/CGE</u> (e.g. the general meeting or by display in table)	<u>The APE/CGE was a financial report.</u> The report was transmitted to the members of the School Council and other actors. (regional administrations and the federations of the APE/CGE)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(14) Who has access to the APE/CGE **periodic progress report**, which includes the state of implementation of the actions foreseen and, where appropriate, the evaluation of targeted educational outcomes? Please choose the most appropriate answer from the options below. In cases where no report, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1C2] ○	<u>The APE/CGE do not produced progress report</u>	<u>The EPA/CGE was an interim report.</u> The report was transmitted to the members of the bureau	The APE/CGE was an interim report. The report was transmitted to the APE/CGE members.(e.g. the general meeting or by display in table)	The APE/CGE was an interim report. The report was available to members of the APE/CGE and other actors (e.g. the regional administrations and the federations of the APE/CGE)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(15) What type of monitoring the IDEN and/or the Commune /CR lead for schools in your jurisdiction? Please choose the most appropriate answer from the options below. If there is no monitoring, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1D3]	<u>There has been no monitoring and no recommendation</u> was given by the administration at the school on any subject	<u>There was a monitoring and guidance has been given to the schools. But have not been taken in integrative themes related to the APE/CGE or business/participation of the community or parents</u> (e.g. monitoring only applies the pedagogical aspect)	There was a follow-up and guidance has been given to the schools. Topics related to the APE/CGE or business/participation of the community or the parents were taken into account.	There was a follow-up and guidance has been given to the schools. Topics related to the APE/CGE or business/participation of the community or the parents were taken into account. There were suggestions for improvement.
a) IDEN	[]	[]	[]	[]
b)Commune//Rural Community	[]	[]	[]	[]

(16) How the action plan APE/CGE is used in the application and planning of the official budget of the Government for the schools in your jurisdiction? Please choose the most appropriate answer from the following options for the APE and the CGE. Please choose "1" if there is no plan of action of the APE/CGE. [Unique choice]

	1	2	3	4
[Plus 1E1]	The APE/CGE do not have such a plan	<u>The action plan of the APE/CGE was not used by the authorities</u>	School action plans were compiled and used by the local authorities (IDEN, local communities)	School action plans were compiled and used as well by the central Government by local authorities (IDEN, local communities and central Government (ME).)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

Section G: Geographical location and environment

1	Approximately what is the population of your jurisdiction/IDEN?	a) Rural [] b) Urban []
2	What is the distribution of the population according to the most widely spoken language in your jurisdiction? Please write the approximate percentage.	a) Wolof []% b) Pulaar []% c) Serer []% d) Diola []% e) Mandingo []% f) Moor []% g) French []%
3	What is the distribution of the population according to religion in your jurisdiction/IDEN? Please write the approximate percentage.	a) Muslims []% b) Christians []% c) Animists []% d) Other []% e) No religion []%
4	What is the percentage of adults literate in your jurisdiction/IDEN?	[] %
5	What is the approximate percentage of the households or homes that are financially disadvantaged?	1. 0 to 10% [] 2. 11 to 25% [] 3. 26 to 50% [] 4. More than 50% []
6	What is the approximate percentage of the households or homes that are financially well-off?	1. 0 to 10% [] 2. 11 to 25% [] 3. 26 to 50% [] 4. More than 50% []

Section H: Documents available at the level of the IDEN

	Title or description of documents (* A copy is available for reference even if the reference dates are different)	a) Availability and collection of documents at the level of the visited IA. 2: Collected. 1: Exists, but is not collected 0: Does not exist	b) Number of digital and photocopied documents (if collected)	c) ID of the photo / and name of the file in the USB	d) Notes (reason the paper is not collected, a small difference on the name or content, need to do a follow-up, etc.)
1a	Status of the IDEN personnel (administrative staff, teachers, supervisors, junior staff and external staff) *		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
1b	List of administrative staff of IA and their functions *		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
2a	A copy of PERD (Department Plan of the Education Development) Only PDDE *		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
2b	A copy of POBA (Operating Plan and Annual Budget) default 2012-2013		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
3	Year-end report * 2011-2012		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
4	General report of year * 2012-2013		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		

5	Statistical report or data statistics by schools 2011-2012 (IDEN)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
6	Budget annuel de l'IDEN *2012		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
7	Presentation document of the results of the CFEE at regional level of 2012 *		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
8	Summary of the results of the standardized evaluations by school of a quarter of the school year 2012-2013 or 2011-2012		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
9	Summary of the departmental document on the results of standardized assessments * for the 1st quarter 2012-2013 or 2011-2012		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
10 a	Bulletin of inspection of the Director * for the year 2012-2013 or 2011-2012		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
10 b	Summary document of the circular inspection of all schools visited for the 2011-2012 year		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
11	Annual departmental synthesis of the time quantum (presented by district if possible) * for the year (2011-2012)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
12	Receipt / delivery of manuals, handbooks and curriculum documents * 2012-2013		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
13	Document of distribution of the manuals, guides and curriculum documents by school * 201 2-2013		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
14	Expression of need of IDEN in school didactic materials and others and others from the local community * 2012-2013 or 2011-2012		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
15	Purchase order/delivery of furniture and teaching materials		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
16	Order of distribution furniture and didactic materials * by school (2012-2013)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
17	Summary of the action plans of the CGEs (2011-2012 to 2012-2013)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		
18	Synthesis from the most recent school projects (2011-2012 to 2012-2013)		1) Photocopy [] pages 2) Photo [] file 3) USB [] file		

Report of visits

Day of visit		Name of the team of interviewers	
ID de the target		Type	
Name of the target			
Interviewed			
Start time		End time	
Needs to be visit again and reason			
Number of responses (NP)		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			

System assessment for Better Education Results (SABER): In-depth Study of School Autonomy and Accountability(SAA) :

**SABER-SAA PLUS TOOL FOR ASSESSMENT OF POLICY IMPLEMENTATION:
Questionnaire for the School Administration at the Provincial/IA Level**

05/08/2013[E]

(A) **IA** Identification: Before starting the interview, please check whether the following information is correct and put a check mark in column (b). [Fill the names in the column (a) **before visiting the IA.**]

		(a) Name	(b) Check if it is correct
1	IA		[]
2	ID IA		[]

(B) Identification of contact: Before starting the interview, please check whether the following information is correct.
[Fill the names in the column (a) **before visiting the IA**]

		(a) Information	(b) Check if it is correct
1	Family name and given name of the IA		[]
2	Sex	() 1. Male () 2. Female	[]
3	Mobile number		[]
4	Telephone number of the IA (Please write "None" if there is no telephone number)		[]

(C) Field Survey Team [The team will fill in this section just after the survey is finished and then the regional coordinator will check and fill in this section. In addition, a central team member may check it during the monitoring visits.]

	Position/Tasks	(a) Name	(b) Date of visits	(c) Check completed	(d) Remarks (e.g. necessity of follow up visit)
1	Team Leader			[]	
2	Surveyor 1			[]	
3	Surveyor 2			[]	
4	Regional Coordinator			[]	
5	Central Team member			[]	

D) Data Entry Team [The team will fill in this section while carrying out their tasks.]

	Position /Tasks	(a) Name	(b) Date of task	(c) Remarks (e.g. necessity of clarification)
1	Data check			
2	Document check			
3	Data entry			
4	Data entry check			

Section A. Leaderships

About the Head of Office of the IA

1	What is the age of the head of the IA?	[] years
2	How many years have you (the head of the IA) been in the current position?	[] years
3	What is the highest academic degree of you (IA)?	1. Primary School (1-6) CFEE [] 2. Junior Secondary BFEM, BEPC (7-10) [] 3. Senior Secondary Baccalauréat (11-13) [] 4. University/College DUEL/DUES (14-16) [] 5. Licensed Degree 6. Master 7. Master or more 0 = No Schooling []
4	Professional diplomas obtained	1. CEAP [] 2. CAP [] 3. CAEM 4. CAES [] 5. CAIAEE [] 6. CAIEE/CAIEP []
5	Have you (IA) worked in the following positions or sectors?	
a)	Personnel of other educational administration	1. Yes [] 0. No []
b)	Personnel of other public administration	1. Yes [] 0. No []
c)	Director of school	1. Yes [] 0. No []
d)	Teacher	1. Yes [] 0. No []
e)	Private formal sector	1. Yes [] 0. No []
f)	Personnel of other educational administration	1. Yes [] 0. No []
6	What is the employment status of the IA?	1. Civil servant/permanent [] 2. Contract [] 3. Volunteer []
7	Have you (IA) received an initial training for your current position?	1. Yes [] 0. No []
8	Do you (IA) speak the main local language?	. Yes [] 0. No []
9	Do you (IA) often use a mobile phone to communicate with school directors?	2. Yes [] 1. Rarely [] 0. Never []

Section B: Organizational capacity (structure, staffing)

Staffing

1*	What is the number of staff of the IA by gender?	a) Male [] b) Female []
2*	What is the number of staff by employment status?	a) Civil servant/permanent [] b) Contract [] c) Volunteer []
3*	What is the number of staff in the following departments or equivalent functions at your organization?	
a)	Secretariat or department of general administration	[]
b)	Department of finance and budget	[]
c)	Department of human resources	[]
d)	Department of statistics and planning	[]
e)	Department of examinations and contests (Teacher development)	
f)	Department of service (maintenance, etc.)	[]
g)	Other. Specify []	[]
4*	* Has your organization's staff received training on the following topics this year or last year? If yes, please write down the number of staff who were trained? If Yes, please write the number of employees who have been trained.	
a)	Community participation including education	1. Yes [] 0. No [] []staff
b)	Equity and inclusion (e.g. education for girls and disability)	1. Yes [] 0. No [] []staff
c)	Planning, managing and/or monitoring	1. Yes [] 0. No [] []staff
5#	Does your office/organization keep a record of staff's absences and presence?	1. Yes [] 2. No []

Operations

6*	Since when this organization (IA) has started to operate?	Year []
7*	Does your organization (IA) perform the following tasks for primary schools in your district?	
a)	Providing operational budget and grant to schools	1. Yes [] 0. No []
b)	Providing educational resources to school	1. Yes [] 0. No []
c)	Pay the salary to teachers	1. Yes [] 0. No []
d)	Employment of permanent teachers	1. Yes [] 0. No []
e)	Employment of contract teachers	1. Yes [] 0. No []
f)	Employment of volunteer teachers	1. Yes [] 0. No []
g)	Monitoring schools and teachers	1. Yes [] 0. No []
h)	Supporting school councils (CGEs)	1. Yes [] 0. No []
i)	Supporting parental associations (APEs)	1. Yes [] 0. No []
j)	Others, please specify	1. Yes [] 0. No []

Office conditions

8*	Does your organization have the following facilities and equipment? Please also indicate the number for items (d) to (j)		
a)	Lighting system	1. Yes [] 0. No []	
b)	Running water	1. Yes [] 0. No []	
c)	Air conditioners	1. Yes [] 0. No []	
d)	Small car	1. Yes [] 0. No []	[] cars
e)	Vehicle 4X4	1. Yes [] 0. No []	[]
f)	Motorcycle/ bicycle	1. Yes [] 0. No []	[]
g)	Telephone	1. Yes [] 0. No []	[]
h)	Fax	1. Yes [] 0. No []	[]
i)	Copier	1. Yes [] 0. No []	[]
j)	PC	1. Yes [] 0. No []	[]

Section C: Finance and budget

1. Revenues

(1) What were the sources of financing of education for the last year (2012)?

Sources		Education in general		Primary education	
		Budget (FCFA)	Actual Budget (FCFA)	Budget (FCFA)	Actual Budget (FCFA)
State	a) Ministry of Education	[]	[]	[]	[]
	b) Others	[]	[]	[]	[]
Decentralised level	c) IA	[]	[]	[]	[]
Local communities	d) Major and rural communities	[]	[]	[]	[]
Technical and financial partners	e)	[]	[]	[]	[]
Private/ OSC	f) Parents	[]	[]	[]	[]
	g) APE	[]	[]	[]	[]
	h) CGE	[]	[]	[]	[]
	i) Religious Institutions	[]	[]	[]	[]
	j) Companies	[]	[]	[]	[]
	k) NGOs and other OSCs	[]	[]	[]	[]
Others	l)	[]	[]	[]	[]

2. Spending

(2) What were the expenditures for education in your district (IA) last year (2012)?

			Education in general		Primary education		
			Actual Budget (FCFA)	Budget (FCFA)	Actual Budget (FCFA)	Budget (FCFA)	
Salaries and bonuses	Teachers	a) Total	[]	[]	[]	[]	
		b) Civil servant	[]	[]	[]	[]	
		c) Contract	[]	[]	[]	[]	
		d) Volunteer	[]	[]	[]	[]	
Non-teaching staff		e) Total	[]	[]	[]	[]	
		f) Other administrative and teaching staff	[]	[]	[]	[]	
		g) Support staff (guardian, housekeepers etc.)	[]	[]	[]	[]	
		h) Other	[]	[]	[]	[]	
Infrastructure	Construction educational infrastructure	i) Total	[]	[]	[]	[]	
			j) Schools	[]	[]	[]	[]
			k) Classrooms	[]	[]	[]	[]
			l) Others (latrines, housing, drilling, etc.)	[]	[]	[]	[]
	Rehabilitation educational facilities		m) Not clear	[]	[]	[]	[]
			n) Total	[]	[]	[]	[]
			o) Schools	[]	[]	[]	[]
			p) Classrooms	[]	[]	[]	[]
			q) Others (latrines, housing, drilling, etc.)	[]	[]	[]	[]
			r) Not clear	[]	[]	[]	[]
Equipment (acquisition and maintenance)	Educational and didactic materials	s) Total	[]	[]	[]	[]	
			t) Textbooks (students)	[]	[]	[]	[]
			u) Educational manuals (teachers)	[]	[]	[]	[]
			v) School supplies	[]	[]	[]	[]
			w) Equipment of classrooms	[]	[]	[]	[]
			x) Other (specify)	[]	[]	[]	[]
	Equipment and computer supplies	y) Total	[]	[]	[]	[]	
	Other (specify)	z)	[]	[]	[]	[]	

Services		Total				
	Cultural and sporting activities (celebrations, ceremonies, etc.)	aa)	[]	[]	[]	[]
	Training (seminars, etc.)	ab)	[]	[]	[]	[]
	Health and nutrition (canteen, etc.)	ac)	[]	[]	[]	[]
	Other (specify)	ad)	[]	[]	[]	[]

(3) How much have you spent on your organization (IA) last year (2012)?

			Budget (FCFA)	Actual Budget (FCFA)
Salaries	Administrative	a)	[]	[]
	Other	b)	[]	[]
Administrative Infrastructure	Construction	c)	[]	[]
	Rehabilitation	d)	[]	[]
Equipment (acquisition and maintenance)	Equipment and computer supplies	e)	[]	[]
	Vehicles	f)	[]	[]
	Equipment and office supplies	g)	[]	[]
	Other (specify)	h)	[]	[]
Services	Examinations, tests, competitions	i) Total	[]	[]
		j) National Exams	[]	[]
		k) Standardized Tests	[]	[]
	Transport and travel/displacement	l)	[]	[]
		m) Fuel	[]	[]
	Other (specify)	n)	[]	[]

Section D: Resources for public primary education

About the management of the operating budget and resources for public primary schools

(1) Who bought and distributed textbooks to primary schools in your jurisdiction (IA) during this school year (2012-2013)? Please choose the appropriate answers from the options below. If schools have not received textbooks this year, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[IA1]	Person	ME	IA	IDEN	Major/Rural Community	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()

(2) Who bought and distributed educational material apart from textbooks to schools in your jurisdiction (IA) during this school year (2012-2013)? Please choose the appropriate answers from the options below. If the schools did not receive this type of material this year, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[IA1]	Person	ME	IA	IDEN	Major/Rural Community	School Director	APE	CGE
a) Purchase	()	()	()	()	()	()	()	()
b) Distribution to schools	()	()	()	()	()	()	()	()

(3) That your jurisdiction/IA schools have received additional funds for education this school year or the last (2011/2012 and 2012/2013)? Please choose the appropriate answers from the options below. If schools have not received additional funds, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[1C]	Person	ME	IA	IDEN	Major/Rural Community	School Director	APE	CGE
a) Additional funding	()	()	()	()	()	()	()	()

(4) Who has managed the budget of the "project of school" provided to schools in your jurisdiction this school year or the last (2011/2012 and 2012/2013)? Please choose the appropriate answers from the options below. If no education allowance has been received, please choose "0". [Multiple choice]

	0	1	2	3	4	5	6	7
[1A4]	Person	ME	IA	IDEN	Major/Rural Community	School Director	APE	CGE
a) Education allowance	()	()	()	()	()	()	()	()

About the management of staff for public primary schools

(5) Are the school boards in your jurisdiction/IA involved in the maintenance or transfer of teachers? Please answer to the APE and the CGE [Unique choice]

	1	2	3	4
[2 B]	The school boards <u>have no say with regard to issues of staff at the level of the school.</u>	The school councils <u>are consulted on the hiring/appointing of teachers or have a right of veto. Or the school boards require the transfer of a teacher for incompetence or serious violations of staff rules.</u>	The school boards <u>hire/appoint the teachers. School boards require the transfer of a teacher for incompetence or serious violations of staff rules</u>	School boards <u>do not supervise teachers because formal mechanisms for reporting work well already. Sometimes, the school boards use these formal mechanisms to require management measures concerning teachers</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(6) Who manages the following administrative cases concerning school principals in your jurisdiction/IA? [Multiple choice required]

	1	2	3	4	5	6	7	8
[2C]	ME	HRD Department	IA	IDEN	Municipality /Rural Commune	School Director	APE	CGE
(a) Hiring/recruiting	()	()	()	()	()	()	()	()
(b) Deployment/appointment	()	()	()	()	()	()	()	()
(c) Performance evaluation	()	()	()	()	()	()	()	()
(d) Reference	()	()	()	()	()	()	()	()

7	How many students (primary school) of your organization (IA) have supplies for their own use in this school year (2012-2013)?					
	4. All	3. Almost all	2. 80% - 50%	1. Less than 50%	0. Person	
a) Pencils	[]	[]	[]	[]	[]	[]
b) Workbooks	[]	[]	[]	[]	[]	[]
c) Chalk and slate	[]	[]	[]	[]	[]	[]

More information on the training of primary school teachers and workshops in your jurisdiction/IA

8	How many teachers and school principals participated in the continuous training of teachers during the last school year and the present year (2011/2012 and 2011/2013)?	a) Number of teachers and school principals (2011/2012) [] b) Number of teachers and school principals (2012-2013) []
9	How many teachers and school principals participated in the continuous training of teachers on community participation during the last school year and the present (2011/2012 and 2011/2013)?	a) Number of teachers and school principals (2011/2012) [] b) Number of teachers and school principals (2012-2013) []

10	How many teachers have participated in the continuous training of teachers on inclusion (equity between boys and girls in the class) during the last school year and the present (2011/2012 and 2011/2013)?	a) Number of teachers and school principals (2011/2012) [] b) Number of teachers and school principals (2012-2013) []
11	How many teachers have participated in test/model lessons (pedagogical animation) taught by your organization this school year (2012-2013)?	0. No activity of this kind 1. [] teachers

More information about the services

12	Please answer these two questions for each of the resources or services provided to schools. (1) Has your organization received a request for schools? (2) How many schools your organization has provided support for this year (2013)?		
		1) Received a request?	2) How many schools do you have supported?
a)	Hiring of non-teaching staff	1. Yes [] 0. No []	[]
b)	Salary and/or bonuses for non-teaching staff	1. Yes [] 0. No []	[]
c)	Allowances for teachers	1. Yes [] 0. No []	[]
d)	Supply of ingredients or the money for the school canteen	1. Yes [] 0. No []	[]
e)	Construction of additional classrooms	1. Yes [] 0. No []	[]
f)	Provision of grants for the school projects	1. Yes [] 0. No []	[]
g)	Continuing training or workshop for teachers	1. Yes [] 0. No []	[]
h)	Training or workshop for school principals.	1. Yes [] 0. No []	[]
i)	Training or workshop for parents or communities	1. Yes [] 0. No []	[]

13*	The schools of your jurisdiction/IA participated in a special program supported by donors and NGOs below during this year or last year (2011/2012 and 2012/2013)? Select all the appropriate answers for each column [Multiple choice]. Pass if there is no program or support.					
	1) Training, workshop	2) Equipment	3) Furniture	4) Building	5) Food	6) Other (please specify)
a)	WFP (World Food Program)	()	()	()	()	() []
d)	UNICEF	()	()	()	()	() []
e)	World Bank	()	()	()	()	() []
f)	CIDA, Canada	()	()	()	()	() []
g)	USAID, US	()	()	()	()	() []
h)	JICA, Japan	()	()	()	()	() []
i)	AFD, France	()	()	()	()	() []

14	The capacity of schools to provide education of quality within your jurisdiction was affected by a lack or inadequacy of the following? Please choose an option for each column			
a)	Educational materials (e.g. manuals)	1. Much []	2. Somewhat []	3. A bit [] 0. No []
b)	Budget for supplies (e.g. paper, pencils)	1. Much []	2. Somewhat []	3. A bit [] 0. No []
c)	Teachers	1. Much []	2. Somewhat []	3. A bit [] 0. No []
d)	Buildings and school grounds	1. Much []	2. Somewhat []	3. A bit [] 0. No []
e)	Educational space (e.g. classrooms)	1. Much []	2. Somewhat []	3. A bit [] 0. No []
f)	Lighting systems	1. Much []	2. Somewhat []	3. A bit [] 0. No []
g)	Drinking water	1. Much []	2. Somewhat []	3. A bit [] 0. No []
h)	Toilets	1. Much []	2. Somewhat []	3. A bit [] 0. No []
i)	Security	1. Much []	2. Somewhat []	3. A bit [] 0. No []
j)	Special equipment for disabled students	1. Much []	2. Somewhat []	3. A bit [] 0. No []

Section E: Information about schools within your jurisdiction/IA

1	How many schools are there in your jurisdiction/IA?	
a)	Public Primary schools	[] []
b)	Private primary schools	[] []
c)	Public Colleges	[] []
d)	Private Colleges	[] []
e)	Public Universities	[] []
f)	Private Universities	[] []
g)	Nursery schools or daycares	[] []
2	On how many schools in your jurisdiction do you have the following information?	
a)	Number of students	0. No [], 1. Some [], 2. Most or all []
b)	number of teachers	0. No [], 1. Some [], 2. Most or all []
c)	Results of the exam (CFEE)	0. No [], 1. Some [], 2. Most or all []
d)	Presence/absence of teachers	0. No [], 1. Some [], 2. Most or all []
e)	Name of the school director and of coordinates	0. No [], 1. Some [], 2. Most or all []
f)	Name of the President of the CGE	0. No [], 1. Some [], 2. Most or all []
g)	Name of the President of the APE	0. No [], 1. Some [], 2. Most or all []
3	Has your organization/IA an electronic copy or paper of the Annual Report of Educational Statistics (published by the Ministry of Education)?	1. Yes [] 0. No []
4	Has your organization/IA its own regulation/procedure of monitoring for primary schools?	1. Yes [] 0. No []
5	By what means is your organization/IA generally informed on schools and students?	
a)	Reports from local school authorities (IDEN)	0. Never [], 1. Sometimes [], 2. Often []
b)	Telephone call or e-mail message from school authorities local (IDEN)	0. Never [], 1. Sometimes [], 2. Often []
c)	Meetings with local school authorities (IDEN)	0. Never [], 1. Sometimes [], 2. Often []
d)	Reports from the school principals	0. Never [], 1. Sometimes [], 2. Often []
e)	Telephone calls from the school principals	0. Never [], 1. Sometimes [], 2. Often []
f)	Meetings with school principals	0. Never [], 1. Sometimes [], 2. Often []
g)	Meetings with representatives of the boards of school (CGE or UCGE)	0. Never [], 1. Sometimes [], 2. Often []
h)	Meetings with representatives of associations of parents of student (APE or UAPE)	0. Never [], 1. Sometimes [], 2. Often []
i)	Visits to schools	0. Never [], 1. Sometimes [], 2. Often []

More information on visits to schools

6	What is the distance between your organization of the following services?	(a) About [] km from the Regional Council (b) About [] km from the Town Hall/House of elected representatives
7	On average, how many times the officers or inspectors of your organization/IA visited primary schools last year (2011/2012)?	0. No visit [] 1. Once a year [], 2. Twice a year [] 3. Three times a year or more []
8	What is the proportion of public primary schools who received at least one visit to your organization/IA over the last year (2011-2013)?	0. No school [] 1. Less than 50% [] [] 2. 50% - 80% [] 3. More than 80% []
9	Objectives of school visits include the following?	
a)	Inspection of schools (school principals and school environment)	1. Yes [] 0. No []
b)	Inspection of teachers	1. Yes [] 0. No []
c)	Inspection of infrastructure	1. Yes [] 0. No []
d)	Inspection of canteens	1. Yes [] 0. No []
e)	Monitoring of the community participation	1. Yes [] 0. No []
f)	Monitoring of pedagogical animation activities	1. Yes [] 0. No []
g)	Professional examinations	1. Yes [] 0. No []
h)	Other []	1. Yes [] 0. No []

More information on the evaluation of students

10	Are the following criteria used to determine the passage of students of CI to CP or of CM1 to CM2 in your jurisdiction/IA?	1) From CI to CP		2) From CM1 to CM2	
a)	Number of days of attendance	1. Yes []	0. No []	1. Yes []	0. No []
b)	Daily behavior in the classroom	1. Yes []	0. No []	1. Yes []	0. No []
c)	Exercises or homework in class	1. Yes []	0. No []	1. Yes []	0. No []
d)	Quarterly examinations/Standardized evaluations	1. Yes []	0. No []	1. Yes []	0. No []
e)	Year-end examination	1. Yes []	0. No []	1. Yes []	0. No []
f)	Other, please specify	1. Yes [] []		1. Yes [] []	
11	How often teachers of CI and CM2 in your jurisdiction/IA give other quarterly publications or end-of-year duties?	a) CP 5. Every day [] 4. Every week or more [] 3. A few times a month [] 2. A few times per quarter [] 1. A few times per year [] 0. No []		b) CM2 5. Every day [] 4. Every week or more [] 3. A few times a month [] 2. A few times per quarter [] 1. A few times per year [] 0. No []	
12	How your jurisdiction/IA teachers prepare the contents of year-end exams? Please choose all right options	a. There is no end of year exams [] b. Preparing the problems themselves using textbooks and educational guides () c. They use a set of problems (or homework) supplied by others (e.g. inspectors) () d. They use a set of problems (or homework from publications on the market) () e. Other, specify () []			
13	What kind of measures in your jurisdiction/IA schools have taken to improve the results of students (e.g. the results to the CFEE) over the past two years (2011/2012 and 2012/2013)?				
a)	Increase in the hours of instruction	1. Yes []	0. No []		
b)	Improve the quality of the lessons and give extra lessons	1. Yes []	0. No []		
c)	Give more opportunity to students in examinations of the CFEE	1. Yes []	0. No []		
d)	Increase in the number of teachers	1. Yes []	0. No []		
e)	Teacher training	1. Yes []	0. No []		
f)	Trial lesson (pedagogical animation)	1. Yes []	0. No []		
g)	Changing the style of teaching in the classroom	1. Yes []	0. No []		
h)	Improve the content of classroom exercises and homework	1. Yes []	0. No []		
i)	Increase in the number of homework	1. Yes []	0. No []		
j)	Give supplies to students	1. Yes []	0. No []		
k)	Provide students with workbooks	1. Yes []	0. No []		

(14) How often and how schools and students in your jurisdiction/IA have been assessed in recent years? Please choose one of the options below. [Unique choice]

	1	2	3	4
[4A1]	<u>Nobody has assessed schools</u>	<u>Schools were assessed regularly after a few years</u>	<u>Schools were assessed regularly after a few years by using the methods of the Ministry of Education</u>	<u>Schools were assessed annually by using the methods of the Ministry of Education</u>
a) Schools	[]	[]	[]	[]
[4A1, 4C] ○	<u>Students do not do standardized evaluations</u>	<u>Assessments of student's learning in primary schools are performed after a certain number of years from representative samples of students</u>	<u>The evaluation of the student's learning in all levels concerned is made periodically (e.g. every three years) for all students of all levels concerned across the country</u>	<u>The evaluation of the student's learning in all levels concerned is made each year for all students at all levels concerned across the country.</u>
b) Students	[]	[]	[]	[]

(15) Do the schools of your jurisdiction/IA have received and used the results of the evaluations of schools or students and the recommendations in the last years? Please choose the most appropriate answer from the options below. [Unique choice].

	1	2	3	
[4B/D1] ○	Schools have never received the results of the evaluations of schools or students	Schools have received the results of the evaluation of schools	Schools have received the results of the evaluations of schools and recommendations	[Not applicable]
a) CFEE	[]	[]	[]	
b) National Evaluation System of School Yields (SNERS)	[]	[]	[]	
c) Analysis Program of the Sectorial Education Systems and Evaluation of CONFEMEN (PASEC)	[]	[]	[]	
d) Standardized Evaluations of the IDEN	[]	[]	[]	
[4B/D2]	Schools <u>did not use the results of the evaluations</u> of schools to make instructional adjustments or to change curricular materials	Schools have used the results of evaluations of schools to make <u>instructional and operational adjustments</u>	Schools have used the <u>direct recommendations</u> on the basis of evaluations of schools of ME to make educational and operational adjustments	Schools have used information based on the ratings of schools to make educational, operational and <u>personal adjustments</u>
a) CFEE	[]	[]	[]	[]
b) SNERS	[]	[]	[]	[]
c) PASEC	[]	[]	[]	[]
d) Standardized Evaluations of the IDEN	[]	[]	[]	[]

(16) What are the comparisons that are made using the results of the evaluations in your jurisdiction/IA? Please choose the appropriate answers from the options below according to your knowledge. [Multiple choice]

	1	2	3	4
[5C] ○	<u>Comparisons are never made</u> between different types of schools, different regions, or with previous years	<u>Comparisons are made</u> between different types of schools, between regions or rural municipalities/communities, and with previous years	Comparisons are made with <u>previous years for each school</u>	<u>Schools have produced students reports (report card)</u>
a) CFEE	()	()	()	()
b) SNERS	()	()	Not applicable.	Not applicable.
c) PASEC	()	()	Not applicable	Not applicable
d) Standardized Evaluations of the IDEN	()	()	()	()

(17) Who has access to the results of the evaluation of schools and those published students assessments over the past years? Please select all appropriate responses from the options below [multiple choice by column]

	0	1	2	3	4
[4E]	The administration of the inspection	School Director	Teachers	Parents or students	Any member of the community
a) CFEE	()	()	()	()	()
b) SNERS	()	()	()	()	()
c) PASEC	()	()	()	()	()
d) Standardized Evaluations of the IDEN	()	()	()	()	()
e) Other []	()	()	()	()	()

(18) Who decided the aspects about schools in your jurisdiction/IA during this school year (2012-2013)? Please select all the appropriate answers from the options below [multiple choice by column]

	1	2	3	4	5	6	7	8
[4B2]	ME	IA	IDEN	Municipality/Rural Community	School Director	APE	CGE	Syndicat des enseignants
a) School calendar	()	()	()	()	()	()	()	()
b) Hourly volume of subjects	()	()	()	()	()	()	()	()

Section F: About school councils and associations of parents of students in primary education

School boards and the existing parents of student associations

1	What is the approximate proportion of primary schools that have the following organizations?	
a) APE	0. No []	1. Some [] 2. Most or all []
b) AME	0. No []	1. Some [] 2. Most or all []
c) CGE	0. No []	1. Some [] 2. Most or all []
2	Is there a Union or Federation of the following organizations in your jurisdiction?	
a) Associations of parents of student (APE)	1. Yes []	0. No []
b) Committees of management of schools (CGE)	1. Yes []	0. No []

With regard to the management committees of schools (CGE) for primary schools in your jurisdiction **(If there is not CGE in your jurisdiction, please skip this section)**

3	On average, how many times do you think the CGE hold general meetings (meetings with all members) per academic year?	0. No [], 1. One time [] 2. Two or three times [], 3. More []
4	How often your organization/IA officers attend general meetings of the CGE?	0. Never [], 1. Sometimes [], 2. Often []
5	What approximate proportion of the CGE includes a representative of your structure in their offices of the CGE?	0. No [], 1. Sometimes [], 2. Most or all []
6	Approximately how many committees of management of schools (CGE) have submitted or presented the following documents to your organization/IA year last or this year (2011/12 and 2012/13)?	
a) Action plan	0. No [], 1. Some [], 2. Most or all []	
b) Financial report	0. No [], 1. Some [], 2. Most or all []	
c) Progress report	0. No [], 1. Some [], 2. Most or all []	
7	Has your organization provided financial support to the CGE?	1. Yes [] 0. No []

About the management boards of school and of associations of parents of student in your jurisdiction. Please choose the answer that, according to you, better describes the situation in your jurisdiction/IA. If you do not have any information, put NP.

(8) How representatives of the parents were chosen to be part of the Office of the APE/CGE in schools of your jurisdiction/IA last year (2011/2012) or this school year (2012-2013) if they are not yet chosen for this year?

Please choose a response from the following options for the APE and the CGE. [Unique choice]

	1	2	3	4
[Plus1A2]	APE/CGE do not exist	The representatives of the parents were selected by the school principal or community leaders (e.g. the Mayor / PCR)	Representatives of parents were selected by parents, but were not elected	The representatives of the parents were elected by parents
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(9) How **the members of the Office of the APE/CGE** were chosen in schools of your jurisdiction/IA? Please choose a response from the following options for the APE and the CGE. [Unique choice]

	1	2	3	4
[Plus1A3] ○	The position does not exist in the Office of the APE/CGE	No selection process for posts in the Office of the APE/or CGE. The organization was led by a person in a predetermined position (school director, for example)	Members of the Office of the APE/CGE were chosen without election by the members of the APE/CGE	The Office of the APE/CGE members were chosen selected by elective way by less members of the APE/CGE
(a) APE				
1) President	[]	[]	[]	[]
2) Vice president				
3) Secretary general/ Executive Secretary or administrative	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/ financial control /auditor / Board of auditor	[]	[]	[]	[]
(b) CGE				
1) President	[]	[]	[]	[]
2) Vice president				
3) Secretary general/ Executive Secretary or administrative	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/ financial control /auditor / Board of auditor	[]	[]	[]	[]

(10) Who has provided **funds** to the APE/CGE? Please select all the actors involved. If there is not such a Fund, please choose “1”. [Multiple choice]

	1	2	3	4	5	6
[Plus1B2] ○	No budget or funds	Parents	Other members of the community who are not parents	School authorities (e.g. ME, IA, IDEN)	Local authorities (e.g. the Commune)	Others (e.g. NGOs, donors)
a) APE	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()

(11) What kind of **expenses** the action plan and the budget of the EPA/CGE have included? Please choose the appropriate options from below responses. If there is not such a Fund, please choose “1” [Multiple choice]

	1	2	3	4
[Plus1B3] ○	APE/CGE <u>has no such a plan</u>	The periodic action plan of the APE/CGE has incorporated “ <u>operating budget</u> ” expenses (cost of the distribution of textbooks)	The periodic action plan of the APE/CGE has integrated <u>civil engineering or infrastructure-related expenses</u>	The periodic action plan of the APE/CGE has integrated the <u>salaries or allowances of teachers</u>
a) APE	()	()	()	()
b) CGE	()	()	()	()

(12) What are the **targets indicators** to which the periodic action plan of the APE/CGE refers (e.g. annually)? Please choose all the appropriate answers from the options below. If such a plan does not exist, please choose “1”. [Multiple choice]

	1	2	3	4
[Plus1B4]	The APE/CGE does not have such a plan	Action plans and periodic budget plan of the APE/CGE made reference to indicators targets (e.g. enrolment and existing exam success rates) (the previous year or the current)	Action plan and periodical budget of the APE/CGE includes indicators targets in terms of access	Action plans and periodic budget plan of the APE/CGE made reference to indicators targets about school outcomes (previous year or the current)
a) APE	()	()	()	()
b) CGE	()	()	()	()

(13) Who has access to the **financial report** of the APE/CGE, which provides information on the budget and actual expenditures? Please choose the most appropriate answer from the options below. If no report, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1C1] ○	<u>The APE/CGE had no financial report</u>	<u>The APE/CGE has had a financial report.</u> The report was transmitted to the members of the office.	<u>The APE/CGE has had a financial report. The report was communicated to the members of the APE/CGE</u> (e.g. the general meeting or by display in table)	<u>The APE/CGE was a financial report.</u> The report was transmitted to the members of the School Council and other actors. (regional administrations and the federations of the APE/CGE)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(14) Who has access to the APE/CGE **periodic progress report**, which includes the state of implementation of the actions foreseen and, where appropriate, the evaluation of targeted educational outcomes? Please choose the most appropriate answer from the options below. In cases where no report, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1C2] ○	<u>The APE/CGE do not produced progress report</u>	<u>The EPA/CGE was an interim report.</u> The report was transmitted to the members of the bureau	The APE/CGE was an interim report. The report was transmitted to the APE/CGE members.(e.g. the general meeting or by display in table)	The APE/CGE was an interim report. The report was available to members of the APE/CGE and other actors (e.g. the regional administrations and the federations of the APE/CGE)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(15) What type of monitoring the IA and/or the Municipality/CR lead for schools in your jurisdiction? Please choose the most appropriate answer from the options below. If there is no monitoring, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1D3]	<u>There has been no monitoring and no recommendation</u> was given by the administration at the school on any subject	<u>There was a monitoring and guidance has been given to the schools. But have not been taken in integrative themes related to the APE/CGE or business/participation of the community or parents</u> (e.g. monitoring only applies the pedagogical aspect)	There was a follow-up and guidance has been given to the schools. Topics related to the APE/CGE or business/participation of the community or the parents were taken into account.	There was a follow-up and guidance has been given to the schools. Topics related to the APE/CGE or business/participation of the community or the parents were taken into account. There were suggestions for improvement.
a) IA	[]	[]	[]	[]
b) Municipality/Rural Community	[]	[]	[]	[]

(16) How the action plan APE/CGE is used in the application and planning of the official budget of the Government for the schools in your jurisdiction? Please choose the most appropriate answer from the following options for the APE and the CGE. Please choose "1" if there is no plan of action of the APE/CGE. [Unique choice]

	1	2	3	4
[Plus 1E1]	The APE/CGE do not have such a plan	<u>The action plan of the APE/CGE was not used by the authorities</u>	School action plans were compiled and used by the local authorities (IA, IDEN, local communities)	School action plans were compiled and used as well by the central Government by local authorities (IA, local communities and central Government (ME).)
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

Section G: Geographical location and environment

	Title or description of documents (* A copy is available for reference even if the reference dates are different)	a) Availability and collection of documents at the level of the visited IA. 2: Collected. 1: Exists, but is not collected 0: Does not exist	b) Number of digital and photocopied documents (if collected)	c) ID of the photo / and name of the file in the USB	d) Notes (reason the paper is not collected, a small difference on the name or content, need to do a follow-up, etc.)
1a	Status of the IA personnel (administrative staff, teachers, supervisors, junior staff and external staff)*		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
1b	List of administrative staff of IA and their functions*		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
2a	A copy of PERD (Department Plan of the Education Development) Only PDDE *		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
2b	A copy of POBA (Operating Plan and Annual Budget) default 2012 2013		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
3	Year-end report / Performance Report *2011-2012		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
4	General report of year 2012-2013		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
5	Statistical report or data statistics by schools 2011-2012 (IA)		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
6	Annual budget of IA-*2012		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
7	Presentation document of the results of the CFEE at regional level of 2012		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
8	Annual regional synthesis of the time quantum (presented by district if possible) * for the year (2011-2012)		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		

9	Receipt / delivery of manuals, handbooks and curriculum documents * 2012-2013		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
10	Document of distribution of the manuals, guides and curriculum documents by school * 201 2-2013		1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
			1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
			1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
			1) Photocopy[] pages 2) Photo [] file 3) USB [] file		
			1) Photocopy[] pages 2) Photo [] file 3) USB [] file		

Report of visits

Day of visit		Name of the team of interviewers	
ID de the target		Type	
Name of the target			
Interviewed			
Start time		End time	
Needs to be visit again and reason			
Number of responses (NP)		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			

System Evaluation for Best Education Results (SABER): In-depth Study of the Autonomy and the Responsibility of Schools (AAS)

**SABER-SAA PLUS OF POLICY IMPLEMENTATION ASSESSMENT TOOL:
Questionnaire for the Union of Associations of Schools Management Councils and/or Associations of Parents and Students (UCGE and/or UAPE)**

12/08/2013

(A) Identification of the UAPE/UCGE: before starting the interview, check if the following information is correct and put a check mark in column (b). [Complete names in column (a) **before visiting the UAPE/UCGE.**]

		(a) Name	(b) Check if it is correct
1	IA		[]
2	IDEN		[]
3	Community		[]
4	ID UCGE/UAPE		

(B) Identification of the President and another contact person: before starting the interview, check if the following information is correct. [Complete names in column (a) **before visiting UAPE/UCGE.**]

		(a) Information	(b) Check if it is correct
1	Organization to interview with this questionnaire	1. UAPE only [], 2. UCGE only [], 3. Only one person is President of the UAPE and UCGE []	[]
2	Name of the President		[]
3	Gender of the President	1. Male [] 2. Female []	[]
4	Mobile number of the President		[]
5	(If another person) the name of the other person to contact		[]
6	(If someone else) the telephone number of the person to contact		[]

(c) The team will complete this section just after the end of the questionnaire and the regional coordinator will verify and will complete this section. In addition, a member of the central team can verify during the evaluation visits.

	Position/Task	(a) Name	(b) Date of visits	(c) Check if it is filled	(d) Remarks (for example need to do follow-up visit)
1	Team Leader			[]	
2	Interviewer 1			[]	
3	Interviewer 2			[]	
4	Regional Coordinator			[]	
5	Member of Central Team			[]	

(D) Team of control of data [The team will complete this section while performing their tasks.]

	Position/Task	(a) Name	(b) Date of execution of the task	(c) Note (for example need clarification)
1	Data control			
2	Control of document			
3	Data entry			
4	Data entry control			

*** NOTE: If the items from this interview concerns only the UAPE or the UCGE, skip the questions concerning other organization.**

Organizational structure of section A

1	When the UAPE or the UCGE was created?	a) UAPE [] b) UCGE []					
2	How many APEs/CGEs are in the local community (area of the UAPE/UCGE)?	a) APEs []					
		b) CGEs []					
3	How many APE/CGE are members of the UAPE/UCGE?	a) APEs []					
		b) CGEs []					
4	How many times the UAPE/UCGE held a General Assembly with all representatives of the APE/CGE during the current school year (2012-2013)?	a) UAPE [] times					
		b) UCGE [] times					
5	How many times has the board of the UAPE/UCGE met during this school year (2012-2013)?	a) UAPE [] times					
		b) UCGE [] times					
6	Have the officers and inspectors of the IDEN participated in the last General Assembly of the UAPE/UCGE?	a) UAPE 1. Yes [], 0. No []					
		b) UCGE 1. Yes [], 0. No []					
7	Have the officers and inspectors of the IDEN participated in the last meeting of the board of the UAPE/UCGE?	a) UAPE 1. Yes [], 0. No []					
		b) UCGE 1. Yes [], 0. No []					
8	What was the approximately percentage of the APE who were present at the last General Assembly of the UAPE? Please choose an option.	1. Approximately equal to or less than 50% [] 2. Between 50% – 80% [] 3. More than 80% [] 0. Not applicable because there was not a General Assembly this year []					
9	Approximately what was the percentage of the CGE who were present at the last General Assembly of the UCGE? Please choose an option	1. Approximately equal to or less than 50% [] 2. Between 50% – 80% [] 3. More than 80% [] 0. Not applicable because there was not a General Assembly this year []					
10	Who holds the following positions in the office of the UCGE this school year (2012-2013)? Please choose [unique choice by row]	1) Nobody	2) Responsible in the Community (chief of the village, head of neighborhood)	3) School Director	4) Student Father	5) Student Mother	6) Another member of the community, please specify who
	a) President	[]	[]	[]	[]	[]	[]
	b) Vice president						
	c) Secretary general Secretary Executive/Secretary administrative	[]	[]	[]	[]	[]	[]
	d) Treasurer	[]	[]	[]	[]	[]	[]
	e) Public relations officer	[]	[]	[]	[]	[]	[]
	f) Auditor/ financial controller/external auditor	[]	[]	[]	[]	[]	[]
11	How many members the board of the UAPE have in total and by gender? Write "0" if no board members	a) Total [] b) Males [] c) Females []					
12	How many members the board of the UCGE have in total and by gender? Write "0" if no board member	a) Total [] b) Males [] c) Females []					

About the President of the UAPE

13	What is your age (the President)?	[] years
14	For how many years have you served in this current position as President?	[] years
15	Does the President speak French?	1. Yes [] 0. No []
16	What is the highest level of instruction of the President?	1. Primary School (1-6) [] 2. Lower Secondary (7-10) [] 3. Upper Secondary (11-13) [] 4. University/Superior School (14-) [] 0 = No instruction []
17	Did you (President) held the following positions or worked in the mentioned sectors?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes, past [] 2. Yes, now [] 0. No []

About the president of the UCGE

18	What is the age of the President?	[] years
19	For how many years have you served in the current position as President?	[] years
20	Does the President speak French?	1. Yes [] 0. No []
21	What is the highest level of instruction of the President?	1. Primary School (1-6) [] 2. Lower Secondary (7-10) [] 3. Upper Secondary (11-13) [] 4. University/Superior School (14-) [] 0 = No instruction []
22	Did you (President) hold the following positions or worked in the mentioned sectors fields?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes, past [] 2. Yes, now [] 0. No []

Section B Budget, resources of the UAPE, UCGE, APE and CGE**Budget of the UAPE:**

1	What was the income of the UAPE last year (2011/2012) from the following sources?	Total [] FCFA
a)	Contributions of the APES	[] FCFA
b)	Contribution of other social groups in the community	[] FCFA
c)	Contribution of the educational administrations (for example ME, IA, IDEN, CODEC)	[] FCFA
d)	Contribution of local government (for example, local communities)	[] FCFA
e)	Other contributions (for example NGOs)	[] FCFA
f)	Other (specify) []	
2	What was the amount of expenses made by the UAPE last year (2011/2012) for:	Total [] FCFA
a)	Provision of liquidity of the APES	[] FCFA
b)	Provision of donations in kind to the APES	[] FCFA
c)	Holding of general meetings	[] FCFA
d)	Training and monitoring	[] FCFA
e)	Other (specify) []	[] FCFA
f)	Other (specify) []	[] FCFA
g)	Other (specify) []	[] FCFA

Budget of the UCGE :

3	What was the income of the UCGE last year (2011/2012) from the following sources?	Total [] FCFA
a)	Contribution of the CGEs	[] FCFA
b)	Contribution of other social groups in the community	[] FCFA
c)	Contribution of the educational administrations (for example ME, IA, IDEN, CODEC)	[] FCFA
d)	Contribution of local government (for example, communes or rural communities)	[] FCFA
e)	Other contributions (for example NGOs)	[] FCFA
f)	Other (specify) []	[] FCFA
4	What was the amount of expenses made by the UCGE last year (2011/2012) for:	Total [] FCFA
a)	Provision of liquidity of the CGE	[] FCFA
b)	Provision of donations in kind to the CGE	[] FCFA
c)	Holding of general meetings	[] FCFA
d)	Training and monitoring	[] FCFA
e)	Other (specify) []	[] FCFA
f)	Other (specify) []	[] FCFA
g)	Other (specify) []	[] FCFA

Budget of the APE and the CGE:

About the APE and CGE of the local government (the UAPE/UCGE area). Please choose the answer that you think describes best the situation in your area. If you have no information, please write NP.

(5) Who **participated in the approval and execution** of the action plan and of the budget of the APE/CGE during the current school year (2012-2013) (or last school year (2011/2012)? Please select all relevant stakeholders who participated by checking in each column. If such a periodic plan does not exist, please choose "1". [Multiple choice]

	a	b	c	d	e	f
[Plus 1B1-M]	There is no plan or periodic budget of the APE/CGE	Members of the office of the APE/CGE	Parents of students	Members of the community who are not parents of students	School Director	Teachers
a) APE						
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()

(6) Who **allocated funds to the APE/CGE** during the last two school years (2011/2012 and 2012/2013)? Please choose all stakeholders that have allocated funds by checking in the columns that suit. In the case where such a fund does not exist please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus 1B2]	There is no budget or funds	Parents of students	Members of the community who are not parents of students	Educational Government officials (for example ME, IA, IDEN, CODEC)	Local government (e.g. rural community or commune)	Other (e.g. NGOs, donors, OSC)
a) APE	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()

(7) What **kind of expenditure** the action plan or the budget of the APE/CGE has taken into account this year or last year (2011/2012 and 2012/2013)? Please choose the most appropriate answer from the options below. [Multiple choice] If such a fund does not exist then please mention "1".

	1	2	3	4
[Plus1B3]	The APE/CGE did not have plan or budget.	The APE/CGE periodic action plan included categories of expenditure relating " <u>to the operational budgets</u> " (for example, textbooks, furniture and teaching materials)	APE/CGE periodic action plan included categories of expenditure on civil engineering works or infrastructure	The APE/CGE periodic action plan <u>included</u> salary or allowances of teachers
a) APE	()	()	()	()
b) CGE	()	()	()	()

Section C Activities (Action Plan) of UAPE, UCGE, APEs and CGEs

Action Plan of the UAPE:

1	Has the UAPE developed a plan of action of the UAPE for the current school year (2012-2013)?	1. Yes [], 0. No []
2	Has the UAPE submitted the action plan to the IDEN for the current school year (2012-2013)?	1. Yes [], 0. No []
3	Has the UAPE hold a general meeting to approve the plan of action of the UAPE this school year (2012/2013)?	1. Yes [], 0. No []
4	How many APE submitted action plans to the UAPE during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [] b) 2012/2013 []
5	How many CGE submitted a final report / financial report of the action plan to the UAPE last school year (2011/2012)?	[]
6	What are the APEs' actions that have been recommended in the plan of action of the UAPE this or last school year (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Construction/Renovation infrastructure	1. Yes [], 0. No []
b)	Contracting teaching staff t	1. Yes [], 0. No []
c)	School meals (food, kitchen, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for exams, etc.)	1. Yes [], 0. No []
e)	Teaching materials and furniture to acquire	1. Yes [], 0. No []
f)	Water supply at the disposal of schools	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls education	1. Yes [], 0. No []
j)	Special program for children with disabilities	1. Yes [], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []
7	Has the plan of action of the UAPE recommended specific activities to APEs during this or last school year (2011/2012 or 2012/2013)?	
a)	Competition of students in Mathematics	1. Yes [], 0. No []
b)	Acquisition of birth certificate for students	1. Yes [], 0. No []
c)	Support in the organization of mock exams for CFEE	1. Yes [], 0. No []
d)	Other (specify) []	1. Yes [], 0. No []

UCGE Action Plan :

8	Has the UCGE developed an action plan of the UCGE this school year (2012-2013)?	1. Yes [], 0. No []
9	Has the UCGE submitted the plan of action of the UCGE to IDEN this school year (2012-2013)?	1. Yes [], 0. No []
10	Has the UCGE hold a general assembly to approve the plan of action of the UCGE in this school year (2012-2013)?	1. Yes [], 0. No []
11	How many of CGE submitted action plans to the UCGE during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [] b) 2012/2013 []
12	How many of CGE submitted a final report/financial report of the UCGE action plan last school year (2011/2012)?	[]
13	What were the actions of the CGE recommended in the action plan of the UCGE during the last school year or the current school year (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Construction/Renovation of infrastructure	1. Yes [], 0. No []
b)	Contracting teaching staff t	1. Yes [], 0. No []
c)	School meals (food, kitchen, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for exams, etc.)	1. Yes [], 0. No []
e)	Teaching materials and furniture to acquire	1. Yes [], 0. No []

f)	Water supply at the disposal of schools	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls education	1. Yes [], 0. No []
j)	Special program for children with disabilities	1. Yes [], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []
14	Has the plan of action of the UCGE recommended specific activities to the CGE for the current or last year (2011/2012 and 2012/2013)?	
a)	Competition of students in Mathematics	1. Yes [], 0. No []
b)	Acquisition of birth certificate for students	1. Yes [], 0. No []
c)	Support in the organization of mock exams for CFEE	1. Yes [], 0. No []
d)	Other (specify) []	1. Yes [], 0. No []

Action Plan of the APEs and the CGEs:

About the APEs and CGEs' members of the UAPE/UCGE. Please choose the answer that you think describes best the situation in your zone. If you have no information, please contact NP.

(15) To which **target indicators** has the action plan of the APE/CGE referred to (e.g. annually) this or last school year (2011/2012 and 2012/2013)? Please select the appropriate options below. If such a fund does not exist then please mention «1».

[Multiple choice]

	1	2	3	4
[Plus1B4]	The APE/CGE does not have such a plan of action	The action plans and/or periodic budgetary plans of the APE/CGE do not relate to an indicator target (for example the registrations and the existing exam success rate) (last or current school year).	<u>Action plan and periodic budgets of the APE/CGE include target indicators in term of access</u>	Action plans and periodic budget plan the EPA/CGE refer to target indicators of <u>learning achievements (CFEE results for example - current year or last year).</u>
a) APE	()	()	()	()
b) CGE	()	()	()	()

(16) Who has access to the **financial report** of the APE/CGE which gives information on the budget and actual expenditure during the last school year (2011/12)? Please choose the most appropriate answer from the options below. If such report does not exist then please put '1'. [Single choice]

	1	2	3	4
[Plus 1C1]	<u>APE/CGE do not produced financial report.</u>	<u>APE/CGE had a financial report.</u> The report was shared with the members of the board.	<u>APE/CGE had a financial report.</u> <u>The report was shared with members of the APE/CGE</u> (for example in the General Assembly or by posting on the board).	<u>APE/CGE had a financial report.</u> The report <u>was shared with members of the stakeholders</u> (for example, local government and federation of the APE/CGE).
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(17) Who has access **to the periodic progress report of the APE/CGE**, which informs the state of implementation of the actions foreseen and, and if need be, the assessment of the results of education targeted during the last academic year (2011/2012)? Please choose the most appropriate answer among the options below. If such a report does not exist, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2]	The <u>APE/CGE</u> had not a periodic report on the state of progress	The APE/CGE <u>had a periodic report on the state of progress.</u> The report was shared with the members of the bureau.	The APE/CGE <u>had a periodic report on the State of progress.</u> The report has <u>been shared with the members of the APE/ CGE for example to the General Assembly or by posting to the table).</u>	The APE/CGE <u>has had a periodic report on the state of progress.</u> The report has <u>been shared with the members of the APE/CGE and other stakeholders (for example, local authorities and the federation of the APE/CGE)</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

More Details on APEs:

18	Have APEs provided financial and/or in-kind support to the schools for the following activities during the last or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below.	
a)	Construction/renovation of infrastructure	1. Yes [], 0. No []
b)	Contract teachers recruitment	1. Yes [], 0. No []
c)	School meals (food, cooking, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for examinations, etc.)	1. Yes [], 0. No []
e)	Equipment and teaching materials	1. Yes [], 0. No []
f)	Water supply	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls in education	1. Yes [], 0. No []
j)	Special program for children with disabilities	1. Yes [], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []

More details on CGEs :

19	Have CGEs provided financial and/or in-kind support to the schools for the following activities during the last school year or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below	
a)	Construction/renovation of infrastructure	1. Yes [], 0. No []
b)	Contract teachers recruitment	1. Yes [], 0. No []
c)	School meals (food, cooking, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for examinations, etc.)	1. Yes [], 0. No []
e)	Equipment and teaching materials	1. Yes [], 0. No []
f)	Water supply	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls in education	1. Yes [], 0. No []
j)	Special program for children with disabilities	1. Yes [], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []
20	Have the plans of the CGE established the following target indicators this or last school year(2011/2012 and 2012/2013)? If such a plan does not exist, please choose the answer “no”.	
a)	Increased attendance of students	1. Yes [], 0. No []
b)	Reducing of grade repetition	1. Yes [], 0. No []
c)	Reducing of expulsion	1. Yes [], 0. No []
d)	Improvement of the results of the entrance examination	1. Yes [], 0. No []
e)	Improvement of the results of other examinations	1. Yes [], 0. No []
f)	Teachers’ efficiency (e.g. presence or absence)	1. Yes [], 0. No []

Section D support to APEs, the CGEs and Schools

(1) What kind of support or **training has the** UAPEs or the UCGEs provided to school directors and teachers over the past two years? Please choose the most appropriate option in the options below. If there is no information, please choose “1”. [Single choice]

	1	2	3
[Plus 1D1]	There is no union of APE/CGE.	The federation of the APE/CGE has not organized activities such as training, follow-up, or other equivalent activities for the stakeholders (APE, CGE, schools) at the school level.	The federation of the APE/CGE organized activities such as training, follow-up, or other equivalent activities for stakeholders (APE, CGE, schools) at the school level.
a) APE	[]	[]	[]
b) CGE	[]	[]	[]

(2) About the training and guidance provided by the UAPE or the UCGE, please choose the most relevant opinion among the options below. [Single choice]

	1	2	3	4
[Plus 1D 1]	There is no such thing as federation. Even if it exists, <u>the APEs or CGEs' federation led no activity to facilitate</u> parents and community participation in school management.	The APEs or CGEs' federation <u>gave information or training to stakeholders of the school</u> on the participation of the APE/CGE or/and the community in the management of the school.	The <u>APEs or CGEs' federation gave information or training to stakeholders in school</u> on the participation of the APE/CGE or/ and the community in the management of the school. The APEs or CGEs' federation has also monitored of the functioning of APEs and the CGE.	The <u>APEs or CGEs' federation has given information or training to stakeholders of the school on the participation of the APE/CGE or/and the community in the management of the school.</u> The <u>APEs or CGEs' federation has also monitored the functioning of APEs and CGEs and also had to provide guidance and make suggestions for improvement.</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(3) About the training and orientation provided by the local administration (IDEN and/or local community), please select the most relevant answer from the options below. [Single choice]

	1	2	3	4
[Plus 1D 1]	The local administration didn't conduct any activities to make the participation of parents and community easier in the management of school	The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/CGE or the community in the management of the school.	<u>The local administration gave information or training to stakeholders in school</u> on the participation of the APE / CGE or/and the community in the management of the school. <u>Local administration has also monitored the functioning of APE/ CGE</u>	The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/CGE or/and the community in the management of the school. <u>Local administration has also monitored the functioning of the APE/CGE provided guidance and made a refund improve their functioning.</u>
a) APE	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(4) What kind of **monitoring** local administration (IDEN, CODEC, local community) has conducted in schools in your local government these last two years? Please choose the most appropriate answer from the options below. If there is no monitoring, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring of schools and counseling</u> by the local administration on any subject	There was monitoring and guidance given to schools by the local administration. But they have not included themes related to the participation of the APE/CGE, parents or the community in the management of schools. (e.g. monitoring is only educational).	A follow-up was done and guidance was provided by the local authority to schools <u>on themes</u> related to the participation of the APE/CGE, parents or <u>the community in the management of schools.</u>	A follow-up was done and guidance was provided by the local authority to schools on themes related to the participation of the APEs/CGES, <u>parents or the community in the management of schools. Suggestions for improvement were also made.</u>
a) CODEC	[]	[]	[]	[]
b) Commune	[]	[]	[]	[]

More Details on the UAPE:

5	How many times the UAPE has conducted trainings during the current school year (2012-2013)?	[]
6	What is the content of the training provided by the UAPE? If there is no training, simply choose "a"	
a)	No training	[]
b)	Organizational characteristics of the School Council, including the process for the election of the members of the office	1. Yes [], 0. No []
c)	Management of the action plan and the school budget	1. Yes [], 0. No []
d)	Financial management	1. Yes [], 0. No []

e) Monitoring tool and mechanism	1. Yes [], 0. No []
f) Guidelines	1. Yes [], 0. No []
7	What are the targets of the monitoring and/or restitution done by the UAPE? If there is no monitoring, please choose "a"?
a) No monitoring	[]
b) Organizational structure of School Council	1. Yes [], 0. No []
c) Action plan/periodic budget	1. Yes [], 0. No []
d) Technical report on results	1. Yes [], 0. No []
e) Financial report	1. Yes [], 0. No []
f) Other (please provide details) []	1. Yes [], 0. No []

More Details on the UCGE:

8	How many times has the UCGE hold training courses this school year (2012-2013)?	[]
9	What is the content of training provided by the UCGE? If there's no training, set only "a".	
a) No training	[]	
b) Organizational characteristics of the School Council, including the process for the election of the members of the office	1. Yes [], 0. No []	
c) Management of the action plan and the school budget	1. Yes [], 0. No []	
d) Financial management	1. Yes [], 0. No []	
e) Monitoring tool and mechanism	1. Yes [], 0. No []	
f) Guidelines	1. Yes [], 0. No []	
10	What are the targets of the monitoring targets and/or restitution done by the UCGE? If there is no monitoring, please choose "a"?	
a) No monitoring	[]	
b) Organizational structure of School Council	1. Yes [], 0. No []	
c) Action plan/periodic budget	1. Yes [], 0. No []	
d) Technical report on results	1. Yes [], 0. No []	
e) Financial report	1. Yes [], 0. No []	
f) Other (please provide details) []	1. Yes [], 0. No []	

Section E - Voice and Role played by the APE and the CGE in the Management of Public Budget

About APEs and CGES, members of the UAPE CGE/UCGE. Please choose the answer that you think best describes the situation in your area. If you have no information, please write NP.

(1) How the action plans of APEs/CGEs had been used by the local or central authorities in requesting and planning the budget of the Government for schools? Please choose the most appropriate answer from the options below for the APE and CGE. Please choose "1" if there is no action plan of the APE/CGE. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/CGE does not have action plan	<u>The action plans of APEs/ CGE were not used by the authorities for budget planning.</u>	<u>School action plans were compiled and used by the local authorities (local community) at the time of budget planning.</u>	<u>School action plans were compiled and used by the local authorities (local community) and the central administration at the time of budget planning.</u>
(a) APE	[]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

Please answer the 4 questions ((2), (3), (4) and (5)) concerning the role of the APE/CGE in the school budget provided by the IDEN (no budget of the APEs /CGEs based on their own incomes).

(2) What was the role of the APE/CGE in the preparation of the budget of the school this school year (2012-2013)? Please choose one of the options below for each of the EPA and CGE. [Single choice]

	1	2	4
[3A]	The APE/CGE played no role, budgets have been prepared by ME (central level)	The APE/CGE <u>has a voice</u> in the planning and preparation of the budget at the level of the school, but the final responsibility lies with the school director	The APE/CGE <u>has formal mechanisms for participation in the school's budget if they wish.</u>
(a) APE	[]	[]	[]
(b) CGE	[]	[]	[]

(3) What was the role of the APE/CGE in the approval of the budget of the school this school year (2012-2013)? Please choose one of the four options for each of the EPA and CGE. [Single choice]

	1	2	3	4
[3B]	ME/IA, IDEN/CODEC have the authority to approve the budget of the school. The APE/CGE does not participate.	The APE/CGE can be consulted but the AI, IDEN/CODEC or the Mayor are responsible for the approval of the school's budget	The approval of the budget is made by the school principal. The APE/CGE can be consulted but does not have authority for approval.	The APE/CGE <u>can be responsible for the approval of the budget.</u>
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) What is the role of the APE/CGE **in the implementation of the budget of the school** for the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the CGE [Single choice]

	1	2	3	4
[3D]	The implementation of the budget is the responsibility of the AI/CODEC/IDEN or ME.	The implementation of the budget is supervised at the level of the IA/IDEN. The APE/CGE is <u>accountable only on additional funding coming from parents and other fund off-budget.</u>	The APE/CGE is responsible for executing the budget and requesting from time to time formal audits with the competent authorities.	The APE/CGE <u>doesn't receive specific report on the school's budget since it is a public information that is always available.</u> <u>Formal monitoring systems work well.</u>
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(5) How national and delocalised/decentralized authorities have used the school's budget prepared with the participation of the APE/CGE during the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the CGE. [Single choice] Please choose '1' "If there is no budget to school prepared with the participation of the APE/CGE.

	1	2	3	4
[3E]	Budgetary decisions are made by ME/CODEC/AI/IDEN without the participation of the APE/CGE	ME/IA/IDEN/CODEC uses the request or the proposal sent by schools as recommendations for the final allocation of resources.	ME/IA/IDEN/CODEC uses the request or the proposal sent by the schools as their main source of recommendation for the transfer of resources to the school.	ME/IA/IDEN/CODEC uses the request or the proposal sent by the schools as their main source of recommendation for the final transfer of resources to the school.
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F - More Information about Schools and APE/CGE

About the APE/CGE in your UAPE/UCGE area. Please choose an option that best represents the situation in your area. If there is no information, please write NP.

(1) How were the **representatives of parents** of the APE /CGE's board chosen during the current school year (2012-2013) or last year (2011/2012) if they are not yet chosen for this year? Please choose an answer from the options below. [Single choice]

	1	2	3	4
[Plus1A2]	The APE and the CGE do not exist.	The representatives of the parents <u>were chosen by school directors or community leaders (e.g. PCR/Mayor).</u>	The representatives of the parents <u>were chosen by parents but are not elected.</u>	The representatives of the parents <u>were elected by parents.</u>
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) How were the **following members** (listed below) of the APE/CGE's board chosen during the current school year (2012-2013) or last year (2011/2012) if they are not yet chosen for this year? Please choose one answer by row from the options below. [Single choice by row]

	1	2	3	4
[Plus1A3]	The position does not exist in the APE/CGE's board	There is no process of selection of the members of the APE/CGE's board. The positions are held by predetermined individuals (for example the school director)	The position in the APE/CGE's board was granted without election by the members of the APE/CGE.	The position in the APE CGE's board was granted after election by the members of the APE /CGE.
(a) APE				
1) President	[]	[]	[]	[]
2) Vice president	[]	[]	[]	[]
3) General Secretary / Executive Secretary /Administrative Secretary	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/ financial control / Board of auditors	[]	[]	[]	[]
(b) CGE				
1) President	[]	[]	[]	[]
2) Vice president	[]	[]	[]	[]
3) General Secretary / Executive Secretary /Administrative Secretary	[]	[]	[]	[]
4) Treasurer	[]	[]	[]	[]
5) Auditor/ financial control / Board of auditors	[]	[]	[]	[]

(3) Who decided the aspects of the school listed below in your local government (UAPE/UCGE area) during the school year 2012/2013? Please choose all answers that are appropriate from options below [Multiple choice]

	1	2	3	4	5	6	7	8
[4B2]	ME	IA, IDEN	CODEC	Local government (Mayor/ rural community)	School director	APE	CGE	Teachers Union
a) School Calendar	()	()	()	()	()	()	()	()
b) Hourly volume of subjects	()	()	()	()	()	()	()	()

Information about the School:

4	What is the degree of severity of the absenteeism of pupils at the school in your local government (UAPE/UCGE area)? Please answer according to the gender of the students	a) Girls: 1. No problem [], 2. Minor [], 3. Grave. [] b) Boys: 1. No problem [], 2. Minor [], 3. Grave. []
5	What is the degree of severity of the absenteeism of teachers at the school in your local government (UAPE/UCGE area)?	1. No problem [], 2. Minor [], 3. Grave. []
6	Is the capacity of the schools in the area of the UAPE/UCGE to give quality lessons affected by the lack or insufficiency of any of the following? Please choose one for each row.	
a)	Didactic materials (e.g. textbooks)	1. Much [], 2. Some [], 3. A bit [], 4. None []
b)	Budget for teaching materials (e.g. paper, pencils)	1. Much [], 2. Some [], 3. A bit [], 4. None []
c)	Teachers	1. Much [], 2. Some [], 3. A bit [], 4. None []
d)	School buildings and grounds	1. Much [], 2. Some [], 3. A bit [], 4. None []
e)	The instruction area (e.g. classrooms)	1. Much [], 2. Some [], 3. A bit [], 4. None []
f)	Lighting system	1. Much [], 2. Some [], 3. A bit [], 4. None []
g)	Drinking Water	1. Much [], 2. Some [], 3. A bit [], 4. None []
h)	Toilet facilities	1. Much [], 2. Some [], 3. A bit [], 4. None []
i)	Security	1. Much [], 2. Some [], 3. A bit [], 4. None []
j)	Special equipment for the students with disabilities	1. Much [], 2. Some [], 3. A bit [], 4. None []

Report of visits

Day of visit		Name of the team of interviewers	
Target ID		Type	
Name of the target			
Interviewee			
Start time		End time	
Need to be visited again and reason			
Number of missing answers		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			

Appendix 2 Senegal

Appendix 2-2
Remarks on Questionnaires for Field Survey
SD
APE and CGE
Commune
IDEN

SN-SD

Remarks:

e: exist on the questionnaires
n1: not exist: corresponding question does not exist in the questionnaire
n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.
n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.
ew: Exist but Wrong input in DTA. Mislabel
ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. sdsb03a1)

Number of Cases per Remark

e: 850
n1: 62
n2: 74
n3: 6
ew: 117
ec: 61

vars	Remark	Reasons
sdsb03a1	ec	variable names for sdsb3a-r in the DTA are defined based on the combinations of multi-grade level, such as CI&CP; however, questionnaires do not have a specific definitions
sdsb03a2	ec	same as above
sdsb03b1	ec	same as above
sdsb03b2	ec	same as above
sdsb03c1	ec	same as above
sdsb03c2	ec	same as above
sdsb03d1	ec	same as above
sdsb03d2	ec	same as above
sdsb03e1	ec	same as above
sdsb03e2	ec	same as above
sdsb03f1	ec	same as above
sdsb03f2	ec	same as above
sdsb03g1	ec	same as above
sdsb03g2	ec	same as above
sdsb03h1	ec	same as above
sdsb03h2	ec	same as above
sdsb03i1	n1	same as above
sdsb03i2	n1	same as above
sdsb03j1	n1	same as above
sdsb03j2	n1	same as above
sdsb03k1	n1	same as above
sdsb03k2	n1	same as above
sdsb03l1	n1	same as above
sdsb03l2	n1	same as above
sdsb03m1	n1	same as above
sdsb03m2	n1	same as above

SN-SD

vars	Remark	Reasons
sdsb03n1	n1	same as above
sdsb03n2	n1	same as above
sdsb03o1	n1	same as above
sdsb03o2	n1	same as above
sdsb03p1	n1	same as above
sdsb03p2	n1	same as above
sdsb03q1	n1	same as above
sdsb03q2	n1	same as above
sdsb03r1	n1	same as above
sdsb03r2	n1	same as above
sdsc01a1	ec	sdsc01a are divided into French and Arabic speakers in DTA, but the questionnaire does not ask for the specificity of the language.
sdsc01a2	ec	same as above
sdsc01a3	ec	same as above
sdsc01a4	ec	same as above
sdsc01a5	ec	same as above
sdsc01a6	ec	same as above
sdsc01a7	ec	same as above
sdsc01a8	ec	same as above
sdsc01a21	n1	same as above
sdsc01a22	n1	same as above
sdsc01a23	n1	same as above
sdsc01a24	n1	same as above
sdsc01a25	n1	same as above
sdsc01a26	n1	same as above
sdsc01a27	n1	same as above
sdsc01a28	n1	same as above
sdsc01b1	ec	same as above
sdsc01b2	ec	same as above
sdsc01b3	ec	same as above
sdsc01b4	ec	same as above
sdsc01b5	ec	same as above
sdsc01b6	ec	same as above
sdsc01b7	ec	same as above
sdsc01b8	ec	same as above
sdsc01b21	n1	same as above
sdsc01b22	n1	same as above
sdsc01b23	n1	same as above
sdsc01b24	n1	same as above
sdsc01b25	n1	same as above
sdsc01b26	n1	same as above
sdsc01b27	n1	same as above
sdsc01b28	n1	same as above
sdsc01c1a	ec	variable names for sdsc01a-s in the DTA are defined based on the combinations of multi-grade level, such as CI&CP; however, questionnaires do not have a specific definitions
sdsc01c1b	ec	same as above
sdsc01c1c	ec	same as above
sdsc01c1d	ec	same as above
sdsc01c1e	ec	same as above
sdsc01c1f	ec	same as above
sdsc01c1g	ec	same as above
sdsc01c1h	ec	same as above
sdsc01c1i	n1	same as above

SN-SD

vars	Remark	Reasons
sdsc01c1j	n1	same as above
sdsc01c1k	n1	same as above
sdsc01c1l	n1	same as above
sdsc01c1m	n1	same as above
sdsc01c1n	n1	same as above
sdsc01c1o	n1	same as above
sdsc01c1p	n1	same as above
sdsc01c1q	n1	same as above
sdsc01c1r	n1	same as above
sdsc01c1s	n1	same as above
sdsc01c2a	ec	same as above
sdsc01c2b	ec	same as above
sdsc01c2c	ec	same as above
sdsc01c2d	ec	same as above
sdsc01c2e	ec	same as above
sdsc01c2f	ec	same as above
sdsc01c2g	ec	same as above
sdsc01c2h	ec	same as above
sdsc01c2i	n1	same as above
sdsc01c2j	n1	same as above
sdsc01c2k	n1	same as above
sdsc01c2l	n1	same as above
sdsc01c2m	n1	same as above
sdsc01c2n	n1	same as above
sdsc01c2o	n1	same as above
sdsc01c2p	n1	same as above
sdsc01c2q	n1	same as above
sdsc01c2r	n1	same as above
sdsc01c2s	n1	same as above
sdsc07a	ec	2 variables for sdsc07a in the data. sdsc07a1 created for "time spent" in data. NO specific # in the questionnaire.
sdsc07a1	n2	same as above
sdsc07b	ec	2 variables for sdsc07b in the data. sdsc07b1 created for "time spent" in data. NO specification on the questionnaire.
sdsc07b1	n2	same as above
sdsd02a	n2	sdsd02 divided into month and dates in the data. No specific # in the questionnaire.
sdsd02b	n2	same as above
sdsd11a1	n2	There are 2 variables for each sdsd11a-m in the data (1&2). sdsd11a2-m2 are created for the specific amount, but there are no specified numbers in the questionnaire.
sdsd11a2	n2	same as above
sdsd11b1	n2	same as above
sdsd11b2	n2	same as above
sdsd11c1	n2	same as above
sdsd11c2	n2	same as above
sdsd11d1	n2	same as above
sdsd11d2	n2	same as above
sdsd11e1	n2	same as above
sdsd11e2	n2	same as above
sdsd11f1	n2	same as above
sdsd11f2	n2	same as above
sdsd11g1	n2	same as above
sdsd11g2	n2	same as above

SN-SD

vars	Remark	Reasons
sdsd11h1	n2	same as above
sdsd11h2	n2	same as above
sdsd11i1	n2	same as above
sdsd11i2	n2	same as above
sdsd11j1	n2	same as above
sdsd11j2	n2	same as above
sdsd11k1	n2	same as above
sdsd11k2	n2	same as above
sdsd11l1	n2	same as above
sdsd11l2	n2	same as above
sdsd11m1	n2	same as above
sdsd11m2	n2	same as above
sdsd12a6	n3	(specify other) This is a part of sdsd12a5.
sdsd12b6	n3	this is a part of sdsd12b5. (specify other)
sdsd23	ec	there are 2 variables for sdsd23 in data. Sdsd23 is for yes/no. NO specific # in the questionnaire
sdsd23b	n2	there are 2 variables for sdsd23 in data. sdsd23b is for # of teachers attended in the data. NO specific # in the questionnaire
sdsd24e	n2	Due to the misprint in the questionnaire, sdsd24e is created for second sdsd24-d) in the data. sdsd24e does not exist in the questionnaire, but DOES exist 2 "sdsd24 d)"s, in stead.
sdsd24e2	n2	same as above, and this is for Specify others (n3)
sdsd28	ec	there are 2 variables for sdsd23 in data. sdsd28 is for yes/no in the data. No specific # in the questionnaire
sdsd28b	n2	same as above. Sdsd28b is for amount in the data.
sdsd29	ec	there are 2 variables for sdsd23 in data. sdsd29 is for yes/no in the data. NO specific # in the questionnaire.
sdsd29b	n2	same as above. sdsd28b is for amount in the data.
sdsd32g	ec	sdsd32g in the data is for yes/no for "other". There are two blanks for sdsd32g in the questionnaire.
sdsd32h	n3	Sdsd32h in the data is for specify others. There are two blanks for sdsd32g in the questionnaire.
sdsd35a1	ew	for sdsd35, data is #1-8, but Questionnaire is # 0-7.
sdsd35a2	ew	same as above
sdsd35a3	ew	same as above
sdsd35a4	ew	same as above
sdsd35a5	ew	same as above
sdsd35a6	ew	same as above
sdsd35a7	ew	same as above
sdsd35a8	n2	same as above
sdsd35b1	ew	same as above
sdsd35b2	ew	same as above
sdsd35b3	ew	same as above
sdsd35b4	ew	same as above
sdsd35b5	ew	same as above
sdsd35b6	ew	same as above
sdsd35b7	ew	same as above
sdsd35b8	n2	same as above
sdsd36a1	ew	for sdsd36, data is #1-8, but Questionnaire is # 0-7.

SN-SD

vars	Remark	Reasons
sdsd36a2	ew	same as above
sdsd36a3	ew	same as above
sdsd36a4	ew	same as above
sdsd36a5	ew	same as above
sdsd36a6	ew	same as above
sdsd36a7	ew	same as above
sdsd36a8	n2	same as above
sdsd36b1	ew	same as above
sdsd36b2	ew	same as above
sdsd36b3	ew	same as above
sdsd36b4	ew	same as above
sdsd36b5	ew	same as above
sdsd36b6	ew	same as above
sdsd36b7	ew	same as above
sdsd36b8	n2	same as above
sdsd37a1	ew	for sdsd37, data is #1-8, but Questionnaire is # 0-7.
sdsd37a2	ew	same as above
sdsd37a3	ew	same as above
sdsd37a4	ew	same as above
sdsd37a5	ew	same as above
sdsd37a6	ew	same as above
sdsd37a7	ew	same as above
sdsd37a8	n2	same as above
sdsd37b1	ew	same as above
sdsd37b2	ew	same as above
sdsd37b3	ew	same as above
sdsd37b4	ew	same as above
sdsd37b5	ew	same as above
sdsd37b6	ew	same as above
sdsd37b7	ew	same as above
sdsd37b8	n2	same as above
sdsd38a1	ew	for sdsd38, data is #1-7, but Questionnaire is # 0-6.
sdsd38a2	ew	same as above
sdsd38a3	ew	same as above
sdsd38a4	ew	same as above
sdsd38a5	ew	same as above
sdsd38a6	ew	same as above
sdsd38a7	n2	same as above
sdsd38b1	ew	same as above
sdsd38b2	ew	same as above
sdsd38b3	ew	same as above
sdsd38b4	ew	same as above
sdsd38b5	ew	same as above
sdsd38b6	ew	same as above
sdsd38b7	n2	same as above
sdse03b8	n2	(specify other) this is a part of sdse03b7, but not exist in the questionnaire
sdse04a1	ew	for sdse04, data is #1-8, but Questionnaire is # 0-7.
sdse04a2	ew	same as above
sdse04a3	ew	same as above
sdse04a4	ew	same as above
sdse04a5	ew	same as above
sdse04a6	ew	same as above

SN-SD

vars	Remark	Reasons
sdse04a7	ew	same as above
sdse04a8	n2	same as above
sdse04b1	ew	same as above
sdse04b2	ew	same as above
sdse04b3	ew	same as above
sdse04b4	ew	same as above
sdse04b5	ew	same as above
sdse04b6	ew	same as above
sdse04b7	ew	same as above
sdse04b8	n2	same as above
sdse04c1	ew	same as above
sdse04c2	ew	same as above
sdse04c3	ew	same as above
sdse04c4	ew	same as above
sdse04c5	ew	same as above
sdse04c6	ew	same as above
sdse04c7	ew	same as above
sdse04c8	n2	same as above
sdse06a1	ew	for sdse06, data is #1-6, but the Questionnaire is # 0-5.
sdse06a2	ew	same as above
sdse06a3	ew	same as above
sdse06a4	ew	same as above
sdse06a5	ew	same as above
sdse06a6	n2	same as above
sdse06b1	ew	same as above
sdse06b2	ew	same as above
sdse06b3	ew	same as above
sdse06b4	ew	same as above
sdse06b5	ew	same as above
sdse06b6	n2	same as above
sdse06c1	ew	same as above
sdse06c2	ew	same as above
sdse06c3	ew	same as above
sdse06c4	ew	same as above
sdse06c5	ew	same as above
sdse06c6	n2	same as above
sdse06d1	ew	same as above
sdse06d2	ew	same as above
sdse06d3	ew	same as above
sdse06d4	ew	same as above
sdse06d5	ew	same as above
sdse06d6	n2	same as above
sdse06e1	ew	same as above
sdse06e2	ew	same as above
sdse06e3	ew	same as above
sdse06e4	ew	same as above
sdse06e5	ew	same as above
sdse06e6	n2	same as above
sdsf01f1	ec	there are 2 variables for sdsd01f1 in the data (sdsf01f1 & sdsf01f21). This is for 1st one. Data and questionnaire matched.
sdsf01f2	ec	there are 2 variables for sdsf01f2 (sdsf01f2, sdsf01f22) this is for 1st one.
sdsf01f21	n1	there are 2 variables for sdsd01f1 in the data (sdsf01f1 & sdsf01f21). This is the additional one

SN-SD

vars	Remark	Reasons
sdsf01f22	n1	there are 2 variables for sdsf01f2 (sdsf01f2, sdsf01f22) this is for additional one.
sdsf03a	n2	The variable sdsf03a in the data is corresponding to "sdsf03-0" in the questionnaire.
sdsf03b	n2	The variable sdsf03b in the data is corresponding to "sdsf03-1"
sdsf03c	n2	The variable sdsf03c in the data is corresponding to "sdsf03-2"
sdsf03d	n2	The variable sdsf03d in the data is corresponding to "sdsf03-3"
sdsf03e	n2	The variable sdsf03e in the data is corresponding to "sdsf03-4"
sdsf03e2	n3	(specify other). This is a part of sdsf03e.
sdsf04a	n2	The variable sdsf04a in the data is corresponding to "sdsf04-0" in the questionnaire.
sdsf04b	n2	The variable sdsf04b in the data is corresponding to "sdsf04-1"
sdsf04c	n2	The variable sdsf04c in the data is corresponding to "sdsf04-2"
sdsf04d	n2	The variable sdsf04d in the data is corresponding to "sdsf04-3"
sdsf04e	n2	The variable sdsf04e in the data is corresponding to "sdsf04-4"
sdsf04f	n3	(specify other). This is a part of sdsf04e.
sdsf05a	n2	The variable sdsf05a in the data is corresponding to "sdsf05-0" in the questionnaire.
sdsf05b	n2	The variable sdsf05b in the data is corresponding to "sdsf05-1"
sdsf05c	n2	The variable sdsf05c in the data is corresponding to "sdsf05-2"
sdsf05d	n2	The variable sdsf05d in the data is corresponding to "sdsf05-3"
sdsf05e	n2	The variable sdsf05e in the data is corresponding to "sdsf05-4"
sdsf05e2	n3	(specify other). This is a part of sdsf05e.
sdsf06autre1	ew	sdsf06autre1 in the data seems corresponding to "specify others for "sdsf06p". There are 2 variables for sdf06 specify others (p&q), but both description label defines as "q".
sdsf06autre2	n2	sdsf06autre2 in the data seems corresponding to "specify others for "sdsf06q". There are 2 variables for sdf06 specify others (p&q), but both description label defines as "q".
sdsf06p	ec	sdsf06p is others yes/no. "sdsf06q" in the data does not exist in the data, which is another "others yes/no" in the questionnar i.e., "specify others for q" does exist as sdsf06autre2 (&1=mislabel?).
sdsf10a1	ew	data is #1-5, but Questionnaire # 0-4.
sdsf10a2	ew	same as above
sdsf10a3	ew	same as above
sdsf10a4	ew	same as above
sdsf10a5	n2	same as above
sdsf10b1	ew	same as above
sdsf10b2	ew	same as above
sdsf10b3	ew	same as above
sdsf10b4	ew	same as above
sdsf10b5	n2	same as above
sdsf10c1	ew	same as above
sdsf10c2	ew	same as above
sdsf10c3	ew	same as above
sdsf10c4	ew	same as above
sdsf10c5	n2	same as above

SN-SD

vars	Remark	Reasons
sdsf10d1	ew	same as above
sdsf10d2	ew	same as above
sdsf10d3	ew	same as above
sdsf10d4	ew	same as above
sdsf10d5	n2	same as above
sdsh09a	ec	there are 2 sdsh09 in the Questionnaire. sdsh09a is corresponding to 1st set of "sdsh09-a)"
sdsh09b	ec	same as above. Sdsh09b is "1st set of sdsh09-b)"
sdsh09ba	n2	there are 2 sdsh09 in the Questionnaire. sdshbar is corresponding to 2nd set of "sdsh09-a)"
sdsh09bb	n2	same as above sdsh09bb is corresponding to 2nd set of "sdsh09-b)"
sdsh09c1	ec	there are 2 variables for sdsh09c
sdsh09c2	n1	this variable is additional 09c in the questionnaire
sdsh09e1	ec	there are 2 variables for sdsh09e in the questionnaire
sdsh09e2	n1	this variable is additional 09e

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabeled

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. acsb3a2)

Number of Cases per Remark

e: 397

n1: 41

n2: 32

n3: 0

ew: 6

ec: 5

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
acsb3a2	ew	scsb3a2 is "EPA / EMC does not have such a plan" in the data, but it is " operational budget included " in the questionnaire.]
acsb3a3	ew	scsb3a3 is "operational budgets" in the data, but it is "civil work or infrastructure" in the questionnaire.
acsb3a4	ew	scsb3a4 is "EPA: Periodic Action Plan EPA / CGE has included" in the data, but it is "teacher's salary or allowance" in the questionnaire.
acsb3a5	n1	acsb3a5 does not exist in the questionnaire.
acsb3a6	n1	acsb3a6 does not exist in the questionnaire.
acsb3b2	ew	scsb3b2 is "EPA / EMC does not have such a plan" in the data, but it is " operational budget included " in the questionnaire.]
acsb3b3	ew	scsb3b3 is "operational budgets" in the data, but it is "civil work or infrastructure" in the questionnaire.
acsb3b4	ew	scsb3b4 is "EPA: Periodic Action Plan EPA / CGE has included" in the data, but it is "teacher's salary or allowance" in the questionnaire.
acsb3b5	n1	acsb3b5 does not exist in the questionnaire.
acsb3b6	n1	acsb3b6 does not exist in the questionnaire.
acsb4a3	ec	acsb4a3 is defined as "The action plan and regular budget of the EPA / CGE made reference", but it is specifically defined as reference to reference to target indicator of access in the questionnaire.
acsb4a4	ec	acsb4a4 is defined as "The action plan and regular budget of the EPA / CGE made reference", but it is specifically defined as reference to target indicators of learning achievement
acsb4a5	n1	HC: not exist
acsb4a6	n1	HC: not exist
acsb4b3	ec	acsb4b3 is defined as "The action plan and regular budget of the EPA / CGE made reference", but it is specifically defined as reference to reference to target indicator of access in the questionnaire.
acsb4b4	ec	acsb4b4 is defined as "The action plan and regular budget of the EPA / CGE made reference", but it is specifically defined as reference to target indicators of learning achievement
acsb4b5	n1	HC: not exist
acsb4b6	n1	HC: not exist
acsd5f	ec	acsd5f should have 2 variables (yes/no, & specify), but it only yes/no variables exist as acsd5f. Note that there are 3 sets of (yes/no, & specify) for there. (acsd5au0g, 1g, 0h, 1h, 0i, 1i)
acsd5au0g	n1	other Yes/No in data, but does not exist in questionnaire.
acsd5au0h	n1	same as above
acsd5au0i	n1	same as above

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
acsd5au1g	n1	same as above
acsd5au1h	n1	same as above
acsd5au1i	n1	same as above
acsf9au0g	n1	data defined as code for other, but not clear what it is. Not exist in the questionnaire.
acsf9au0h	n1	same as above
acsf9au0i	n1	same as above
acsf9au1g	n1	This is for other/specify CI-CP, but not clear what the codes are. Not exist in the questionnaire.
acsf9au1h	n1	same as above
acsf9au1i	n1	same as above
acsf9au2g	n1	This is for other/specify CM1-CM2, but not clear what the codes are. Not exist in the questionnaire.
acsf9au2h	n1	same as above
acsf9au2i	n1	same as above
acsf24a1	n2	acsf24a1-m1 is for "yes/no", but not numbering in the questionnaire.
acsf24b1	n2	same as above
acsf24c1	n2	same as above
acsf24d1	n2	same as above
acsf24e1	n2	same as above
acsf24f1	n2	same as above
acsf24g1	n2	same as above
acsf24h1	n2	same as above
acsf24i1	n2	same as above
acsf24j1	n2	same as above
acsf24k1	n2	acsf24k is for Membership in data. This is corresponding to first "scsf24l" in the questionnaire. (There are two l) in the questionnaire.)
acsf24l1	n2	acsf24a1-m1 is for "yes/no", but not numbering in the questionnaire.
acsf24m1	n2	same as above
acsf24a2	n2	acsf24a2-m2 is for "amount", but not numbering in the questionnaire.
acsf24b2	n2	same as above
acsf24c2	n2	same as above
acsf24d2	n2	same as above
acsf24e2	n2	same as above
acsf24f2	n2	same as above
acsf24g2	n2	same as above
acsf24h2	n2	same as above
acsf24i2	n2	same as above
acsf24j2	n2	same as above
acsf24k2	n2	acsf24k is for Membership in data. This is corresponding to first "scsf24l" in the questionnaire. (There are two l) in the questionnaire.)
acsf24l2	n2	acsf24a2-m2 is for "amount", but not numbering in the questionnaire.
acsf24m2	n2	same as above
acsf25au01	n1	defined as code for others in the data, but inputs are not clear (-9, -8, 0, 6, 1=all students contribute, 2= no fee, 3=end of year). Not exist in the questionnaire.
acsf25au02	n1	defined as code for others in the data (-9, -8, 0). Not exist in the questionnaire.
acsf25au03	n1	defined as code for others in the data (-9, -8, 0). Not exist in the questionnaire.
acsf25au04	n1	defined as code for others in the data (-9, -8, 0). Not exist in the questionnaire.
acsf25au05	n1	defined as code for others in the data (-9, -8, 0). Not exist in the questionnaire.

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
acsf25au06	n1	defined as code for others in the data (-9, -8, 0). Not exist in the questionnaire.
acsf25aua1	n1	Yes/No, NA, NP, 3, 4, 6 in the data. Not exist in the questionnaire.
acsf25aua2	n1	NAP, NP, NO in the data. Not exist in the questionnaire.
acsf25aua3	n1	same as above
acsf25aua4	n1	same as above
acsf25aua5	n1	same as above
acsf25aua6	n1	same as above
acsf25aub1	n1	Yes/No, NA, NP, 4. Not exist in the questionnaire.
acsf25aub2	n1	NAP, NP, NO in the data. Not exist in the questionnaire.
acsf25aub3	n1	same as above
acsf25aub4	n1	same as above
acsf25aub5	n1	same as above
acsf25aub6	n1	same as above
acsf30a	n2	acsf30a is yes/no for grant for school project. No numbering in the questionnaire.
acsf30b	n2	grant amount received No numbering in the questionnaire.
acsf31a	n2	acsf30a is yes/no for grant for school project. No numbering in the questionnaire.
acsf31b	n2	grant amount received No numbering in the questionnaire.
acsf20a	n2	acsf20 is divided into 2 variables. 20a is for date, but no mention in the Questionnaire.
acsf20b	n2	acsf20 is divided into 2 variables. 20a is for month, but no mention in the Questionnaire.

Remarks:**e:** exist on the questionnaires**n1:** not exist: corresponding question does not exist in the questionnaire**n2:** not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.**n3:** not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.**ew:** Exist but Wrong input in DTA. Mislabel**ec:** Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. clsb04a1)

Number of Cases per Remark

e: 393

n1: 2

n2: 87

n3: 8

ew: 0

ec: 7

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
clsb04a1	n2	clsb04a1 for yes/no in the data, but no numbering in the questionnaire.
clsb04a2	n2	clsb 04a2 is for Qty for clsb04a in the data, but no numbering in the questionnaire.
clsb04b1	n2	clsb04b1 for yes/no in the data, but no numbering in the questionnaire.
clsb04b2	n2	clsb 04b2 is for Qty for clsb04c in the data, but no numbering in the questionnaire. miss-translation in Eng label? "sleeps trained"??--> # of people who have received training in MDGs Education
clsb04c1	n2	clsb04c1 for yes/no in the data, but no numbering in the questionnaire.
clsb04c2	n2	clsb 04c2 is for Qty for clsb04c in the data, but no numbering in the questionnaire. miss-translation in Eng label? "sleeps trained"??--> # of people who have received training in community participation.
clsb06m	n3	(others specify)
clsb10d1	n2	clsb10d1 is for yes/no, and clsb10d2 is for quantity for slsb10d, but no numbering in the questionnaire.
clsb10d2	n2	same as above
clsb10e1	n2	clsb10e1 is for yes/no, and clsb10e2 is for quantity for slsb10e, but no numbering in the questionnaire.
clsb10e2	n2	same as above
clsb10f1	n2	clsb10f1 is for yes/no, and clsb10f2 is for quantity for slsb10f, but no numbering in the questionnaire.
clsb10f2	n2	same as above
clsb10g1	n2	clsb10g1 is for yes/no, and clsb10g2 is for quantity for slsb10g, but no numbering in the questionnaire.
clsb10g2	n2	same as above
clsb10h1	n2	clsb10h1 is for yes/no, and clsb10h2 is for quantity for slsb10h, but no numbering in the questionnaire.
clsb10h2	n2	same as above
clsb10i1	n2	clsb10i1 is for yes/no, and clsb10i2 is for quantity for slsb10i, but no numbering in the questionnaire.
clsb10i2	n2	same as above
clsb10j1	n2	clsb10j1 is for yes/no, and clsb10j2 is for quantity for slsb10j, but no numbering in the questionnaire.

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
clsb10j2	n2	same as above
clsc02a1	n2	In sub section of clsc02, <i>Expenditure plan</i> is defined as "1" in the data (e.g. clsc02a1), but it is written with "a"(e.g., "clsc02aa) in Questionnaire
clsc02a2	n2	In sub section of clsc02, <i>Actual expenditure</i> is defined as "2" in the data (e.g. clsc02a2), but it is written with "b)" in Questionnaire (e.g., "clsc02ab)
clsc02aa1	n2	same as above clsc02a1
clsc02aa2	n2	same as above clsc02a2
clsc02ab1	n2	same as above clsc02a1
clsc02ab2	n2	same as above clsc02a2
clsc02aba	n2	specify others with code: 1,2,6,7. & -9 There is no numbering in the questionnaire.
clsc02b1	n2	same as above clsc02a1
clsc02b2	n2	same as above clsc02a2
clsc02c1	n2	same as above clsc02a1
clsc02c2	n2	same as above clsc02a2
clsc02d1	n2	same as above clsc02a1
clsc02d2	n2	same as above clsc02a2
clsc02e1	n2	same as above clsc02a1
clsc02e2	n2	same as above clsc02a2
clsc02f1	n2	same as above clsc02a1
clsc02f2	n2	same as above clsc02a2
clsc02g1	n2	same as above clsc02a1
clsc02g2	n2	same as above clsc02a2
clsc02h1	n2	same as above clsc02a1
clsc02h2	n2	same as above clsc02a2
clsc02i1	n2	same as above clsc02a1
clsc02i2	n2	same as above clsc02a2
clsc02j1	n2	same as above clsc02a1
clsc02j2	n2	same as above clsc02a2
clsc02k1	n2	same as above clsc02a1
clsc02k2	n2	same as above clsc02a2
clsc02l1	n2	same as above clsc02a1
clsc02l2	n2	same as above clsc02a2
clsc02m1	n2	same as above clsc02a1
clsc02m2	n2	same as above clsc02a2

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
clsc02n1	n2	same as above clsc02a1
clsc02n2	n2	same as above clsc02a2
clsc02o1	n2	same as above clsc02a1
clsc02o2	n2	same as above clsc02a2
clsc02p1	n2	same as above clsc02a1
clsc02p2	n2	same as above clsc02a2
clsc02q1	n2	same as above clsc02a1
clsc02q2	n2	same as above clsc02a2
clsc02r1	n2	same as above clsc02a1
clsc02r2	n2	same as above clsc02a2
clsc02s1	n2	same as above clsc02a1
clsc02s2	n2	same as above clsc02a2
clsc02t1	n2	same as above clsc02a1
clsc02t2	n2	same as above clsc02a2
clsc02ta	n2	specify others with code; 1 & -9. there is no numbering in the questionnaire.
clsc02u1	n2	clsc02, Expenditure plan is a) in Questionnaire, but data input use "1"
clsc02u2	n2	clsc02, Actual expenditure is b) in Questionnaire, but data input use "2"
clsc02v1	n2	clsc02, Expenditure plan is a) in Questionnaire, but data input use "1"
clsc02v2	n2	clsc02, Actual expenditure is b) in Questionnaire, but data input use "2"
clsc02w1	n2	clsc02, Expenditure plan is a) in Questionnaire, but data input use "1"
clsc02w2	n2	clsc02, Actual expenditure is b) in Questionnaire, but data input use "2"
clsc02x1	n2	clsc02, Expenditure plan is a) in Questionnaire, but data input use "1"
clsc02x2	n2	clsc02, Actual expenditure is b) in Questionnaire, but data input use "2"
clsc02y1	n2	clsc02, Expenditure plan is a) in Questionnaire, but data input use "1"
clsc02y2	n2	clsc02, Actual expenditure is b) in Questionnaire, but data input use "2"
clsc02z1	n2	clsc02, Expenditure plan is a) in Questionnaire, but data input use "1"
clsc02z2	n2	clsc02, Actual expenditure is b) in Questionnaire, but data input use "2"
clsd03a6	ec	clsd03a6 in the data <u>maybe</u> corresponding to yes/no for "clsd03a6" in the questionnaire. But no value label for "0" in the data. (only -8, -9, 1= oui, 0=no label)
clsd03a7	n3	2nd variable for "specify others". But no value label for specification. (input are only -8, -9 & 0)
clsd03b6	ec	clsd03b6 in the data maybe corresponding to yes/no for "clsd03b6" in the questionnaire. But no value label for "0" in the data (only -8, -9, 1= oui, 0=no label)
clsd03b7	n3	2nd variable for "specify others". But no value label for specification. (only -8, -9 & 0)
clsd03c6	ec	clsd03c6 in the data maybe corresponding to yes/no for "clsd03c6" in the questionnaire. But no value label for "0" in the data. (only -8, -9, 0=no label)
clsd03c7	n3	2nd variable for "specify others". But no value label for specification. (only -8, -9 & 0)
clsd03d6	ec	yes/no for others? No variable for specification code. (only -8, -9, 1= oui, 0=no label)

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
clsd03d7	n3	clsd03d6 in the data maybe corresponding to yes/no for "clsd03d6" in the questionnaire. But no value label for "0" in the data. (only -8, -9, 0=no label)
clsd03e6	ec	yes/no for others? No variable for specification code. (only -8, -9, 0=no label)
clsd03e7	n3	clsd03e6 in the data maybe corresponding to yes/no for "clsd03e6" in the questionnaire. But no value label for "0" in the data. (only -8, -9, 0=no label)
clsd03f6	ec	clsd03f6 in the data maybe corresponding to yes/no for "clsd03f6" in the questionnaire. But no value label for "0" in the data. (only -8, -9, 0=no label)
clsd03f7	n3	2nd variable for "specify others". But no value label for specification. (only -8, -9 & 0)
clsd03g6	ec	clsd03g6 in the data maybe corresponding to yes/no for "clsd03g6" in the questionnaire. But no value label for "0" in the data. (only -8, -9, 0=no label)
clsd03g7	n3	2nd variable for "specify others". But no value label for specification. (only -8, -9 & 0)
clse6a	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5a" in the questionnaire.
clse6b	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5b" in the questionnaire.
clse6c	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5c" in the questionnaire.
clse6d	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5d" in the questionnaire.
clse6e	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5e" in the questionnaire.
clse6f	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5f" in the questionnaire.
clse6g	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5g" in the questionnaire.
clse6h	n2	there is no slse6 in the questionnaires. This variable is corresponding to "clse5h" in the questionnaire.
clse6i	n2	there is no slse6 in the questionnaires. This variable <u>probably</u> corresponding to "clse5i" in the questionnaire, but the description label in the data is incomplete. This should be "frequency of school visit".
clsg05b	n1	clsg 05b is defined as yes/no for "most" in the data, but there is no "05b" in the questionnaire. The response for 90 samples are -9, 1 sample is -8.
clsg06b	n1	clsg 06b is defined as yes/no for "most" in the data, but there is no "06b" in the questionnaire.

SN_ID

Remarks:

e: exist on the questionnaires

n1: not exist: corresponding question does not exist in the questionnaire

n2: not exist: corresponding question seems not to exist due to the different numbering in the questionnaire.

n3: not exist: "Others" issue. Data variable is created to input "specify others", but no number in the questionnaire.

ew: Exist but Wrong input in DTA. Mislabeled

ec: Exist but with Comments

** Sometimes vars clearly exist, but are not consistent/clear with the label descriptions of the dta file. Please check all vars with comments in the "Reasons" column (e.g. ide14a)

Number of Cases per Remark

e: 679

n1: 21

n2: 21

n3: 27

ew: 160

ec: 2

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
ide14a	n2	ide14a in the data is corresponding to "idse14a" in the questionnaire, and it also should have been named as idse14a.
ide14b	n2	ide14b in the data is corresponding to "idse14b" in the questionnaire, and it also should have been named as idse14b.
idsb07k	n3	(specify other): No value label in data. Response -8, 0, 1, 5 & "."
idsb07l	n3	(specify other): No label in data. Response -8, 0 & "."
idsb07m	n3	(specify other): No label in data. Response -8, 0 & "."
idsc03au0m1	n2	this variable in the data seems to be corresponding to "idsc03m" in the questionnaire, which is NOT "other" but "fuel". All responses are "."
idsc03au0n2	n2	this variable in the data seems to be corresponding to "idsc03n" in the questionnaire (label for specify other), but not clear. All responses are "."
idsc03au0o3	n3	this variable in the data seems to be additional response for "idsc03n" in the questionnaire (label for "specify other") but not exist in the questionnaire. All responses are "."
idsc03au1m1	n2	This variable should be named "idsc03m1" for the data. The Label should be "1) Dépenses prévues (FCFA):m Carburant / 1) Planned spending (CFA) Fuel"
idsc03au1n2	n2	This variable is for planned spending of "specify other (1)". This is corresponding to "idsc03n1" in the questionnaire.
idsc03au1o3	n3	This variable is for planned spending of "specify other (2)". There is no "idsc03o" in the questionnaire.
idsc03au2m1	n2	variable should be "idsc03m2" based on other variables in the section? Label should be "2) Dépenses réelles (FCFA):m Carburant /) Actual (CFA) Fuel"
idsc03au2n2	n2	This variable is for Actual spending of "specify other (1)". This is corresponding to "idsc03n2" in the questionnaire.
idsc03au2o3	n3	This variable is for Actual spending of "specify other (2)". There is no "idsc03o" in the questionnaire.
idsd22a2	ew	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22a2: "UNICEF Training" in the data is written as "idsd22b1" in the questionnaire.
idsd22a3	ew	same as above
idsd22a4	ew	same as above
idsd22a5	ew	same as above
idsd22a6	ew	same as above
idsd22a7	n2	same as above
idsd22au01	n1	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22b1: "WFP equipment" is written as "idsd22a2" in the questionnaire. Idsd22au01 is defined as other NGO, which does not exist in the questionnaire.

vars	Remark	Reasons
idsd22au02	n1	same as above
idsd22au03	n1	same as above
idsd22au11	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au11: <i>"WFP other program"</i> , which does not exist in the questionnaire.
idsd22au12	n1	same as above
idsd22au13	n1	same as above
idsd22au21	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au21: <i>"UNICEF other program"</i> , which does not exist in the questionnaire.
idsd22au22	n1	same as above
idsd22au23	n1	same as above
idsd22au31	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au31: <i>"world bank other program"</i> , which does not exist in the questionnaire.
idsd22au32	n1	same as above
idsd22au33	n1	same as above
idsd22au41	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au41: <i>"CIDA other program"</i> , which does not exist in the questionnaire.
idsd22au42	n1	same as above
idsd22au43	n1	same as above
idsd22au51	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au51: <i>"USAID other program"</i> , which does not exist in the questionnaire.
idsd22au52	n1	same as above
idsd22au53	n1	same as above
idsd22au61	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au61: <i>"JICA other program"</i> , which does not exist in the questionnaire.
idsd22au62	n1	same as above
idsd22au63	n1	same as above
idsd22au71	n2	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22au71: <i>"AFD other program"</i> , which does not exist in the questionnaire.
idsd22au72	n1	same as above
idsd22au73	n1	same as above
idsd22b1	ew	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22b1: <i>"WFP equipment"</i> is written as "idsd22a2" in the questionnaire.
idsd22b2	ew	same as above
idsd22b3	ew	same as above
idsd22b4	ew	same as above

vars	Remark	Reasons
idsd22b5	ew	same as above
idsd22b6	ew	same as above
idsd22b7	n2	same as above
idsd22c1	ew	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22c1: "WFP materials" in the data is written as "idsd22a3" in the questionnaire.
idsd22c2	ew	same as above
idsd22c3	ew	same as above
idsd22c4	ew	same as above
idsd22c5	ew	same as above
idsd22c6	ew	same as above
idsd22c7	n2	same as above
idsd22d1	ew	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22d1: "WFP construction" is written as "idsd22a4" in the questionnaire.
idsd22d2	ew	same as above
idsd22d3	ew	same as above
idsd22d4	ew	same as above
idsd22d5	ew	same as above
idsd22d6	ew	same as above
idsd22d7	n2	same as above
idsd22e1	ew	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22e1: "WFP food" is written as "idsd22a5" in the questionnaire.
idsd22e2	ew	same as above
idsd22e3	ew	same as above
idsd22e4	ew	same as above
idsd22e5	ew	same as above
idsd22e6	ew	same as above
idsd22e7	n2	same as above
idsd22f1	ew	In idsd22, the horizontal axis(1-7) and the longitudinal axis (a-g) are switched between data and questionnaire. E.g., Idsd22f1: "WFP others" is written as "idsd22a6" in the questionnaire.
idsd22f2	ew	same as above
idsd22f3	ew	same as above

vars	Remark	Reasons
idsd22f4	ew	same as above
idsd22f5	ew	same as above
idsd22f6	ew	same as above
idsd22f7	n2	same as above
idse10f1	ec	(specify other) yes/no. Note idse10g1, 10h1 are also yes/no response. tab: 5, Yes, 1, ".":7
idse10f2	ec	same as above
idse10g1	n1	(specify other)yes/no. But idse10f1/2, 10h1/2 are also yes/no response.
idse10g2	n1	same as above
idse10h1	n1	(specify other) yes/no. But 10f1/2, 10g1/2 are also yes/no response.
idse10h2	n1	same as above
idsh2a1a	ew	Section H: b)-1) of the document 1a
idsh2a1b	ew	Section H: b)-1) of the document 1b
idsh2a2a	ew	Section H: b)-1) of the document 2a
idsh2a2b	ew	Section H: b)-1) of the document 2b
idsh2a3	ew	Section H: b)-1) of the document 3
idsh2a4	ew	Section H: b)-1) of the document 4
idsh2a5	ew	Section H: b)-1) of the document 5
idsh2a6	ew	Section H: b)-1) of the document 6
idsh2a7	ew	Section H: b)-1) of the document 7
idsh2a8	ew	Section H: b)-1) of the document 8
idsh2a9	ew	Section H: b)-1) of the document 9
idsh2a10a	ew	Section H: b)-1) of the document 10a
idsh2a10b	ew	Section H: b)-1) of the document 10b
idsh2a11	ew	Section H: b)-1) of the document 11
idsh2a12	ew	Section H: b)-1) of the document 12
idsh2a13	ew	Section H: b)-1) of the document 13
idsh2a14	ew	Section H: b)-1) of the document 14
idsh2a15	ew	Section H: b)-1) of the document 15
idsh2a16	ew	Section H: b)-1) of the document 16
idsh2a17	ew	Section H: b)-1) of the document 17

vars	Remark	Reasons
idsh2a18	ew	Section H: b)-1) of the document 18
idsh2b11a	ew	Section H: b)-2) of the document 1a
idsh2b11b	ew	Section H: b)-2) of the document 1b
idsh2b12a	ew	Section H: b)-2) of the document 2a
idsh2b12b	ew	Section H: b)-2) of the document 2b
idsh2b13	ew	Section H: b)-2) of the document 3
idsh2b14	ew	Section H: b)-2) of the document 4
idsh2b15	ew	Section H: b)-2) of the document 5
idsh2b16	ew	Section H: b)-2) of the document 6
idsh2b17	ew	Section H: b)-2) of the document 7
idsh2b18	ew	Section H: b)-2) of the document 8
idsh2b21a	ew	Section H: b)-3) of the document 1a
idsh2b21b	ew	Section H: b)-3) of the document 1b
idsh2b22a	ew	Section H: b)-3) of the document 2a
idsh2b22b	ew	Section H: b)-3) of the document 2b
idsh2b23	ew	Section H: b)-3) of the document 3
idsh2b24	ew	Section H: b)-3) of the document 4
idsh2b25	ew	Section H: b)-3) of the document 5
idsh2b26	ew	Section H: b)-3) of the document 6
idsh2b27	ew	Section H: b)-3) of the document 7
idsh2b28	ew	Section H: b)-3) of the document 8
idsh2b29	ew	Section H: b)-3) of the document 9
idsh2b110a	ew	Section H: b)-2) of the document 10a
idsh2b110b	ew	Section H: b)-2) of the document 10b
idsh2b111	ew	Section H: b)-2) of the document 11
idsh2b112	ew	Section H: b)-2) of the document 12
idsh2b113	ew	Section H: b)-2) of the document 13
idsh2b114	ew	Section H: b)-2) of the document 14
idsh2b115	ew	Section H: b)-2) of the document 15
idsh2b116	ew	Section H: b)-2) of the document 16
idsh2b117	ew	Section H: b)-2) of the document 17
idsh2b118	ew	Section H: b)-2) of the document 18
idsh2b210a	ew	Section H: b)-3) of the document 10a
idsh2b210b	ew	Section H: b)-3) of the document 10b
idsh2b211	ew	Section H: b)-3) of the document 11
idsh2b212	ew	Section H: b)-3) of the document 12
idsh2b213	ew	Section H: b)-3) of the document 13
idsh2b214	ew	Section H: b)-3) of the document 14

vars	Remark	Reasons
idsh2b215	ew	Section H: b)-3) of the document 15
idsh2b216	ew	Section H: b)-3) of the document 16
idsh2b217	ew	Section H: b)-3) of the document 17
idsh2b218	ew	Section H: b)-3) of the document 18
idsh4c1a	ew	Section H: d) of the document 1a
idsh4c1b	ew	Section H: d) of the document 1b
idsh4c2a	ew	Section H: d) of the document 2a
idsh4c2b	ew	Section H: d) of the document 2b
idsh4c3	ew	Section H: d) of the document 3
idsh4c4	ew	Section H: d) of the document 4
idsh4c5	ew	Section H: d) of the document 5
idsh4c6	ew	Section H: d) of the document 6
idsh4c7	ew	Section H: d) of the document 7
idsh4c8	ew	Section H: d) of the document 8
idsh4c9	ew	Section H: d) of the document 9
idsh4c10a	ew	Section H: d) of the document 10a
idsh4c10b	ew	Section H: d) of the document 10b
idsh4c11	ew	Section H: d) of the document 11
idsh4c12	ew	Section H: d) of the document 12
idsh4c13	ew	Section H: d) of the document 13
idsh4c14	ew	Section H: d) of the document 14
idsh4c15	ew	Section H: d) of the document 15
idsh4c16	ew	Section H: d) of the document 16
idsh4c17	ew	Section H: d) of the document 17
idsh4c18	ew	Section H: d) of the document 18
idsha1a	ew	Section H: a) of the document 1a
idsha1b	ew	Section H: a) of the document 1b
idsha2a	ew	Section H: a) of the document 2a
idsha2b	ew	Section H: a) of the document 2b
idsha3	ew	Section H: a) of the document 3
idsha4	ew	Section H: a) of the document 4
idsha5	ew	Section H: a) of the document 5
idsha6	ew	Section H: a) of the document 6
idsha7	ew	Section H: a) of the document 7
idsha8	ew	Section H: a) of the document 8
idsha9	ew	Section H: a) of the document 9
idsha10a	ew	Section H: a) of the document 10a
idsha10b	ew	Section H: a) of the document 10b

<i>vars</i>	<i>Remark</i>	<i>Reasons</i>
idsha11	ew	Section H: a) of the document 11
idsha12	ew	Section H: a) of the document 12
idsha13	ew	Section H: a) of the document 13
idsha14	ew	Section H: a) of the document 14
idsha15	ew	Section H: a) of the document 15
idsha16	ew	Section H: a) of the document 16
idsha17	ew	Section H: a) of the document 17
idsha18	ew	Section H: a) of the document 18
idsha19	n3	Section H: a) of the document 19 (Other available document)
idshb31a	ew	Section H: c) of the document 1a
idshb31b	ew	Section H: c) of the document 1b
idshb32a	ew	Section H: c) of the document 2a
idshb32b	ew	Section H: c) of the document 2b
idshb33	ew	Section H: c) of the document 3
idshb34	ew	Section H: c) of the document 4
idshb35	ew	Section H: c) of the document 5
idshb36	ew	Section H: c) of the document 6
idshb37	ew	Section H: c) of the document 7
idshb38	ew	Section H: c) of the document 8
idshb39	ew	Section H: c) of the document 9
idshb310a	ew	Section H: c) of the document 10a
idshb310b	ew	Section H: c) of the document 10b
idshb311	ew	Section H: c) of the document 11
idshb312	ew	Section H: c) of the document 12
idshb313	ew	Section H: c) of the document 13
idshb314	ew	Section H: c) of the document 14
idshb315	ew	Section H: c) of the document 15
idshb316	ew	Section H: c) of the document 16
idshb317	ew	Section H: c) of the document 17
idshb318	ew	Section H: c) of the document 18

Appendix 2

Senegal

Appendix 2-3 List of Targets for Field Survey

IA
IDEN
Commune
Union of APE and Union of CGE
School (SD)
APE and CGE

1. IA

iaid	ID	IA
1	IA-F-01	FATICK
2	IA-L-01	LOUGA
3	IA-M-01	MATAM
4	IA-T-01	TAMBACOUNDA

2. IDEN

idid	ID	IA	IDEN
11	ID-F-01	FATICK	FATICK
12	ID-F-02	FATICK	FOUNDIOUNGNE
13	ID-F-03	FATICK	GOSSAS
21	ID-L-01	LOUGA	KEBEMER
22	ID-L-02	LOUGA	LINGUERE
23	ID-L-03	LOUGA	LOUGA
31	ID-M-01	MATAM	KANEL
32	ID-M-02	MATAM	MATAM
33	ID-M-03	MATAM	RANEROU
41	ID-T-01	TAMBACOUNDA	BAKEL
42	ID-T-02	TAMBACOUNDA	GOUDIRY
43	ID-T-03	TAMBACOUNDA	KOUMPENTOUM
44	ID-T-04	TAMBACOUNDA	TAMBACOUNDA

3. Commune

clid	ID	IA	IDEN	CR
1101	CL-F-001	Fatick	Fatick	THIARE NDIALGUI
1102	CL-F-002	Fatick	Fatick	DIAOULE
1103	CL-F-008	Fatick	Fatick	DIARRERE
1104	CL-F-009	Fatick	Fatick	Diouroup
1105	CL-F-007	Fatick	Fatick	PALMARIN FACAO
1106	CL-F-006	Fatick	Fatick	LOUL-SESSENE
1107	CL-F-003	Fatick	Fatick	MBELLACADIO
1108	CL-F-004	Fatick	Fatick	NDIOB
1109	CL-F-005	Fatick	Fatick	FIMELA
1110	CL-F-010	Fatick	Fatick	TATTAGUINE
1201	CL-F-100	Fatick	Foundiougne	KEUR SALOUM DIANE
1202	CL-F-101	Fatick	Foundiougne	NIORO ALASSANE TALL
1203	CL-F-015	Fatick	Foundiougne	DIOSSONG
1204	CL-F-016	Fatick	Foundiougne	DJILOR
1205	CL-F-015	Fatick	Foundiougne	KEUR SAMBA GUEYE
1206	CL-F-016	Fatick	Foundiougne	TOUBACOUTA
1301	CL-F-017	Fatick	Gossas	COLOBANE
1302	CL-F-018	Fatick	Gossas	CR DE MBAR
1303	CL-F-019	Fatick	Gossas	NDIENE LAGANE
1304	CL-F-020	Fatick	Gossas	OUADIOUR
2101	CL-L-005	Louga	Kébémér	DIOKOUL DIAWRIGNE
2102	CL-L-006	Louga	Kébémér	CR KAB GAYE
2103	CL-L-009	Louga	Kébémér	LORO
2104	CL-L-001	Louga	Kébémér	CR MBACKE CADIOR
2105	CL-L-002	Louga	Kébémér	MBADIANE
2106	CL-L-007	Louga	Kébémér	NDANDE
2107	CL-L-003	Louga	Kébémér	NDOYENE
2108	CL-L-010	Louga	Kébémér	CR NGOURANE WOLOF
2109	CL-L-011	Louga	Kébémér	SAGATA GETH
2110	CL-L-008	Louga	Kébémér	THIEPPE
2111	CL-L-012	Louga	Kébémér	THIOLOM FALL
2112	CL-L-004	Louga	Kébémér	Touba Merina
2201	CL-L-013	Louga	Linguere	BARKEDJI
2202	CL-L-019	Louga	Linguere	BOULAL
2203	CL-L-020	Louga	Linguere	DEALY
2204	CL-F-016	Louga	Linguere	DODJI
2205	CL-L-014	Louga	Linguere	GASSANE
2206	CL-L-021	Louga	Linguere	KAMB
2207	CL-L-017	Louga	Linguere	LABGAR
2208	CL-L-022	Louga	Linguere	YANG YANG
2209	CL-L-023	Louga	Linguere	MBOULA
2210	CL-L-018	Louga	Linguere	OUARKHOKH
2211	CL-L-015	Louga	Linguere	THIEL
2301	CL-L-024	Louga	Louga	CR GANDE
2302	CL-L-025	Louga	Louga	CR KEUR MOMAR SARR
2303	CL-L-027	Louga	Louga	CR KOKI
2304	CL-L-033	Louga	Louga	CR LEONA
2305	CL-L-028	Louga	Louga	CR GUET ARDO
2306	CL-L-026	Louga	Louga	CR NGUER MALAL
2307	CL-L-034	Louga	Louga	CR NGUEURE SARR
2308	CL-L-021	Louga	Louga	CR NGUIDILE

clid	ID	IA	IDEN	CR
2309	CL-L-032	Louga	Louga	CR NIOMRE
2310	CL-L-029	Louga	Louga	CR PETE OUARACK
2311	CL-L-030	Louga	Louga	THIAMENE CAYER
3101	CL-M-001	Matam	Kanel	BOKILADJI
3102	CL-M-003	Matam	Kanel	CR DE NDENDORY
3103	CL-M-002	Matam	Kanel	ORKADIERE
3104	CL-M-004	Matam	Matam	CRWOURO SIDI
3201	CL-M-007	Matam	Matam	BOKIDIAWE 1
3202	CL-M-005	Matam	Matam	CR DABIA
3203	CL-M-008	Matam	Matam	OGO
3204	CL-M-006	Matam	Matam	CR DE OREFONDE
3301	CL-M-009	Matam	Ranerou	LOUGRE THIALLY
3302	CL-M-010	Matam	Ranerou	OUDALAYE
4101	CL-T-004	Tambacounda	Bakel	CL BALLOU
4102	CL-T-005	Tambacounda	Bakel	GABOU
4103	CL-T-001	Tambacounda	Bakel	GATHIARY
4104	CL-T-002	Tambacounda	Bakel	MADINA FOULBE
4105	CL-T-006	Tambacounda	Bakel	CL MOUDERI
4106	CL-T-001	Tambacounda	Bakel	BELE
4201	CL-T-012	Tambacounda	GOUDIRY	BANI ISRAEL
4202	CL-T-013	Tambacounda	GOUDIRY	BOUTOUCOUFARA
4203	CL-T-009	Tambacounda	GOUDIRY	BOYNGUEL BAMBA
4204	CL-T-014	Tambacounda	GOUDIRY	DIANKE MAKHA
4205	CL-T-010	Tambacounda	GOUDIRY	DOUGUE
4206	CL-T-007	Tambacounda	GOUDIRY	GOUMBALEY
4207	CL-T-008	Tambacounda	GOUDIRY	KOAR
4208	CL-T-016	Tambacounda	GOUDIRY	SINTHIU BOCAR ALY
4209	CL-T-011	Tambacounda	GOUDIRY	SINTHIU MAMADOU BOUBO
4301	CL-T-016	Tambacounda	Koumpentoum	BAMBA THIALENE
4302	CL-T-021	Tambacounda	Koumpentoum	KAHENE
4303	CL-T-019	Tambacounda	Koumpentoum	KOUTHIA GUAYDI
4304	CL-T-017	Tambacounda	Koumpentoum	MERETO
4305	CL-T-018	Tambacounda	Koumpentoum	NDAME
4306	CL-T-020	Tambacounda	Koumpentoum	PAYAR
4401	CL-T-025	Tambacounda	Tamba	DIALACOTO
4402	CL-T-022	Tambacounda	Tamba	KOUSSANAR
4403	CL-T-023	Tambacounda	Tamba	MAKA
4404	CL-T-026	Tambacounda	Tamba	MISSIRAH
4405	CL-T-027	Tambacounda	Tamba	NETTEBOULOU
4406	CL-T-024	Tambacounda	Tamba	NIANI TOUCOULEUR

4. UAPE/UCGE

uacid	ID	Type	Level	IA	IDEN	CR
11	UA-F-01	APE	IDEN	FATICK	FATICK	IA/IDEN level
12	UC-F-02	CGE	IDEN	FATICK	FOUNDIOUGNE	IA/IDEN level
13	UA-F-03	APE	IDEN	FATICK	GOSSAS	IA/IDEN level
21	UA-L-01	APE	IDEN	LOUGA	KEBEMER	IA/IDEN level
22	UA-L-02	APE	IDEN	LOUGA	MADIENG FALL	IA/IDEN level
23	UA-L-03	APE	IDEN	LOUGA	LOUGA	IA/IDEN level
31	UA-M-01	APE	IDEN	MATAM	KANEL	IA/IDEN level
32	UA-M-02	APE	IDEN	MATAM	MATAM	IA/IDEN level
33	UA-M-03	APE	IDEN	MATAM	RANEROU	IA/IDEN level
42	UA-T-02	APE	IDEN	TAMBACOUNDA	GOUDIRY	IA/IDEN level
44	UA-T-04	APE	IDEN	TAMBACOUNDA	TAMBACOUNDA	IA/IDEN level
111	UA-F-01	APE	IA	FATICK	IA Level	IA/IDEN level
1101	UC-F-001	CGE	CR	FATICK	FATICK	THIARE NDIALGUI
1102	UA-F-002	APE	CR	FATICK	FATICK	DIAOULE
1102	UA-F-002	CGE	CR	FATICK	FATICK	DIAOULE
1103	UC-F-003	CGE	CR	FATICK	FATICK	DIARRERE
1104	UC-F-004	CGE	CR	FATICK	FATICK	DIOUROUP
1105	UC-F-005	CGE	CR	FATICK	FATICK	FILEMA
1106	UA-F-006	APE	CR	FATICK	FATICK	LOUL SESSENE
1106	UC-F-006	CGE	CR	FATICK	FATICK	LOUL SESSENE
1107	UC-F-010	CGE	CR	FATICK	FATICK	MBELLACADIAO
1108	UC-F-008	CGE	CR	FATICK	FATICK	NDIOR
1109	UC-F-009	CGE	CR	FATICK	FATICK	PALMARIN FACAO
1110	UA-F-010	APE	CR	FATICK	FATICK	TATTAGUINE
1110	UC-F-010	CGE	CR	FATICK	FATICK	TATTAGUINE
1111	UC-F-011	CGE	CR	FATICK	FATICK	FATICK
1201	UC-F-012	CGE	CR	FATICK	FOUNDIOUGNE	KEUR SALOUM DIANE
1202	UC-F-012	CGE	CR	FATICK	FOUNDIOUGNE	NIORO ALASSANE TALL
1203	UC-F-013	CGE	CR	FATICK	FOUNDIOUGNE	DIOSSONG
1204	UC-F-014	CGE	CR	FATICK	FOUNDIOUGNE	DJILOR
1205	UCA-F-015	APE/CGE	CR	FATICK	FOUNDIOUGNE	KEUR SAMBA GUEYE
1206	UC-F-016	CGE	CR	FATICK	FOUNDIOUGNE	TOUBACOUTA
1301	UC-F-017	CGE	CR	FATICK	FOUNDIOUGNE	COLOBANE

5. School

sdid	ID	IA	IDEN	CR	School
11011	SD-F-001	Fatick	Fatick	Thiaré Ndialgui	SASS LINGUERE
11012	SD-F-006	Fatick	Fatick	Thiaré Ndialgui	NDOFFENE
11013	SD-F-003	Fatick	Fatick	Thiaré Ndialgui	MBAMANE
11014	SD-F-002	Fatick	Fatick	Thiaré Ndialgui	LABA DIENE NGOM (BOOF)
11015	SD-F-005	Fatick	Fatick	Thiaré Ndialgui	BOURE NGOM
11016	SD-F-004	Fatick	Fatick	Thiaré Ndialgui	MARONEME
11021	SD-F-009	Fatick	Fatick	Diaoule	MAROUTH 2
11022	SD-F-008	Fatick	Fatick	Diaoule	SABAR
11023	SD-F-007	Fatick	Fatick	Diaoule	DIAOULE 1
11031	SD-F-010	Fatick	Fatick	Diarere	WANDIANA
11032	SD-F-012	Fatick	Fatick	Diarere	MBASSIS
11033	SD-F-015	Fatick	Fatick	Diarere	MBETTITE NGOUYE
11034	SD-F-011	Fatick	Fatick	Diarere	PIERRE NAYE MARONE (DIOHINE)
11035	SD-F-014	Fatick	Fatick	Diarere	BICOLE
11036	SD-F-013	Fatick	Fatick	Diarere	LOGDIR
11041	SD-F-017	Fatick	Fatick	Diouroup	DIOB NDOFFENE
11042	SD-F-018	Fatick	Fatick	Diouroup	NERANE
11043	SD-F-016	Fatick	Fatick	Diouroup	NDIADJI MAR
11051	SD-F-032	Fatick	Fatick	PALMARIN FACAO	PALMARIN DIAKHANOR
11052	SD-F-031	Fatick	Fatick	PALMARIN FACAO	BACCO BOOF 1
11053	SD-F-033	Fatick	Fatick	PALMARIN FACAO	PALMARIN NGALLOU 1
11061	SD-F-022	Fatick	Fatick	Loul Sessene	FOUAH MBEGNARD
11062	SD-F-023	Fatick	Fatick	Loul Sessene	NDIAGAMBA
11063	SD-F-024	Fatick	Fatick	Loul Sessene	NDIOL KHOKHANE
11071	SD-F-026	Fatick	Fatick	Mbellacadio	NGUINDINE SERERE
11072	SD-F-025	Fatick	Fatick	Mbellacadio	MBOTIL COOP
11073	SD-F-027	Fatick	Fatick	Mbellacadio	DIAGLE
11081	SD-F-028	Fatick	Fatick	Ndiob	DAROU SALAM
11082	SD-F-029	Fatick	Fatick	Ndiob	NDIOUDIOUF (NDIOB)
11083	SD-F-030	Fatick	Fatick	Ndiob	NDIOB
11091	SD-F-021	Fatick	Fatick	Fimela	MAR SOULOU
11092	SD-F-019	Fatick	Fatick	Fimela	NDANGANE
11093	SD-F-020	Fatick	Fatick	Fimela	NDIEDIENG
11101	SD-F-034	Fatick	Fatick	Tattaguine	PALMARIN NGALLOU 2
11102	SD-F-038	Fatick	Fatick	Tattaguine	NAKHAMAYE
11103	SD-F-035	Fatick	Fatick	Tattaguine	DIOUROUPA-COOP
11104	SD-F-039	Fatick	Fatick	Tattaguine	KHONDIOGNE
11105	SD-F-037	Fatick	Fatick	Tattaguine	THIAMENE
11106	SD-F-036	Fatick	Fatick	Tattaguine	KAMIYACK
12011	SD-F-112	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR SERIGNE BAMBA
12012	SD-F-111	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR BOYE
12013	SD-F-113	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR LAHINE SOKHNA
12021	SD-F-105	Fatick	Foundiougne	NIORA ALASSANE TALL	THIRO ALASSANE SALL
12022	SD-F-107	Fatick	Foundiougne	NIORA ALASSANE TALL	NIOKHOLOKHO
12023	SD-F-103	Fatick	Foundiougne	NIORA ALASSANE TALL	NGOUNGOU CODE MAR NDI
12024	SD-F-102	Fatick	Foundiougne	NIORA ALASSANE TALL	SENGHOR
12025	SD-F-104	Fatick	Foundiougne	NIORA ALASSANE TALL	KEUR SABASSY THIAM
12026	SD-F-106	Fatick	Foundiougne	NIORA ALASSANE TALL	KEUR SERIGNE KHODIA
12031	SD-F-049	Fatick	Foundiougne	Diossong	THIAMENE KEUR SOULEYMANE
12032	SD-F-046	Fatick	Foundiougne	Diossong	THIAMENE BIRANE
12033	SD-F-047	Fatick	Foundiougne	Diossong	DIOSSONG
12034	SD-F-048	Fatick	Foundiougne	Diossong	DIAGANE BARKA THILOR
12035	SD-F-050	Fatick	Foundiougne	Diossong	KEUR ABDOU YACINE
12036	SD-F-051	Fatick	Foundiougne	Diossong	PASSY MBITEYENE
12041	SD-F-053	Fatick	Foundiougne	Djilor	LATHILOR NDONG (SADIOGA)
12042	SD-F-052	Fatick	Foundiougne	Djilor	LAMBAYE
12043	SD-F-054	Fatick	Foundiougne	Djilor	NGUECOKH
12044	SD-F-055	Fatick	Foundiougne	Djilor	NDIOMDY
12045	SD-F-056	Fatick	Foundiougne	Djilor	NDOUR NDOUR
12046	SD-F-057	Fatick	Foundiougne	Djilor	KEUR MOR DIOP
12051	SD-F-059	Fatick	Foundiougne	Keur Samba Gueye	MEDINA NGAYENE
12052	SD-F-060	Fatick	Foundiougne	Keur Samba Gueye	DJIDDAH
12053	SD-F-058	Fatick	Foundiougne	Keur Samba Gueye	NGADIOR DAYAM
12054	SD-F-61	Fatick	Foundiougne	Keur Samba Gueye	ELH TAHIB DIALLO (KEUR SENY GUEYE)

sdid	ID	IA	IDEN	CR	School
12055	SD-F-062	Fatick	Foundiougne	Keur Samba Gueye	KEUR MOMATH SOUNA
12056	SD-F-063	Fatick	Foundiougne	Keur Samba Gueye	KEUR SAMBA NOSSO
12061	SD-F-069	Fatick	Foundiougne	Toubacouta	LOUIS PASTEUR (DIELMO)
12062	SD-F-068	Fatick	Foundiougne	Toubacouta	SANTHIE BERRA
12063	SD-F-064	Fatick	Foundiougne	Toubacouta	MAMADOU DIOUF (SANDICOLY)
12064	SD-F-066	Fatick	Foundiougne	Toubacouta	MISSIRAH NIOMBATO
12065	SD-F-065	Fatick	Foundiougne	Toubacouta	TOUBACOUTA 1
12066	SD-F-067	Fatick	Foundiougne	Toubacouta	DAGA DIAWDINE
13011	SD-F-072	Fatick	Gossas	Colobane	COLOBANE 2
13012	SD-F-073	Fatick	Gossas	Colobane	NGHAYE
13013	SD-F-074	Fatick	Gossas	Colobane	COLOBANE
13014	SD-F-071	Fatick	Gossas	Colobane	GAYNA MBAR
13015	SD-F-070	Fatick	Gossas	Colobane	KHAYANE
13016	SD-F-075	Fatick	Gossas	Colobane	BALOL ELIMANE
13021	SD-F-081	Fatick	Gossas	Mbar	GAZELLE
13022	SD-F-080	Fatick	Gossas	Mbar	DEKHAYE
13023	SD-F-079	Fatick	Gossas	Mbar	NDAYANE
13024	SD-F-077	Fatick	Gossas	Mbar	DAROU MARNANE
13025	SD-F-078	Fatick	Gossas	Mbar	THINGUE
13026	SD-F-076	Fatick	Gossas	Mbar	MBAR
13031	SD-F-082	Fatick	Gossas	Ndiene Lagane	NDOULO MALKA
13032	SD-F-083	Fatick	Gossas	Ndiene Lagane	NDIENE LAGANE
13033	SD-F-084	Fatick	Gossas	Ndiene Lagane	KHAYE MBAYARD
13041	SD-F-086	Fatick	Gossas	Ouadiour	THIENEBA
13042	SD-F-087	Fatick	Gossas	Ouadiour	OUADIOUR SERERE
13043	SD-F-085	Fatick	Gossas	Ouadiour	OUADIOUR
21011	SD-L-001	Louga	Kébémér	Diokoul Diawrigne	MAKA NDIAYE
21012	SD-L-002	Louga	Kébémér	Diokoul Diawrigne	NDIAWRIGNE MAMOUSSE
21013	SD-L-003	Louga	Kébémér	Diokoul Diawrigne	BADAR DIOP
21021	SD-L-004	Louga	Kébémér	Kab Gaye	THIAKHAW GAYE
21022	SD-L-005	Louga	Kébémér	Kab Gaye	TEUMB MBAYE
21023	SD-L-006	Louga	Kébémér	Kab Gaye	LAMBANE WILANE
21031	SD-L-007	Louga	Kébémér	Loro	LORO
21032	SD-L-008	Louga	Kébémér	Loro	NDIAYENE MBAR
21033	SD-L-009	Louga	Kébémér	Loro	KEUR AMADOU YALLA
21034	SD-L-101	Louga	Kébémér	Loro	KABDOU
21041	SD-L-010	Louga	Kébémér	Mbacke Cadior	MBACKE CADIOR
21042	SD-L-011	Louga	Kébémér	Mbacke Cadior	THIOURANG
21051	SD-L-012	Louga	Kébémér	Mbadiane	DAROU WAHAB
21061	SD-L-015	Louga	Kébémér	Ndande	SANTHIE MOUR
21062	SD-L-014	Louga	Kébémér	Ndande	THILL PEULH
21063	SD-L-013	Louga	Kébémér	Ndande	BEUD FORAGE
21071	SD-L-016	Louga	Kébémér	Ndoyène	NDOYENNE
21072	SD-L-017	Louga	Kébémér	Ndoyène	TAYSSIR
21073	SD-L-018	Louga	Kébémér	Ndoyène	BARGA
21074	SD-L-102	Louga	Kébémér	Ndoyène	MBESSINE
21081	SD-L-019	Louga	Kébémér	Ngourane Ouolof	NGOURANE
21082	SD-L-020	Louga	Kébémér	Ngourane Ouolof	FRANCO ARABE DE NGOURANE
21083	SD-L-021	Louga	Kébémér	Ngourane Ouolof	NDJIGNAKH FALL
21091	SD-L-022	Louga	Kébémér	Sagatta Gueth	SAGATTA 2
21092	SD-L-023	Louga	Kébémér	Sagatta Gueth	NAMENE AMAR
21093	SD-L-024	Louga	Kébémér	Sagatta Gueth	NDANCK BABOU
21101	SD-L-025	Louga	Kébémér	Thiepe	SANTHIOU NIANY
21102	SD-L-026	Louga	Kébémér	Thiepe	THIEPPE
21103	SD-L-027	Louga	Kébémér	Thiepe	DIAMA 1
21104	SD-L-103	Louga	Kébémér	Thiepe	TORO BEYE
21111	SD-L-028	Louga	Kébémér	Thiolom Fall	KANDALLA
21112	SD-L-030	Louga	Kébémér	Thiolom Fall	GADE AFFE
21113	SD-L-029	Louga	Kébémér	Thiolom Fall	NGANDEK AMAR
21121	SD-L-032	Louga	Kébémér	Touba Mérina	BELLAL GHOLOKY
21122	SD-L-031	Louga	Kébémér	Touba Mérina	TOUBA MERINA
22011	SD-L-035	Louga	Linguere	Barkédji	GASSET
22012	SD-L-034	Louga	Linguere	Barkédji	BARKEDEJI MONTAGNE
22013	SD-L-033	Louga	Linguere	Barkédji	DIAGALY
22021	SD-L-036	Louga	Linguere	Boulal	NELBI
22022	SD-L-037	Louga	Linguere	Boulal	ARDO SASSI SOW

sdid	ID	IA	IDEN	CR	School
22023	SD-L-038	Louga	Linguere	Boulal	SEBETE
22031	SD-L-041	Louga	Linguere	Dealy	SAM FALL
22032	SD-L-040	Louga	Linguere	Dealy	DEALY
22033	SD-L-039	Louga	Linguere	Dealy	BALLODJI
22041	SD-L-042	Louga	Linguere	Dodji	DOKHOB
22042	SD-L-043	Louga	Linguere	Dodji	KHOL KHOL MERINA
22043	SD-L-044	Louga	Linguere	Dodji	BARRY
22051	SD-L-045	Louga	Linguere	Gassane	GASSANE SEYE
22052	SD-L-046	Louga	Linguere	Gassane	FA TOUBA GASSANE
22053	SD-L-047	Louga	Linguere	Gassane	GASSANE
22061	SD-L-050	Louga	Linguere	Kambe	NDODJ
22062	SD-L-049	Louga	Linguere	Kambe	NDIARNO
22063	SD-L-048	Louga	Linguere	Kambe	MBAYENE THIASDE
22071	SD-L-051	Louga	Linguere	Lagbar	LABGAR
22072	SD-L-052	Louga	Linguere	Lagbar	KABIL 1
22073	SD-L-053	Louga	Linguere	Lagbar	NAYDE
22081	SD-L-055	Louga	Linguere	Yang Yang	AMADOU LAMINE DIA
22082	SD-L-056	Louga	Linguere	Yang Yang	MEWELLE WOLOF
22083	SD-L-054	Louga	Linguere	Yang Yang	NGOUILLE DIERI
22091	SD-L-059	Louga	Linguere	Mboula	MBOYENANE
22092	SD-L-058	Louga	Linguere	Mboula	NEGUE
22093	SD-L-057	Louga	Linguere	Mboula	MBOULA (ELHADJI ABDOULAYE MBENGUE)
22101	SD-L-061	Louga	Linguere	Ouarkhokh	DOUNODJI
22102	SD-L-060	Louga	Linguere	Ouarkhokh	BALEL CISSE
22103	SD-L-062	Louga	Linguere	Ouarkhokh	NGARAF
22111	SD-L-063	Louga	Linguere	Thiel	THIEL
22112	SD-L-064	Louga	Linguere	Thiel	DIAMWELI
22113	SD-L-065	Louga	Linguere	Thiel	DILOUKY
23011	SD-L-066	Louga	Louga	GANDE	GANDE KAO
23012	SD-L-068	Louga	Louga	GANDE	GANDE
23013	SD-L-067	Louga	Louga	GANDE	GADE MBELOGNE
23021	SD-L-069	Louga	Louga	Keur Momar Sarr	FETO
23022	SD-L-070	Louga	Louga	Keur Momar Sarr	LOBOUDOU
23023	SD-L-071	Louga	Louga	Keur Momar Sarr	NDIMB
23031	SD-L-072	Louga	Louga	Koki	OUARACK
23032	SD-L-073	Louga	Louga	Koki	KOKI 2
23033	SD-L-074	Louga	Louga	Koki	DIADIORDE
23041	SD-L-075	Louga	Louga	LEONA	POTOU
23042	SD-L-076	Louga	Louga	LEONA	BAITY GUEYE
23043	SD-L-077	Louga	Louga	LEONA	BEUT LAMINE
23044	SD-L-078	Louga	Louga	LEONA	NGOUFFATE
23045	SD-L-079	Louga	Louga	LEONA	WAKHALDIAM
23046	SD-L-080	Louga	Louga	LEONA	NIAYAM
23051	SD-L-081	Louga	Louga	Guette Ardo	GUET ARDO
23052	SD-L-082	Louga	Louga	Guette Ardo	THIABOUGUEL
23053	SD-L-083	Louga	Louga	Guette Ardo	NDIAGNE 2
23061	SD-L-084	Louga	Louga	Nguer Malal	KEUR MADIALE
23062	SD-L-085	Louga	Louga	Nguer Malal	NAYOBE
23063	SD-L-086	Louga	Louga	Nguer Malal	BOUDY SAKHO
23071	SD-L-087	Louga	Louga	NGEUENE SARR	DJADJI GOUMACK
23072	SD-L-088	Louga	Louga	NGEUENE SARR	NGUEUNE SARR
23073	SD-L-089	Louga	Louga	NGEUENE SARR	GOUYAR SARR
23081	SD-L-090	Louga	Louga	Nguidile	F.A. NDIANG FALL
23082	SD-L-092	Louga	Louga	Nguidile	DIELERLOU SYLL
23083	SD-L-091	Louga	Louga	Nguidile	BADEME NIANE
23091	SD-L-093	Louga	Louga	NIOMRE	KEUR DAME
23092	SD-L-094	Louga	Louga	NIOMRE	TANIME
23093	SD-L-095	Louga	Louga	NIOMRE	NIOMRE 2
23101	SD-L-104	Louga	Louga	PETE OUARACK	THIALLENE
23111	SD-L-098	Louga	Louga	Thiamene Cayor	THIAMENE
23112	SD-L-097	Louga	Louga	Thiamene Cayor	KEUR BASSINE 1
23113	SD-L-099	Louga	Louga	Thiamene Cayor	NDAWENE
31011	SD-M-001	Matam	Kanel	Bokiladji	BONDJI
31012	SD-M-002	Matam	Kanel	Bokiladji	WOURO MBOULEL
31013	SD-M-003	Matam	Kanel	Bokiladji	ADABERE
31021	SD-M-005	Matam	Kanel	Ndendory	SENO PALEL

sdid	ID	IA	IDEN	CR	School
31022	SD-M-004	Matam	Kanel	Ndendory	BOYNGUEL
31023	SD-M-006	Matam	Kanel	Ndendory	NGANNO
31031	SD-M-007	Matam	Kanel	Orkadiere	GANGUEL SOULE
31032	SD-M-008	Matam	Kanel	Orkadiere	PADALAL
31033	SD-M-009	Matam	Kanel	Orkadiere	WENDOU BOSSEABE
31041	SD-M-010	Matam	Kanel	Ouro Sidy	DOLOL SOUBALO
31042	SD-M-011	Matam	Kanel	Ouro Sidy	ODOBERE 2
31043	SD-M-012	Matam	Kanel	Ouro Sidy	SORINGHO POULAR
32011	SD-M-013	Matam	Matam	Bokidiawe	MTAKHANA
32012	SD-M-014	Matam	Matam	Bokidiawe	SADEL 1
32013	SD-M-016	Matam	Matam	Bokidiawe	MOW
32014	SD-M-017	Matam	Matam	Bokidiawe	KAWEL DIALLOUBE
32015	SD-M-018	Matam	Matam	Bokidiawe	DONDOU 1
32016	SD-M-015	Matam	Matam	Bokidiawe	BOKIDIawe 1
32021	SD-M-019	Matam	Matam	Dabia	GOUDOUE DIOBE
32022	SD-M-020	Matam	Matam	Dabia	SARE LIOU
32023	SD-M-021	Matam	Matam	Dabia	GOUDOUE NDOUETBE
32031	SD-M-022	Matam	Matam	Ogo	LAMBANGO
32032	SD-M-023	Matam	Matam	Ogo	SINTHIU GARBA 1
32033	SD-M-024	Matam	Matam	Ogo	GALOYABE
32034	SD-M-025	Matam	Matam	Ogo	DIANDIOLY
32035	SD-M-026	Matam	Matam	Ogo	GARLY
32036	SD-M-027	Matam	Matam	Ogo	THIANCONE HIRAYE
32041	SD-M-028	Matam	Matam	Orefonde	ASNDE BALLA
32042	SD-M-029	Matam	Matam	Orefonde	BALADJI
32043	SD-M-030	Matam	Matam	Orefonde	OREFONDE 1
33011	SD-M-031	Matam	Ranerou	Lougre Thioli	LOUGUERE THIOLLY
33012	SD-M-032	Matam	Ranerou	Lougre Thioli	GUIRDY LATHIE
33013	SD-M-033	Matam	Ranerou	Lougre Thioli	BELEL WODJERE
33021	SD-M-034	Matam	Ranerou	Oudalaye	PATOUKI 2
33022	SD-M-035	Matam	Ranerou	Oudalaye	GASSE DORO
33023	SD-M-036	Matam	Ranerou	Oudalaye	FOURDOU MBAYLA
33024	SD-M-037	Matam	Ranerou	Oudalaye	TEKINGUEL
33025	SD-M-038	Matam	Ranerou	Oudalaye	NAOURE
33026	SD-M-039	Matam	Ranerou	Oudalaye	WOYNDU BOUBOU
41011	SD-T-001	Tambacounda	Bakel	Ballou	AMADJI
41012	SD-T-002	Tambacounda	Bakel	Ballou	AROUNDU
41013	SD-T-003	Tambacounda	Bakel	Ballou	MOUSSA CAMARA EX GOLMY
41021	SD-T-004	Tambacounda	Bakel	Gabou	MARSA
41022	SD-T-005	Tambacounda	Bakel	Gabou	GOUREL MANDIOU
41023	SD-T-006	Tambacounda	Bakel	Gabou	OLOLDU
41031	SD-T-007	Tambacounda	Bakel	Gathiari	BOUNTOU LOGO
41032	SD-T-008	Tambacounda	Bakel	Gathiari	BOUNDU DIOYE BAKEL
41041	SD-T-009	Tambacounda	Bakel	Madina Foulbe	LALLY
41042	SD-T-010	Tambacounda	Bakel	Madina Foulbe	KENIEBA
41051	SD-T-011	Tambacounda	Bakel	Mouderi	GALLADE
41052	SD-T-012	Tambacounda	Bakel	Mouderi	MOUDERY I
41053	SD-T-013	Tambacounda	Bakel	Mouderi	YELLINGARA
41061	SD-T-100	Tambacounda	Bakel	BELE	BELLE
41062	SD-T-101	Tambacounda	Bakel	BELE	SELING
41063	SD-T-102	Tambacounda	Bakel	BELE	SENO YOUPE
42011	SD-T-017	Tambacounda	GOUDIRY	Bani Israel	TAMBALA
42012	SD-T-019	Tambacounda	GOUDIRY	Bani Israel	BANI ISRAEL
42013	SD-T-103	Tambacounda	GOUDIRY	Bani Israel	LONDON
42021	SD-T-020	Tambacounda	GOUDIRY	Boutoucoufara	KAYAN
42031	SD-T-021	Tambacounda	GOUDIRY	Boynguel Bamba	BOGAL
42032	SD-T-022	Tambacounda	GOUDIRY	Boynguel Bamba	GUELODE
42033	SD-T-023	Tambacounda	GOUDIRY	Boynguel Bamba	WOURO DAOUDA
42041	SD-T-024	Tambacounda	GOUDIRY	Dianke Makha	KOTHIE
42042	SD-T-025	Tambacounda	GOUDIRY	Dianke Makha	SENO DIANKE
42051	SD-T-027	Tambacounda	GOUDIRY	Dougue	DIEYLANI
42052	SD-T-026	Tambacounda	GOUDIRY	Dougue	DOUGUE
42053	SD-T-104	Tambacounda	GOUDIRY	Dougue	SOUTOUTA
42061	SD-T-029	Tambacounda	GOUDIRY	Goumbayel	GOUMBAYEL
42062	SD-T-031	Tambacounda	GOUDIRY	Goumbayel	BALAMBOULOU
42063	SD-T-034	Tambacounda	GOUDIRY	Koar	SABIKHASSE

sdid	ID	IA	IDEN	CR	School
42064	SD-T-028	Tambacounda	GOUDIRY	Goumbayel	MADINA DIOUNA
42071	SD-T-032	Tambacounda	GOUDIRY	Koar	KOAR
42072	SD-T-033	Tambacounda	GOUDIRY	Koar	NAOUDE
42081	SD-T-035	Tambacounda	GOUDIRY	Sinthiou Bocar Ali	DINDEDJI
42091	SD-T-036	Tambacounda	GOUDIRY	Sinthiou Mamadou Boubou	NDIYA
42092	SD-T-037	Tambacounda	GOUDIRY	Sinthiou Mamadou Boubou	MBAGNOU
42093	SD-T-038	Tambacounda	GOUDIRY	Sinthiou Mamadou Boubou	GUINA
43011	SD-T-041	Tambacounda	Koumpentoum	Bamba Thialene	ELIHINA
43012	SD-T-039	Tambacounda	Koumpentoum	Bamba Thialene	SARE ABLAYE
43013	SD-T-040	Tambacounda	Koumpentoum	Bamba Thialene	FASS NDIAYENE
43021	SD-T-042	Tambacounda	Koumpentoum	Kahel	MEDINA THIEKENE
43022	SD-T-043	Tambacounda	Koumpentoum	Kahel	KAHENE
43023	SD-T-044	Tambacounda	Koumpentoum	Kahel	BOURANOUNDA WOLOF
43031	SD-T-045	Tambacounda	Koumpentoum	Kouthia Gaydi	NDAYAR
43041	SD-T-046	Tambacounda	Koumpentoum	Mereto	GALLE
43042	SD-T-047	Tambacounda	Koumpentoum	Mereto	KOUNDIAO YORO
43043	SD-T-048	Tambacounda	Koumpentoum	Mereto	KARAMO DIALLO
43051	SD-T-049	Tambacounda	Koumpentoum	Ndame	DIKOUL
43052	SD-T-050	Tambacounda	Koumpentoum	Ndame	DAROU NDIMBELANE
43053	SD-T-051	Tambacounda	Koumpentoum	Ndame	TOUBA NIANI
43061	SD-T-052	Tambacounda	Koumpentoum	Payar	PAYAR
43062	SD-T-053	Tambacounda	Koumpentoum	Payar	BOKI SADA
43063	SD-T-054	Tambacounda	Koumpentoum	Payar	NAYOM DIA
44011	SD-T-055	Tambacounda	Tamba	Dialokoto	DIENOUDIALA
44012	SD-T-056	Tambacounda	Tamba	Dialokoto	WASSADOU
44013	SD-T-057	Tambacounda	Tamba	Dialokoto	DIALACOTO
44021	SD-T-060	Tambacounda	Tamba	Koussanar	SARE SAMBAROU KOUSSANAR
44022	SD-T-059	Tambacounda	Tamba	Koussanar	KOUSSANAR II
44023	SD-T-058	Tambacounda	Tamba	Koussanar	KOUSSANAR 3
44031	SD-T-063	Tambacounda	Tamba	Maka	SAMBA NGAYE
44032	SD-T-062	Tambacounda	Tamba	Maka	SITACOUROU
44033	SD-T-061	Tambacounda	Tamba	Maka	ELH FONSA LY EX COLIBANTAN
44041	SD-T-064	Tambacounda	Tamba	Missirah	MISSIRAH 3
44042	SD-T-065	Tambacounda	Tamba	Missirah	MISSIRAH 2
44043	SD-T-066	Tambacounda	Tamba	Missirah	BIRA
44044	SD-T-067	Tambacounda	Tamba	Missirah	HAMDALLAYE PONT
44045	SD-T-068	Tambacounda	Tamba	Missirah	FADIAME SYLLA
44046	SD-T-069	Tambacounda	Tamba	Missirah	GOULOUMBOU
44051	SD-T-070	Tambacounda	Tamba	Netteboulou	SINTHIOU KENIEBA
44052	SD-T-071	Tambacounda	Tamba	Netteboulou	MISSIRAH BABOKE
44053	SD-T-072	Tambacounda	Tamba	Netteboulou	THIARA
44061	SD-T-073	Tambacounda	Tamba	Niani Toucouleur	DIAMAGUENE SINE
44062	SD-T-074	Tambacounda	Tamba	Niani Toucouleur	TOUBA BELEL
44063	SD-T-075	Tambacounda	Tamba	Niani Toucouleur	SINTHIOU GUEDE

6. APE/CGE

acid	Type	ID	IA	IDEN	CR	School
11011	APE	AP-F-001	Fatick	Fatick	Thiaré Ndialgui	SASS LINGUERE
11011	CGE	CG-F-001	Fatick	Fatick	Thiaré Ndialgui	SASS LINGUERE
11012	APE	AP-F-006	Fatick	Fatick	Thiaré Ndialgui	NDOFFENE
11012	CGE	CG-F-006	Fatick	Fatick	Thiaré Ndialgui	NDOFFENE
11013	APE	AP-F-003	Fatick	Fatick	Thiaré Ndialgui	MBAMANE
11013	CGE	CG-F-003	Fatick	Fatick	Thiaré Ndialgui	MBAMANE
11014	APE	AP-F-002	Fatick	Fatick	Thiaré Ndialgui	LABA DIENE NGOM (BOOF)
11015	APE	AP-F-005	Fatick	Fatick	Thiaré Ndialgui	BOURE NGOM
11015	CGE	CG-F-005	Fatick	Fatick	Thiaré Ndialgui	BOURE NGOM
11016	CGE	CG-F-004	Fatick	Fatick	Thiaré Ndialgui	MARONEME
11021	APE	AP-F-009	Fatick	Fatick	Diaoule	MAROUTH 2
11021	CGE	CG-F-009	Fatick	Fatick	Diaoule	MAROUTH 2
11022	APE	AP-F-008	Fatick	Fatick	Diaoule	SABAR
11022	CGE	CG-F-008	Fatick	Fatick	Diaoule	SABAR
11023	APE	AP-F-007	Fatick	Fatick	Diaoule	DIAOULE 1
11023	CGE	CG-F-007	Fatick	Fatick	Diaoule	DIAOULE 1
11031	APE	AP-F-010	Fatick	Fatick	Diarere	WANDIANA
11031	CGE	CG-F-010	Fatick	Fatick	Diarere	WANDIANA
11032	APE	AP-F-012	Fatick	Fatick	Diarere	MBASSIS
11032	CGE	CG-F-012	Fatick	Fatick	Diarere	MBASSIS
11033	APE	AP-F-015	Fatick	Fatick	Diarere	MBETTITE NGOUYE
11033	CGE	CG-F-015	Fatick	Fatick	Diarere	MBETTITE NGOUYE
11034	APE	AP-F-011	Fatick	Fatick	Diarere	PIERRE NAYE MARONE (DIOHINE)
11034	CGE	CG-F-011	Fatick	Fatick	Diarere	PIERRE NAYE MARONE (DIOHINE)
11035	APE	AP-F-014	Fatick	Fatick	Diarere	BICOLE
11036	APE	AP-F-013	Fatick	Fatick	Diarere	LOGDIR
11036	CGE	CG-F-013	Fatick	Fatick	Diarere	LOGDIR
11041	APE	AP-F-017	Fatick	Fatick	Diouroup	DIOB NDOFFENE
11042	APE	AP-F-018	Fatick	Fatick	Diouroup	NERANE
11042	CGE	CG-F-018	Fatick	Fatick	Diouroup	NERANE
11043	APE	AP-F-016	Fatick	Fatick	Diouroup	NDIADJI MAR
11051	APE	AP-F-032	Fatick	Fatick	PALMARIN FACAO	PALMARIN DIAKHANOR
11051	CGE	CG-F-032	Fatick	Fatick	PALMARIN FACAO	PALMARIN DIAKHANOR
11052	APE	AP-F-031	Fatick	Fatick	PALMARIN FACAO	BACCO BOOF 1
11052	CGE	CG-F-031	Fatick	Fatick	PALMARIN FACAO	BACCO BOOF 1
11053	APE	AP-F-033	Fatick	Fatick	PALMARIN FACAO	PALMARIN NGALLOU 1
11053	CGE	CG-F-033	Fatick	Fatick	PALMARIN FACAO	PALMARIN NGALLOU 1
11061	APE	AP-F-022	Fatick	Fatick	Loul Sessene	FOUAH MBEGNARD
11061	CGE	CG-F-022	Fatick	Fatick	Loul Sessene	FOUAH MBEGNARD
11062	APE	AP-F-023	Fatick	Fatick	Loul Sessene	NDIAGAMBA
11062	CGE	CG-F-023	Fatick	Fatick	Loul Sessene	NDIAGAMBA
11063	APE	AP-F-024	Fatick	Fatick	Loul Sessene	NDIOL KHOKHANE
11063	CGE	CG-F-024	Fatick	Fatick	Loul Sessene	NDIOL KHOKHANE
11071	APE	AP-F-026	Fatick	Fatick	Mbellacadio	NGUINDINE SERERE
11071	CGE	CG-F-026	Fatick	Fatick	Mbellacadio	NGUINDINE SERERE
11072	APE	AP-F-025	Fatick	Fatick	Mbellacadio	MBOTIL COOP
11072	CGE	CG-F-025	Fatick	Fatick	Mbellacadio	MBOTIL COOP
11073	CGE	CG-F-027	Fatick	Fatick	Mbellacadio	DIAGLE
11081	APE	AP-F-028	Fatick	Fatick	Ndiob	DAROU SALAM
11081	CGE	CG-F-028	Fatick	Fatick	Ndiob	DAROU SALAM
11082	APE	AP-F-029	Fatick	Fatick	Ndiob	NDIOUDIOUF (NDIOB)
11082	CGE	CG-F-029	Fatick	Fatick	Ndiob	NDIOUDIOUF (NDIOB)
11083	APE/CGE	AC-F-030	Fatick	Fatick	Ndiob	NDIOB
11091	APE	AP-F-021	Fatick	Fatick	Fimela	MAR SOULOU
11091	CGE	CG-F-021	Fatick	Fatick	Fimela	MAR SOULOU
11092	APE	AP-F-019	Fatick	Fatick	Fimela	NDANGANE
11093	APE	AP-F-020	Fatick	Fatick	Fimela	NDIEDIENG
11093	CGE	CG-F-020	Fatick	Fatick	Fimela	NDIEDIENG
11101	APE	AP-F-034	Fatick	Fatick	Tattaguine	PALMARIN NGALLOU 2
11101	CGE	CG-F-034	Fatick	Fatick	Tattaguine	PALMARIN NGALLOU 2

acid	Type	ID	IA	IDEN	CR	School
11102	APE	AP-F-038	Fatick	Fatick	Tattaguine	NAKHAMAYE
11102	CGE	CG-F-038	Fatick	Fatick	Tattaguine	NAKHAMAYE
11103	APE	AP-F-035	Fatick	Fatick	Tattaguine	DIOUROUPA-COOP
11103	CGE	CG-F-035	Fatick	Fatick	Tattaguine	DIOUROUPA-COOP
11104	APE	AP-F-039	Fatick	Fatick	Tattaguine	KHONDIOGNE
11104	CGE	CG-F-039	Fatick	Fatick	Tattaguine	KHONDIOGNE
11105	APE	AP-F-037	Fatick	Fatick	Tattaguine	THIAMENE
11105	CGE	CG-F-037	Fatick	Fatick	Tattaguine	THIAMENE
11106	APE	AP-F-036	Fatick	Fatick	Tattaguine	KAMIYACK
11106	CGE	CG-F-036	Fatick	Fatick	Tattaguine	KAMIYACK
12011	CGE	CG-F-112	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR SERIGNE BAMBA
12012	APE	AP-F-111	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR BOYE
12012	CGE	CG-F-111	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR BOYE
12013	APE	AP-F-113	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR LAHINE SOKHNA
12013	CGE	CG-F-113	Fatick	Foundiougne	KEUR SALOUM DIANE	KEUR LAHINE SOKHNA
12021	APE	AP-F-105	Fatick	Foundiougne	NIORA ALASSANE TALL	THIORO ALASSANE SALL
12021	CGE	CG-F-105	Fatick	Foundiougne	NIORA ALASSANE TALL	THIORO ALASSANE SALL
12022	APE	AP-F-107	Fatick	Foundiougne	NIORA ALASSANE TALL	NIOKHOLOKHO
12022	CGE	CG-F-107	Fatick	Foundiougne	NIORA ALASSANE TALL	NIOKHOLOKHO
12023	APE	AP-F-103	Fatick	Foundiougne	NIORA ALASSANE TALL	NGOUNGOUL CODE MAR NDI
12023	CGE	CG-F-103	Fatick	Foundiougne	NIORA ALASSANE TALL	NGOUNGOUL CODE MAR NDI
12024	APE	AP-F-102	Fatick	Foundiougne	NIORA ALASSANE TALL	SENGHOR
12024	CGE	CG-F-102	Fatick	Foundiougne	NIORA ALASSANE TALL	SENGHOR
12025	APE	AP-F-104	Fatick	Foundiougne	NIORA ALASSANE TALL	KEUR SABASSY THIAM
12025	CGE	CG-F-104	Fatick	Foundiougne	NIORA ALASSANE TALL	KEUR SABASSY THIAM
12026	APE	AP-F-106	Fatick	Foundiougne	NIORA ALASSANE TALL	KEUR SERIGNE KHODIA
12031	APE	AP-F-049	Fatick	Foundiougne	Diossong	THIAMENE KEUR SOULEYMANE
12031	CGE	CG-F-049	Fatick	Foundiougne	Diossong	THIAMENE KEUR SOULEYMANE
12032	APE	AP-F-046	Fatick	Foundiougne	Diossong	THIAMENE BIRANE
12032	CGE	CG-F-046	Fatick	Foundiougne	Diossong	THIAMENE BIRANE
12033	APE	AP-F-047	Fatick	Foundiougne	Diossong	DIOSSONG
12033	CGE	CG-F-047	Fatick	Foundiougne	Diossong	DIOSSONG
12034	APE	AP-F-048	Fatick	Foundiougne	Diossong	DIAGANE BARKA THILOR
12034	CGE	CG-F-048	Fatick	Foundiougne	Diossong	DIAGANE BARKA THILOR
12035	APE	AP-F-050	Fatick	Foundiougne	Diossong	KEUR ABDOU YACINE
12035	CGE	CG-F-050	Fatick	Foundiougne	Diossong	KEUR ABDOU YACINE
12036	APE	AP-F-051	Fatick	Foundiougne	Diossong	PASSY MBITEYENE
12036	CGE	CG-F-051	Fatick	Foundiougne	Diossong	PASSY MBITEYENE
12041	APE	AP-F-053	Fatick	Foundiougne	Djilor	LATHILOR NDONG (SADIOGA)
12041	CGE	CG-F-053	Fatick	Foundiougne	Djilor	LATHILOR NDONG (SADIOGA)
12042	APE	AP-F-052	Fatick	Foundiougne	Djilor	LAMBAYE
12042	CGE	CG-F-052	Fatick	Foundiougne	Djilor	LAMBAYE
12043	APE	AP-F-054	Fatick	Foundiougne	Djilor	NGUECOKH
12043	CGE	CG-F-054	Fatick	Foundiougne	Djilor	NGUECOKH
12044	APE	AP-F-055	Fatick	Foundiougne	Djilor	NDIOMDY
12045	APE	AP-F-056	Fatick	Foundiougne	Djilor	NDOUR NDOUR
12045	CGE	CG-F-056	Fatick	Foundiougne	Djilor	NDOUR NDOUR
12046	APE/CGE	AC-F-057	Fatick	Foundiougne	Djilor	KEUR MOR DIOP
12051	CGE	CG-F-059	Fatick	Foundiougne	Keur Samba Gueye	MEDINA NGAYENE
12052	APE	AP-F-060	Fatick	Foundiougne	Keur Samba Gueye	DJIDDAH
12052	CGE	CG-F-060	Fatick	Foundiougne	Keur Samba Gueye	DJIDDAH
12053	APE	AP-F-058	Fatick	Foundiougne	Keur Samba Gueye	NGADIOR DAYAM
12053	CGE	CG-F-058	Fatick	Foundiougne	Keur Samba Gueye	NGADIOR DAYAM
12054	APE	AP-F-061	Fatick	Foundiougne	Keur Samba Gueye	ELH TAHIB DIALLO (KEUR SENY GUEYE)
12056	APE	AP-F-063	Fatick	Foundiougne	Keur Samba Gueye	KEUR SAMBA NOSSO
12054	CGE	AP-F-061	Fatick	Foundiougne	Keur Samba Gueye	ELH TAHIB DIALLO (KEUR SENY GUEYE)
12055	CGE	CG-F-062	Fatick	Foundiougne	Keur Samba Gueye	KEUR MOMATH SOUNA
12056	CGE	CG-F-063	Fatick	Foundiougne	Keur Samba Gueye	KEUR SAMBA NOSSO
12061	APE	AP-F-069	Fatick	Foundiougne	Toubacouta	LOUIS PASTEUR (DIELMO)
12061	CGE	CG-F-069	Fatick	Foundiougne	Toubacouta	LOUIS PASTEUR (DIELMO)

acid	Type	ID	IA	IDEN	CR	School
12062	APE	AP-F-068	Fatick	Foundiougne	Toubacouta	SANTHIE BERRA
12062	CGE	CG-F-068	Fatick	Foundiougne	Toubacouta	SANTHIE BERRA
12063	APE	AP-F-064	Fatick	Foundiougne	Toubacouta	MAMADOU DIOUF (SANDICOLY)
12064	APE	AP-F-066	Fatick	Foundiougne	Toubacouta	MISSIRAH NIOMBATO
12064	CGE	CG-F-066	Fatick	Foundiougne	Toubacouta	MISSIRAH NIOMBATO
12065	APE	AP-F-065	Fatick	Foundiougne	Toubacouta	TOUBACOUTA 1
12065	CGE	CG-F-065	Fatick	Foundiougne	Toubacouta	TOUBACOUTA 1
12066	APE	AP-F-067	Fatick	Foundiougne	Toubacouta	DAGA DIAWDINE
12066	CGE	CG-F-067	Fatick	Foundiougne	Toubacouta	DAGA DIAWDINE
13011	APE	AP-F-072	Fatick	Gossas	Colobane	COLOBANE 2
13011	CGE	CG-F-072	Fatick	Gossas	Colobane	COLOBANE 2
13012	APE	AP-F-073	Fatick	Gossas	Colobane	NGHAYE
13012	CGE	CG-F-073	Fatick	Gossas	Colobane	NGHAYE
13013	APE	AP-F-074	Fatick	Gossas	Colobane	COLOBANE
13013	CGE	CG-F-074	Fatick	Gossas	Colobane	COLOBANE
13014	APE	AP-F-071	Fatick	Gossas	Colobane	GAYNA MBAR
13014	CGE	CG-F-071	Fatick	Gossas	Colobane	GAYNA MBAR
13015	APE	AP-F-070	Fatick	Gossas	Colobane	KHAYANE
13015	CGE	CG-F-070	Fatick	Gossas	Colobane	KHAYANE
13016	APE	AP-F-075	Fatick	Gossas	Colobane	BALOL ELIMANE
13016	CGE	CG-F-075	Fatick	Gossas	Colobane	BALOL ELIMANE
13021	APE	AP-F-081	Fatick	Gossas	Mbar	GAZELLE
13021	CGE	CG-F-081	Fatick	Gossas	Mbar	GAZELLE
13022	APE	AP-F-080	Fatick	Gossas	Mbar	DEKHAYE
13022	CGE	CG-F-080	Fatick	Gossas	Mbar	DEKHAYE
13023	APE	AP-F-079	Fatick	Gossas	Mbar	NDAYANE
13023	CGE	CG-F-079	Fatick	Gossas	Mbar	NDAYANE
13024	APE	AP-F-077	Fatick	Gossas	Mbar	DAROU MARNANE
13024	CGE	CG-F-077	Fatick	Gossas	Mbar	DAROU MARNANE
13025	APE	AP-F-078	Fatick	Gossas	Mbar	THINGUE
13025	CGE	CG-F-078	Fatick	Gossas	Mbar	THINGUE
13026	APE	AP-F-076	Fatick	Gossas	Mbar	MBAR
13026	CGE	CG-F-076	Fatick	Gossas	Mbar	MBAR
13031	APE	AP-F-082	Fatick	Gossas	Ndiene Lagane	NDOULO MALKA
13031	CGE	CG-F-082	Fatick	Gossas	Ndiene Lagane	NDOULO MALKA
13032	CGE	CG-F-083	Fatick	Gossas	Ndiene Lagane	NDIENE LAGANE
13033	APE	AP-F-084	Fatick	Gossas	Ndiene Lagane	KHAYE MBAYARD
13033	CGE	CG-F-084	Fatick	Gossas	Ndiene Lagane	KHAYE MBAYARD
13041	APE	AP-F-086	Fatick	Gossas	Ouadiour	THIENEBA
13041	CGE	CG-F-086	Fatick	Gossas	Ouadiour	THIENEBA
13042	CGE	CG-F-087	Fatick	Gossas	Ouadiour	OUADIOUR SERERE
13043	APE	AP-F-085	Fatick	Gossas	Ouadiour	OUADIOUR
13043	CGE	CG-F-085	Fatick	Gossas	Ouadiour	OUADIOUR
21011	APE/CGE	AC-L-001	Louga	Kébémér	Diokoul Diawrigne	MAKA NDIAYE
21012	APE	AP-L-002	Louga	Kébémér	Diokoul Diawrigne	NDIAWRIGNE MAMOUSSE
21012	CGE	CG-L-002	Louga	Kébémér	Diokoul Diawrigne	NDIAWRIGNE MAMOUSSE
21013	APE/CGE	AC-L-003	Louga	Kébémér	Diokoul Diawrigne	BADAR DIOP
21021	APE	AP-L-004	Louga	Kébémér	Kab Gaye	THIAKHAW GAYE
21022	APE/CGE	AC-L-005	Louga	Kébémér	Kab Gaye	TEUMB MBAYE
21023	APE/CGE	AC-L-006	Louga	Kébémér	Kab Gaye	LAMBANE WILANE
21031	APE	AP-L-007	Louga	Kébémér	Loro	LORO
21031	CGE	CG-L-007	Louga	Kébémér	Loro	LORO
21032	APE	AP-L-008	Louga	Kébémér	Loro	NDIAYENE MBAR
21032	CGE	CG-L-008	Louga	Kébémér	Loro	NDIAYENE MBAR
21033	APE/CGE	AC-L-009	Louga	Kébémér	Loro	KEUR AMADOU YALLA
21034	APE	AP-L-101	Louga	Kébémér	Loro	KABDOU
21034	CGE	CG-L-101	Louga	Kébémér	Loro	KABDOU
21041	APE	AP-L-010	Louga	Kébémér	Mbacke Cadior	MBACKE CADIOR
21041	CGE	CG-L-010	Louga	Kébémér	Mbacke Cadior	MBACKE CADIOR
21042	APE/CGE	AC-L-011	Louga	Kébémér	Mbacke Cadior	THIOURANG
21051	APE	AP-L-012	Louga	Kébémér	Mbadiane	DAROU WAHAB
21051	CGE	CG-L-012	Louga	Kébémér	Mbadiane	DAROU WAHAB

acid	Type	ID	IA	IDEN	CR	School
21061	APE/CGE	AC-L-015	Louga	Kébémér	Ndande	SANTHIE MOUR
21062	APE/CGE	AC-L-014	Louga	Kébémér	Ndande	THILL PEULH
21063	APE/CGE	AC-L-013	Louga	Kébémér	Ndande	BEUD FORAGE
21071	APE	AP-L-016	Louga	Kébémér	Ndoyène	NDOYENNE
21071	CGE	CG-L-016	Louga	Kébémér	Ndoyène	NDOYENNE
21072	APE	AP-L-017	Louga	Kébémér	Ndoyène	TAYSSIR
21072	CGE	CG-L-017	Louga	Kébémér	Ndoyène	TAYSSIR
21073	APE	AP-L-018	Louga	Kébémér	Ndoyène	BARGA
21073	CGE	CG-L-018	Louga	Kébémér	Ndoyène	BARGA
21074	APE	AP-L-102	Louga	Kébémér	Ndoyène	MBESSINE
21074	CGE	CG-L-102	Louga	Kébémér	Ndoyène	MBESSINE
21081	APE/CGE	AC-L-019	Louga	Kébémér	Ngourane Ouolof	NGOURANE
21082	APE/CGE	AC-L-020	Louga	Kébémér	Ngourane Ouolof	FRANCO ARABE DE NGOURANE
21083	APE	AP-L-021	Louga	Kébémér	Ngourane Ouolof	NDJIGNAKH FALL
21083	CGE	CG-L-021	Louga	Kébémér	Ngourane Ouolof	NDJIGNAKH FALL
21091	APE	AP-L-022	Louga	Kébémér	Sagatta Gueth	SAGATTA 2
21091	CGE	CG-L-022	Louga	Kébémér	Sagatta Gueth	SAGATTA 2
21092	APE	AP-L-023	Louga	Kébémér	Sagatta Gueth	NAMENE AMAR
21092	CGE	CG-L-023	Louga	Kébémér	Sagatta Gueth	NAMENE AMAR
21093	APE	AP-L-024	Louga	Kébémér	Sagatta Gueth	NDANCK BABOU
21093	CGE	CG-L-024	Louga	Kébémér	Sagatta Gueth	NDANCK BABOU
21101	APE	AP-L-025	Louga	Kébémér	Thiepe	SANTHIOU NIANY
21101	CGE	CG-L-025	Louga	Kébémér	Thiepe	SANTHIOU NIANY
21102	APE/CGE	AC-L-026	Louga	Kébémér	Thiepe	THIEPPE
21103	APE/CGE	AC-L-027	Louga	Kébémér	Thiepe	DIAMA 1
21104	APE/CGE	AC-L-103	Louga	Kébémér	Thiepe	TORO BEYE
21111	APE/CGE	AC-L-028	Louga	Kébémér	Thiolom Fall	KANDALLA
21112	APE	AP-L-030	Louga	Kébémér	Thiolom Fall	GADE AFFE
21112	CGE	CG-L-030	Louga	Kébémér	Thiolom Fall	GADE AFFE
21113	APE	AP-L-029	Louga	Kébémér	Thiolom Fall	NGANDEK AMAR
21113	CGE	CG-L-029	Louga	Kébémér	Thiolom Fall	NGANDEK AMAR
21121	APE/CGE	AC-L-032	Louga	Kébémér	Touba Mérina	BELLAL GHOLOKY
21122	APE/CGE	AC-L-031	Louga	Kébémér	Touba Mérina	TOUBA MERINA
22011	APE	AP-L-035	Louga	Linguere	Barkédji	GASSET
22011	CGE	CG-L-035	Louga	Linguere	Barkédji	GASSET
22012	APE	AP-L-034	Louga	Linguere	Barkédji	BARKEDJI MONTAGNE
22013	APE	AP-L-033	Louga	Linguere	Barkédji	DIAGALY
22013	CGE	CG-L-033	Louga	Linguere	Barkédji	DIAGALY
22021	APE	AP-L-036	Louga	Linguere	Boulal	NELBI
22021	CGE	CG-L-036	Louga	Linguere	Boulal	NELBI
22022	APE	AP-L-037	Louga	Linguere	Boulal	ARDO SASSI SOW
22022	CGE	CG-L-037	Louga	Linguere	Boulal	ARDO SASSI SOW
22023	APE	AP-L-038	Louga	Linguere	Boulal	SEBETE
22023	CGE	CG-L-038	Louga	Linguere	Boulal	SEBETE
22031	APE	AP-L-041	Louga	Linguere	Dealy	SAM FALL
22032	CGE	CG-L-040	Louga	Linguere	Dealy	DEALY
22033	APE	AP-L-039	Louga	Linguere	Dealy	BALLODJI
22041	APE	AP-L-042	Louga	Linguere	Dodji	DOKHOBA
22042	APE	AP-L-043	Louga	Linguere	Dodji	KHOL KHOL MERINA
22042	CGE	CG-L-043	Louga	Linguere	Dodji	KHOL KHOL MERINA
22043	APE	AP-L-044	Louga	Linguere	Dodji	BARRY
22043	CGE	CG-L-044	Louga	Linguere	Dodji	BARRY
22051	APE/CGE	AC-L-045	Louga	Linguere	Gassane	GASSANE SEYE
22052	APE/CGE	AC-L-046	Louga	Linguere	Gassane	FA TOUBA GASSANE
22053	CGE	CG-L-047	Louga	Linguere	Gassane	GASSANE
22061	APE	AP-L-050	Louga	Linguere	Kambe	NDODJ
22061	CGE	CG-L-050	Louga	Linguere	Kambe	NDODJ
22062	APE	AP-L-049	Louga	Linguere	Kambe	NDIARNO
22063	APE	AP-L-048	Louga	Linguere	Kambe	MBAYENE THIASDE
22063	CGE	CG-L-048	Louga	Linguere	Kambe	MBAYENE THIASDE
22071	APE	AP-L-051	Louga	Linguere	Lagbar	LABGAR
22071	CGE	CG-L-051	Louga	Linguere	Lagbar	LABGAR

acid	Type	ID	IA	IDEN	CR	School
22072	APE	AP-L-052	Louga	Linguere	Lagbar	KABIL 1
22073	CGE	CG-L-053	Louga	Linguere	Lagbar	NAYDE
22081	APE	AP-L-055	Louga	Linguere	Yang Yang	AMADOU LAMINE DIA
22081	CGE	CG-L-055	Louga	Linguere	Yang Yang	AMADOU LAMINE DIA
22082	APE	AP-L-056	Louga	Linguere	Yang Yang	MEWELLE WOLOF
22083	APE	AP-L-054	Louga	Linguere	Yang Yang	NGOUILLE DIERI
22083	CGE	CG-L-054	Louga	Linguere	Yang Yang	NGOUILLE DIERI
22091	APE/CGE	AC-L-059	Louga	Linguere	Mboula	MBOYENANE
22092	APE	AP-L-058	Louga	Linguere	Mboula	NEGUE
22092	CGE	CG-L-058	Louga	Linguere	Mboula	NEGUE
22093	CGE	CG-L-057	Louga	Linguere	Mboula	MBOULA (ELHADJI ABDOULAYE MBENGUE)
22101	APE/CGE	AC-L-061	Louga	Linguere	Ouarkhokh	DOUNODJI
22102	APE/CGE	AC-L-060	Louga	Linguere	Ouarkhokh	BALEL CISSE
22103	APE	AP-L-062	Louga	Linguere	Ouarkhokh	NGARAF
22103	CGE	CG-L-062	Louga	Linguere	Ouarkhokh	NGARAF
22111	APE	AP-L-063	Louga	Linguere	Thiel	THIEL
22111	CGE	CG-L-063	Louga	Linguere	Thiel	THIEL
22112	APE	AP-L-064	Louga	Linguere	Thiel	DIAMWELI
22112	CGE	CG-L-064	Louga	Linguere	Thiel	DIAMWELI
22113	APE	AP-L-065	Louga	Linguere	Thiel	DILOULKY
22113	CGE	CG-L-065	Louga	Linguere	Thiel	DILOULKY
23011	APE	AP-L-066	Louga	Louga	GANDE	GANDE KAO
23011	CGE	CG-L-066	Louga	Louga	GANDE	GANDE KAO
23012	APE	AP-L-068	Louga	Louga	GANDE	GANDE
23012	CGE	CG-L-068	Louga	Louga	GANDE	GANDE
23013	CGE	CG-L-067	Louga	Louga	GANDE	GADE MBELOGNE
23021	APE	AP-L-069	Louga	Louga	Keur Momar Sarr	FETO
23021	CGE	CG-L-069	Louga	Louga	Keur Momar Sarr	FETO
23022	APE	AP-L-070	Louga	Louga	Keur Momar Sarr	LOBOUDOU
23023	APE	AP-L-071	Louga	Louga	Keur Momar Sarr	NDIMB
23023	CGE	CG-L-071	Louga	Louga	Keur Momar Sarr	NDIMB
23031	APE	AP-L-072	Louga	Louga	Koki	OUARACK
23031	CGE	CG-L-072	Louga	Louga	Koki	OUARACK
23032	APE	AP-L-073	Louga	Louga	Koki	KOKI 2
23033	CGE	CG-L-074	Louga	Louga	Koki	DIADIORDE
23041	APE	AP-L-075	Louga	Louga	LEONA	POTOU
23041	CGE	CG-L-075	Louga	Louga	LEONA	POTOU
23042	APE	AP-L-076	Louga	Louga	LEONA	BAITY GUEYE
23042	CGE	CG-L-076	Louga	Louga	LEONA	BAITY GUEYE
23043	APE	AP-L-077	Louga	Louga	LEONA	BEUT LAMINE
23044	APE/CGE	AC-L-078	Louga	Louga	LEONA	NGOUFFATE
23045	APE	AP-L-079	Louga	Louga	LEONA	WAKHALDIAM
23046	APE/CGE	AC-L-080	Louga	Louga	LEONA	NIAYAM
23051	APE	AP-L-081	Louga	Louga	Guette Ardo	GUET ARDO
23051	CGE	CG-L-081	Louga	Louga	Guette Ardo	GUET ARDO
23052	APE	AP-L-082	Louga	Louga	Guette Ardo	THIABOUGUEL
23052	CGE	CG-L-082	Louga	Louga	Guette Ardo	THIABOUGUEL
23053	APE	AP-L-083	Louga	Louga	Guette Ardo	NDIAGNE 2
23053	CGE	CG-L-083	Louga	Louga	Guette Ardo	NDIAGNE 2
23061	APE	AP-L-084	Louga	Louga	Nguer Malal	KEUR MADIALE
23061	CGE	CG-L-084	Louga	Louga	Nguer Malal	KEUR MADIALE
23062	APE/CGE	AC-L-085	Louga	Louga	Nguer Malal	NAYOBE
23063	APE	AP-L-086	Louga	Louga	Nguer Malal	BOUDY SAKHO
23063	CGE	CG-L-086	Louga	Louga	Nguer Malal	BOUDY SAKHO
23071	APE	AP-L-087	Louga	Louga	NGEUENE SARR	DJADJI GOUMACK
23071	CGE	CG-L-087	Louga	Louga	NGEUENE SARR	DJADJI GOUMACK
23072	APE/CGE	AC-L-088	Louga	Louga	NGEUENE SARR	NGUEUNE SARR
23073	APE	AP-L-089	Louga	Louga	NGEUENE SARR	GOUYAR SARR
23073	CGE	CG-L-089	Louga	Louga	NGEUENE SARR	GOUYAR SARR
23081	APE	AP-L-090	Louga	Louga	Nguidile	F.A. NDIANG FALL
23081	CGE	CG-L-090	Louga	Louga	Nguidile	F.A. NDIANG FALL

acid	Type	ID	IA	IDEN	CR	School
23082	APE	AP-L-092	Louga	Louga	Nguidile	DIELERLOU SYLL
23083	APE	AP-L-091	Louga	Louga	Nguidile	BADEME NIANE
23083	CGE	CG-L-091	Louga	Louga	Nguidile	BADEME NIANE
23091	APE	AP-L-093	Louga	Louga	NIOMRE	KEUR DAME
23091	CGE	CG-L-093	Louga	Louga	NIOMRE	KEUR DAME
23092	APE	AP-L-094	Louga	Louga	NIOMRE	TANIME
23092	CGE	CG-L-094	Louga	Louga	NIOMRE	TANIME
23093	APE/CGE	AC-L-095	Louga	Louga	NIOMRE	NIOMRE 2
23101	APE/CGE	AC-L-104	Louga	Louga	PETE OUARACK	THIALLENE
23111	APE	AP-L-098	Louga	Louga	Thiamene Cayor	THIAMENE
23112	APE	AP-L-097	Louga	Louga	Thiamene Cayor	KEUR BASSINE 1
23112	CGE	CG-L-097	Louga	Louga	Thiamene Cayor	KEUR BASSINE 1
23113	APE	AP-L-099	Louga	Louga	Thiamene Cayor	NDAWENE
23113	CGE	CG-L-099	Louga	Louga	Thiamene Cayor	NDAWENE
31011	APE	AP-M-001	Matam	Kanel	Bokiladji	BONDJI
31011	CGE	CG-M-001	Matam	Kanel	Bokiladji	BONDJI
31012	APE	AP-M-002	Matam	Kanel	Bokiladji	WOURO MBOULEL
31013	APE	AP-M-003	Matam	Kanel	Bokiladji	ADABERE
31013	CGE	CG-M-003	Matam	Kanel	Bokiladji	ADABERE
31021	APE	AP-M-005	Matam	Kanel	Ndendory	SENO PALEL
31021	CGE	CG-M-005	Matam	Kanel	Ndendory	SENO PALEL
31022	APE	AP-M-004	Matam	Kanel	Ndendory	BOYNGUEL
31022	CGE	CG-M-004	Matam	Kanel	Ndendory	BOYNGUEL
31023	APE/CGE	AC-M-006	Matam	Kanel	Ndendory	NGANNO
31031	APE	AP-M-007	Matam	Kanel	Orkadiere	GANGUEL SOULE
31031	CGE	CG-M-007	Matam	Kanel	Orkadiere	GANGUEL SOULE
31032	APE	AP-M-008	Matam	Kanel	Orkadiere	PADALAL
31032	CGE	CG-M-008	Matam	Kanel	Orkadiere	PADALAL
31033	APE/CGE	AC-M-009	Matam	Kanel	Orkadiere	WENDOU BOSSEABE
31041	APE	AP-M-010	Matam	Kanel	Ouro Sidy	DOLOL SOUBALO
31041	CGE	CG-M-010	Matam	Kanel	Ouro Sidy	DOLOL SOUBALO
31042	APE/CGE	AC-M-011	Matam	Kanel	Ouro Sidy	ODOBERE 2
31043	APE	AP-M-012	Matam	Kanel	Ouro Sidy	SORINGHO POULAR
32011	APE	AP-M-013	Matam	Matam	Bokidiawe	MBAKHANA
32011	CGE	CG-M-013	Matam	Matam	Bokidiawe	MBAKHANA
32012	APE	AP-M-014	Matam	Matam	Bokidiawe	SADEL 1
32012	CGE	CG-M-014	Matam	Matam	Bokidiawe	SADEL 1
32013	APE	AP-M-016	Matam	Matam	Bokidiawe	MOW
32013	CGE	CG-M-016	Matam	Matam	Bokidiawe	MOW
32014	APE	AP-M-017	Matam	Matam	Bokidiawe	KAWEL DIALLOUBE
32014	CGE	CG-M-017	Matam	Matam	Bokidiawe	KAWEL DIALLOUBE
32015	APE	AP-M-018	Matam	Matam	Bokidiawe	DONDOU 1
32016	APE/CGE	AC-M-015	Matam	Matam	Bokidiawe	BOKIDIAWE 1
32021	APE/CGE	AC-M-019	Matam	Matam	Dabia	GOUDOUE DIOBE
32022	APE	AP-M-020	Matam	Matam	Dabia	SARE LIOU
32022	CGE	CG-M-020	Matam	Matam	Dabia	SARE LIOU
32023	APE	AP-M-021	Matam	Matam	Dabia	GOUDOUE NDOUETBE
32023	CGE	CG-M-021	Matam	Matam	Dabia	GOUDOUE NDOUETBE
32031	APE	AP-M-022	Matam	Matam	Ogo	LAMBANGO
32031	CGE	CG-M-022	Matam	Matam	Ogo	LAMBANGO
32032	APE	AP-M-023	Matam	Matam	Ogo	SINTHIU GARBA 1
32032	CGE	CG-M-023	Matam	Matam	Ogo	SINTHIU GARBA 1
32033	APE/CGE	AC-M-024	Matam	Matam	Ogo	GALOYABE
32034	APE	AP-M-025	Matam	Matam	Ogo	DIANDIOLY
32034	CGE	CG-M-025	Matam	Matam	Ogo	DIANDIOLY
32035	APE	AP-M-026	Matam	Matam	Ogo	GARLY
32036	APE	AP-M-027	Matam	Matam	Ogo	THIANCONE HIRAYE
32036	CGE	CG-M-027	Matam	Matam	Ogo	THIANCONE HIRAYE
32041	APE	AP-M-028	Matam	Matam	Orefonde	ASNDE BALLA
32041	CGE	CG-M-028	Matam	Matam	Orefonde	ASNDE BALLA
32042	APE	AP-M-029	Matam	Matam	Orefonde	BALADJI
32042	CGE	CG-M-029	Matam	Matam	Orefonde	BALADJI

acid	Type	ID	IA	IDEN	CR	School
32043	APE	AP-M-030	Matam	Matam	Orefonde	OREFONDE 1
33011	APE	AP-M-031	Matam	Ranerou	Lougre Thioli	LOUGUERE THIOLLY
33011	CGE	CG-M-031	Matam	Ranerou	Lougre Thioli	LOUGUERE THIOLLY
33012	APE	AP-M-032	Matam	Ranerou	Lougre Thioli	GUIRDY LATHIE
33013	APE	AP-M-033	Matam	Ranerou	Lougre Thioli	BELEL WODJERE
33021	APE	AP-M-034	Matam	Ranerou	Oudalaye	PATOUKI 2
33022	APE	AP-M-035	Matam	Ranerou	Oudalaye	GASSE DORO
33022	CGE	CG-M-035	Matam	Ranerou	Oudalaye	GASSE DORO
33023	APE	AP-M-036	Matam	Ranerou	Oudalaye	FOURDOU MBAYLA
33023	CGE	CG-M-036	Matam	Ranerou	Oudalaye	FOURDOU MBAYLA
33024	CGE	CG-M-037	Matam	Ranerou	Oudalaye	TEKINGUEL
33025	APE/CGE	AC-M-038	Matam	Ranerou	Oudalaye	NAOURE
33026	APE	AP-M-039	Matam	Ranerou	Oudalaye	WOYNDOU BOUBOU
41011	APE	AP-T-001	Tambaco	Bakel	Ballou	AMADJI
41012	APE/CGE	AC-T-002	Tambaco	Bakel	Ballou	AROUNDU
41013	APE	AP-T-003	Tambaco	Bakel	Ballou	MOUSSA CAMARA EX GOLMY
41013	CGE	CG-T-003	Tambaco	Bakel	Ballou	MOUSSA CAMARA EX GOLMY
41021	APE	AP-T-004	Tambaco	Bakel	Gabou	MARSA
41022	APE/CGE	AC-T-005	Tambaco	Bakel	Gabou	GOUREL MANDIOU
41023	APE	AP-T-006	Tambaco	Bakel	Gabou	OLOLDU
41031	APE	AP-T-007	Tambaco	Bakel	Gathiari	BOUNTOU LOGO
41032	APE	AP-T-008	Tambaco	Bakel	Gathiari	BOUNDU DIOYE BAKEL
41041	APE	AP-T-009	Tambaco	Bakel	Madina Foulbe	LALLY
41042	APE	AP-T-010	Tambaco	Bakel	Madina Foulbe	KENIEBA
41051	APE	AP-T-011	Tambaco	Bakel	Mouderi	GALLADE
41052	APE/CGE	AC-T-012	Tambaco	Bakel	Mouderi	MOUDERY I
41053	APE/CGE	AC-T-013	Tambaco	Bakel	Mouderi	YELLINGARA
41061	APE	AP-T-100	Tambaco	Bakel	BELE	BELLE
41062	APE	AP-T-101	Tambaco	Bakel	BELE	SELING
41063	APE	AP-T-102	Tambaco	Bakel	BELE	SENO YOUPE
42011	APE	AP-T-017	Tambaco	GOUDIRY	Bani Israel	TAMBALA
42011	CGE	CG-T-017	Tambaco	GOUDIRY	Bani Israel	TAMBALA
42012	APE	AP-T-019	Tambaco	GOUDIRY	Bani Israel	BANI ISRAEL
42013	APE	AP-T-103	Tambaco	GOUDIRY	Bani Israel	LONDON
42021	APE	APT-020	Tambaco	GOUDIRY	BOUTOUCOUFARA	KAYAN
42031	APE	AP-T-021	Tambaco	GOUDIRY	Boynguel Bamba	BOGAL
42032	APE	AP-T-022	Tambaco	GOUDIRY	Boynguel Bamba	GUELODE
42033	APE	AP-T-023	Tambaco	GOUDIRY	Boynguel Bamba	WOURO DAUDA
42041	APE	AP-T-024	Tambaco	GOUDIRY	Dianke Makha	KOTHIE
42042	APE	AP-T-025	Tambaco	GOUDIRY	Dianke Makha	SENO DIANKE
42051	APE/CGE	AC-T-027	Tambaco	GOUDIRY	Dougue	DIEYLANI
42052	CGE	CG-T-026	Tambaco	GOUDIRY	Dougue	DOUGUE
42053	APE	AP-T-104	Tambaco	GOUDIRY	Dougue	SOUTOUTA
42061	APE	AP-T-029	Tambaco	GOUDIRY	Goumbayel	GOUMBAYEL
42061	CGE	CG-T-029	Tambaco	GOUDIRY	Goumbayel	GOUMBAYEL
42062	APE	AP-T-031	Tambaco	GOUDIRY	Goumbayel	BALAMBOULOU
42064	APE	AP-T-028	Tambaco	GOUDIRY	Goumbayel	MADINA DIOUNA
42071	APE	AP-T-032	Tambaco	GOUDIRY	Koar	KOAR
42071	CGE	CG-T-032	Tambaco	GOUDIRY	Koar	KOAR
42072	APE	AP-T-033	Tambaco	GOUDIRY	Koar	NAOUDE
42073	APE	AP-T-034	Tambaco	GOUDIRY	GOUMBAYEL	SABIKHASSE
42081	APE	AP-T-035	Tambaco	GOUDIRY	Sinthiou Bocar Ali	DINDEDJI
42091	APE	AP-T-036	Tambaco	GOUDIRY	Sinthiou Mamadou Boubou	NDIYA
42092	APE	AP-T-037	Tambaco	GOUDIRY	Sinthiou Mamadou Boubou	MBAGNOU
43011	APE	AP-T-041	Tambaco	Koumpentoum	Bamba Thialene	ELIHINA
43011	CGE	CG-T-041	Tambaco	Koumpentoum	Bamba Thialene	ELIHINA
43012	APE	AP-T-039	Tambaco	Koumpentoum	Bamba Thialene	SARE ABLAYE
43012	CGE	CG-T-039	Tambaco	Koumpentoum	Bamba Thialene	SARE ABLAYE
43013	APE	AP-T-040	Tambaco	Koumpentoum	Bamba Thialene	FASS NDIAYENE
43013	CGE	CG-T-040	Tambaco	Koumpentoum	Bamba Thialene	FASS NDIAYENE
43021	APE	AP-T-042	Tambaco	Koumpentoum	Kahel	MEDINA THIEKENE
43022	APE	AP-T-043	Tambaco	Koumpentoum	Kahel	KAHENE

acid	Type	ID	IA	IDEN	CR	School
43023	APE	AP-T-044	Tambaco	Koumpentoum	Kahel	BOURANOUNDA WOLOF
43031	APE	AP-T-045	Tambaco	Koumpentoum	Kouthia Gaydi	NDAYAR
43041	APE	AP-T-046	Tambaco	Koumpentoum	Mereto	GALLE
43042	APE	AP-T-047	Tambaco	Koumpentoum	Mereto	KOUNDIAO YORO
43042	CGE	CG-T-047	Tambaco	Koumpentoum	Mereto	KOUNDIAO YORO
43043	APE	AP-T-048	Tambaco	Koumpentoum	Mereto	KARAMO DIALLO
43043	CGE	CG-T-048	Tambaco	Koumpentoum	Mereto	KARAMO DIALLO
43051	APE	AP-T-049	Tambaco	Koumpentoum	Ndame	DIOKOUL
43052	APE	AP-T-050	Tambaco	Koumpentoum	Ndame	DAROU NDIMBELANE
43053	APE	AP-T-051	Tambaco	Koumpentoum	Ndame	TOUBA NIANI
43061	APE	AP-T-052	Tambaco	Koumpentoum	Payar	PAYAR
43061	CGE	CG-T-052	Tambaco	Koumpentoum	Payar	PAYAR
43062	APE	AP-T-053	Tambaco	Koumpentoum	Payar	BOKI SADA
43062	CGE	CG-T-053	Tambaco	Koumpentoum	Payar	BOKI SADA
43063	APE	AP-T-054	Tambaco	Koumpentoum	Payar	NAYOM DIA
44011	APE	AP-T-055	Tambaco	Tamba	Dialokoto	DIENOU DIALA
44011	CGE	CG-T-055	Tambaco	Tamba	Dialokoto	DIENOU DIALA
44012	APE	AP-T-056	Tambaco	Tamba	Dialokoto	WASSADOU
44012	CGE	CG-T-056	Tambaco	Tamba	Dialokoto	WASSADOU
44013	APE	AP-T-057	Tambaco	Tamba	Dialokoto	DIALACOTO
44021	APE	AP-T-060	Tambaco	Tamba	Koussanar	SARE SAMBAROU KOUSSANAR
44021	CGE	CG-T-060	Tambaco	Tamba	Koussanar	SARE SAMBAROU KOUSSANAR
44022	APE/CGE	AC-T-059	Tambaco	Tamba	Koussanar	KOUSSANAR II
44023	APE	AP-T-058	Tambaco	Tamba	Koussanar	KOUSSANAR 3
44023	CGE	CG-T-058	Tambaco	Tamba	Koussanar	KOUSSANAR 3
44031	APE	AP-T-063	Tambaco	Tamba	Maka	SAMBA NGAYE
44032	APE	AP-T-062	Tambaco	Tamba	Maka	SITACOUROU
44032	CGE	CG-T-062	Tambaco	Tamba	Maka	SITACOUROU
44033	APE	AP-T-061	Tambaco	Tamba	Maka	ELH FONSA LY EX COLIBANTAN
44041	APE/CGE	AC-T-064	Tambaco	Tamba	Missirah	MISSIRAH 3
44042	APE	AP-T-065	Tambaco	Tamba	Missirah	MISSIRAH 2
44042	CGE	CG-T-065	Tambaco	Tamba	Missirah	MISSIRAH 2
44043	APE	AP-T-066	Tambaco	Tamba	Missirah	BIRA
44044	APE	AP-T-067	Tambaco	Tamba	Missirah	HAMDALLAYE PONT
44044	CGE	CG-T-067	Tambaco	Tamba	Missirah	HAMDALLAYE PONT
44045	APE	AP-T-068	Tambaco	Tamba	Missirah	FADIAME SYLLA
44045	CGE	CG-T-068	Tambaco	Tamba	Missirah	FADIAME SYLLA
44046	CGE	CG-T-069	Tambaco	Tamba	Missirah	GOULOUMBOU
44051	APE/CGE	AC-T-070	Tambaco	Tamba	Netteboulou	SINTHIOU KENIEBA
44052	APE	AP-T-071	Tambaco	Tamba	Netteboulou	MISSIRAH BABOKE
44053	APE	AP-T-072	Tambaco	Tamba	Netteboulou	THIARA
44061	APE	AP-T-073	Tambaco	Tamba	Niani Toucouleur	DIAMAGUENE SINE
44062	APE	AP-T-074	Tambaco	Tamba	Niani Toucouleur	TOUBA BELEL
44063	APE	AP-T-075	Tambaco	Tamba	Niani Toucouleur	SINTHIOU GUEDE

Appendix 2 Senegal

Appendix 2-4 Summary Statistics with Variable Labels

SD
SC (APE and CGE)
CL (Commune)
IDEN

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdid	306	25338.1	11715.0	11011	44063	Identification
sdida1a	306	2.3	1.1	1	4	sdida1a A.1.a) IA: Name
sdida1b	305	1.0	0.0	1	1	A.1.b) IA: Check if this is correct
sdida2a	306	25.3	11.7	11	44	sdida2a A.2.a) IDEN: Name
sdida2b	305	1.0	0.0	1	1	A.2.b) IDEN: Check if this is correct
sdida3a	306	2533.6	1171.5	1101	4406	sdida3a A.3.a) Municipality / Community: Name
sdida3b	305	1.0	0.0	1	1	A.3.b) Municipality / Community: Check if this is correct
sdida4a	0					A.4.a) School: Name
sdida4b	303	1.0	0.0	1	1	A.4.b) School: Check if this is correct
sdida4c	306	2.0	0.1	1	2	A.4.c) school: Franco Arab
sdida5	0					A.5. ID school
sdidb1a	0					B.1.a) Name of School Director: Name
sdidb1b	304	1.0	0.0	1	1	B.1.b) Name of School Director: Check if this is correct
sdidb2a	304	1.0	0.1	1	2	B.2.a) Gender School Director
sdidb2b	304	1.0	0.1	1	2	B.2.b) Gender School Director: Check if this is correct
sdidb3a	306	771000000.0	45800000.0	99	7.80E+08	B.3.a) Mobile phone number of the school Director: Name
sdidb3b	305	1.0	0.1	1	2	B.3.b) Mobile phone number of the school Director: Check if corre
sdidb4a	0					B.4. Number phone school
sdidb4b	209	1.0	0.1	1	2	B.4. Number phone school
sdidc1a	0					1. Leader (a) Name
sdidc1b	300	158922.0	92273.5	10513	300413	1. Leader (b) Date visits
sdidc1c	306	1.1	0.3	1	2	1. Leader (c) Checking completed
sdidc1d	1	-6.0		-6	-6	1. Leader (d) Remarks (eg need for inspections)
sdidc2a	0					2. Investigator 1 (a) Name
sdidc2b	296	159608.6	92517.3	10513	300413	2. Investigator 1 (b) Date visits
sdidc2c	273	1.0	0.1	1	2	2. Investigator 1 (c) Verification completed
sdidc2d	1	0.0		0	0	2. Investigator 1 (d) Remarks (eg need for inspections)
sdidc3a	0					3. Investigator 2 (a) Name
sdidc3b	272	158430.4	92004.0	10513	300413	3. Investigator 2 (b) Date visits
sdidc3c	254	1.0	0.1	1	2	3. Investigator 2 (c) Checking completed
sdidc3d	1	0.0		0	0	3. Investigator 2 (d) Remarks (eg need for inspections)
sdidc4a	0					4. Regional Coordinator (a) Name
sdidc4b	195	165693.0	88662.4	2513	300413	4. Regional Coordinator (b) Date visits

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdidc4c	185	1.0	0.1	1	2	4. Regional Coordinator (c) Verification completed
sdidc4d	2	2.5	0.7	2	3	4. Regional Coordinator (d) Remarks (eg need for inspections)
sdidc5a	0					Member of the core team (a) 5. Name
sdidc5b	31	154396.9	92430.6	2513	300413	Member of the core team (b) 5. Date visits
sdidc5c	27	1.0	0.0	1	1	5 Member of the core team (c) Verification completed.
sdidc5d	1	2.0		2	2	Member of the core team (d) 5. Remarks
sdidd1a	0					Data Entry. Data Verification (a) Name
sdidd1b	297	218404.6	28912.5	23513	270520	Data Entry. Data Verification (b) Date of completion of the task
sdidd1c	1	0.0		0	0	Data Entry. Data Verification (c) Remarks (eg need for clarification)
sdidd2a	0					Data Entry. Verification of documents (a) Name
sdidd2b	2	215513.0	21213.2	200513	230513	Data Entry. Verification of documents (b) Date of completion of the task
sdidd2c	0					Data Entry. Verification of documents (c) Remarks (eg need for clarification)
sdidd3a	0					Data Entry. Input data (a) Name
sdidd3b	288	155605.4	120971.8	20613	310513	Data Entry. Data Entry (b) Date of completion of the task
sdidd3c	0					Data Entry. Data Entry (c) Remarks (eg need for clarification)
sdidd4a	0					Data Entry. Checking data entry (a) Name
sdidd4b	1	270413.0		270413	270413	Data Entry. Checking data entry (b) Date of completion of the task
sdidd4c	0					Data Entry. Checking data entry (c) Remarks (eg need for clarification)
sdsa01	306	40.2	7.4	24	66	1. What is your age (Director of? School)?
sdsa02	306	0.3	0.5	0	1	QSA02_en Director of 2. Etes you? Discharged school?
sdsa03	306	2.2	1.6	1	6	QSA03_en 3. What is your status? Job (Director of? School)?
sdsa05a	306	14.5	16.2	0	100	Time spent% lead in the last quarter: a) Administrative tasks
sdsa05b	306	17.8	18.6	0	100	Time spent% lead in the last quarter: b) Instructional Leadership

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsa05c	306	11.7	14.1	0	90	Time% c) Supervision and evaluation of teachers and other staff
sdsa05d	306	53.4	32.8	0	100	Time spent% lead in the last quarter: d) Education
sdsa05e	306	7.2	10.4	0	90	Time spent% lead in the last quarter: e) Public Relations
sdsa06	306	2.8	0.7	2	5	QSA06_en 6. What is your (principal) the highest academic degree?
sdsa07	306	1.4	0.6	1	3	QSA07_en 7. What is your highest professional degree?
sdsa08	306	5.4	4.2	0	24	8. Pendant how many years have you (principal) was the director of this
sdsa09	306	2.8	3.7	0	19	9. Pendant how many years have you worked in this school as that? Teaching
sdsa10	306	7.3	5.5	0	31	10. Pendant how many years have you (the manager? School) was director? Eco
sdsa11	306	14.2	7.7	0	39	11. Au total, how many years have you (the manager? School) worked
sdsa12	306	0.3	0.8	-8	1	QSA12_en 12. Have you (the manager? School) received initial training for managers
sdsa13	306	0.8	0.4	0	1	QSA13_en Do you 13. Est (director of? School) speak the main language of the comm
sdsa14	306	1.9	0.3	0	2	QSA14_en Do you often 14. Use a mobile phone to communicate with? Administered
sdsa041	306	0.7	0.5	0	1	QSA04_en 4. Diplômes professionals obtained: 1 CAP.
sdsa042	306	0.4	0.5	0	1	QSA04_en 4. Diplômes professionals obtained: 2. APEC
sdsb01a1	306	16.5	18.3	-9	127	Number of students and repeaters and nb of classes. A) Students Boys 1. CI
sdsb01a2	306	14.2	16.7	-9	98	Number of students and repeaters and nb of classes. A) Students boys 2. CP
sdsb01a3	306	13.1	14.9	-9	101	Number of students and repeaters and nb of classes. A) Students 3 boys. CE1
sdsb01a4	306	11.6	15.2	-9	97	Number of students and repeaters and nb of classes. A) Students boys 4. CE2
sdsb01a5	306	9.6	15.3	-9	107	Number of students and repeaters and nb of classes. A) Students boys 5. CM1
sdsb01a6	306	10.1	11.1	-9	64	Number of students and repeaters and nb of classes. A) Students boys 6. CM2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsb01a7	306	83.9	73.5	1	594	Number of students and repeaters and nb of classes. A) Students Total 7 boys.
sdsb01b1	306	18.7	19.0	-9	77	Number of students and repeaters and nb of classes. B) Students girls 1. CI
sdsb01b2	306	15.6	16.8	-9	78	Number of students and repeaters and nb of classes. B) Students girls 2. CP
sdsb01b3	306	14.9	16.2	-9	83	Number of students and repeaters and nb of classes. B) Students 3 girls. CE1
sdsb01b4	306	13.0	16.0	-9	71	Number of students and repeaters and nb of classes. B) Students girls 4. CE2
sdsb01b5	306	10.9	15.3	-9	68	Number of students and repeaters and nb of classes. B) Students girls 5. CM1
sdsb01b6	306	11.7	12.4	-9	68	Number of students and repeaters and nb of classes. B) Students girls 6. CM2
sdsb01b7	306	93.6	75.9	5	390	Number of students and repeaters and nb of classes. B) 7 Total Students girls.
sdsb01c1	306	-1.4	3.4	-9	4	C) Boys Class 1 repeater. CI
sdsb01c2	306	-0.7	4.0	-9	11	C) Boys redoubling Class 2. CP
sdsb01c3	306	-1.1	3.4	-9	9	C) Boys redoubling Class 3. CE1
sdsb01c4	306	-1.0	4.1	-9	8	C) Boys redoubling class 4. CE2
sdsb01c5	306	-2.0	4.0	-9	5	C) Boys redoubling Class 5. CM1
sdsb01c6	306	-0.4	3.0	-9	7	C) Boys redoubling class 6. CM2
sdsb01c7	306	2.5	3.5	-9	20	C) Boys redoubling Class 7. Total
sdsb01d1	306	-1.3	3.6	-9	16	D) redoubled Girls Class 1. CI
sdsb01d2	306	-0.7	4.0	-9	11	D) redoubled Girls Class 2. CP
sdsb01d3	306	-1.1	3.4	-9	5	D) redoubled Girls Class 3. CE1
sdsb01d4	306	-0.9	4.2	-9	7	D) redoubled Girls Class 4. CE2
sdsb01d5	306	-2.0	4.0	-9	4	D) redoubled Girls Class 5. CM1
sdsb01d6	306	-0.3	3.1	-9	9	D) redoubled Girls Class 6. CM2
sdsb01d7	306	2.8	3.8	-9	21	D) redoubled Girls Class 7. Total
sdsb01e1	306	-1.4	4.1	-9	2	E) Classes (only one per class) 1. CI
sdsb01e2	306	-1.4	4.2	-9	3	E) Classes (only one per class) 2. CP
sdsb01e3	306	-1.3	4.1	-9	2	E) Classes (only one per class) 3. CE1
sdsb01e4	306	-1.2	4.0	-9	2	E) Classes (only one per class) 4. CE2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsb01e5	306	-1.4	4.2	-9	3	E) Classes (only one per class) CM1 5.
sdsb01e6	306	-0.6	3.5	-9	2	E) Classes (only one per class) 6. CM2
sdsb01e7	306	3.3	4.7	-9	13	E) Classes (only one per class) Total 7.
sdsb02	305	0.8	1.1	-9	3	2. How multigrade classes do you have?
sdsb03a1	306	0.3	0.4	0	1	yesno_en multi-grade classes CI-CP
sdsb03a2	306	0.3	0.5	0	2	Number of multi-grade classes CI-CP
sdsb03b1	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CE1
sdsb03b2	306	0.0	0.1	0	1	Number of multi-grade classes CI-CE1
sdsb03c1	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CE2
sdsb03c2	306	0.0	0.1	0	1	Number of multi-grade classes CI-CE2
sdsb03d1	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CM1
sdsb03d2	306	0.0	0.1	0	1	Number of multi-grade classes CI-CM1
sdsb03e1	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CM2
sdsb03e2	306	0.0	0.1	0	1	Number of multi-grade classes CI-CM2
sdsb03f1	306	0.0	0.2	0	1	yesno_en multi-grade classes CP-CE1
sdsb03f2	306	0.0	0.2	0	1	Number of multi-grade classes CP-CE1
sdsb03g1	306	0.0	0.1	0	1	yesno_en multi-grade classes CP-CE2
sdsb03g2	306	0.0	0.1	0	1	Number of multi-grade classes CP-CE2
sdsb03h1	306	0.0	0.1	0	1	yesno_en multi-grade classes CP-CM1
sdsb03h2	306	0.0	0.1	0	1	Number of multi-grade classes CP-CM1
sdsb03i1	306	0.0	0.2	0	1	yesno_en multi-grade classes CP-CM2
sdsb03i2	306	0.0	0.2	0	1	Number of multi-grade classes CP-CM2
sdsb03j1	306	0.2	0.4	0	1	yesno_en multi-grade classes CE1-CE2
sdsb03j2	306	0.2	0.4	0	1	Number of multi-grade classes CE1-CE2
sdsb03k1	306	0.0	0.2	0	1	yesno_en multi-grade classes CE1-CM1
sdsb03k2	306	0.0	0.2	0	2	Number of multi-grade classes CE1-CM1
sdsb03l1	306	0.0	0.1	0	1	yesno_en multi-grade classes CE1-CM2
sdsb03l2	306	0.0	0.1	0	1	Number of multi-grade classes
sdsb03m1	306	0.0	0.2	0	1	yesno_en multi-grade classes CE2-CM1 CE1-CM2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsb03m2	306	0.0	0.2	0	1	Number of multi-grade classes
sdsb03n1	306	0.0	0.1	0	1	yesno_en multi-grade classes CE2-CM2
sdsb03n2	306	0.0	0.1	0	1	Number of multi-grade classes CE2-CM2
sdsb03o1	306	0.2	0.4	0	1	yesno_en multi-grade classes CM1-CM2
sdsb03o2	306	0.2	0.4	0	1	Number of multi-grade classes CM1-CM2
sdsb03p1	306	0.0	0.1	0	1	yesno_en multi-grade classes CP-CP-CE1
sdsb03p2	306	0.0	0.1	0	1	Number of multi-grade classes CP-CP-CE1
sdsb03q1	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CE1-CM1
sdsb03q2	306	0.0	0.1	0	1	Number of multi-grade classes CI-CE1-CM1
sdsb03r1	306	0.0	0.1	0	1	yesno_en multi-grade classes CE1-CM1-CM2
sdsb03r2	306	0.0	0.1	0	1	Number of multi-grade classes CE1-CM1-CM2
sdsb04a1	306	-0.3	2.8	-9	8	Number of pupils excluded or dropped out. A) Boys 1. CI
sdsb04a2	306	-0.6	2.9	-9	9	Number of pupils excluded or dropped out. A) Boys 2. CP
sdsb04a3	306	-0.5	2.8	-9	10	Number of excluded or dropped out of school students. Has) Boys 3. CE1
sdsb04a4	306	-0.7	2.9	-9	10	Number of excluded or dropped out of school students. A) Boys 4. CE2
sdsb04a5	306	-0.5	2.6	-9	3	Number of pupils excluded or dropped out. A) Boys 5. CM1
sdsb04a6	306	-0.4	2.6	-9	8	Number of pupils excluded or dropped out. A) Boys 6. CM2
sdsb04a7	306	1.4	3.7	-9	16	Number of pupils excluded or dropped out. A) Total 7 Boys.
sdsb04b1	306	-0.3	2.7	-9	9	Number of excluded or dropped out of school students. B) Girls 4. CE2
sdsb04b2	306	-0.4	3.0	-9	11	Number of pupils excluded or dropped out. B) Girls 1. CI
sdsb04b3	306	-0.4	2.8	-9	10	Number of pupils excluded or dropped out. B) Girls 2. CP
sdsb04b4	306	-0.6	2.9	-9	9	Number of pupils excluded or dropped out. B) Girls 3. CE1
sdsb04b5	306	-0.3	2.8	-9	9	Number of pupils excluded or dropped out. B) Girls 5. CM1
sdsb04b6	306	-0.2	2.6	-9	9	Number of pupils excluded or dropped out. B) Girls 6. CM2
sdsb04b7	306	1.7	5.7	-9	80	Number of pupils excluded or dropped out. B) Total 7 Girls.
sdsb05a1	306	9.6	10.3	-9	54	A) Boys 1. CM2 Number of students in 2011/2012
sdsb05a2	306	9.3	10.2	-9	54	A) Boys 2. Enrolled in CFEE
sdsb05a3	306	9.3	10.0	-9	54	A) Boys 3. Present at the examination

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Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsb05a4	306	5.5	7.7	-9	46	A) Boys 4. Perform the CFEE
sdsb05b1	306	10.8	11.5	-9	63	B) Girls 1. CM2 Number of students in 2011/2012
sdsb05b2	306	10.6	11.4	-9	63	B) Girls 2. Enrolled in CFEE
sdsb05b3	306	10.6	11.5	-9	63	B) Girls 3. Present at the examination
sdsb05b4	306	5.6	7.8	-9	37	B) Girls 4. Perform the CFEE
sdsb06	306	1.1	3.7	-9	4	QSB06_en 6. What is the proportion of students who have CI of the official age? Entry to
sdsb07a	306	65.1	41.6	-9	100	Average Distance homes écolea) Less than 1 km
sdsb07b	306	11.2	19.1	-9	100	Average Distance homes écoleb) 1-3 mi
sdsb07c	306	1.5	6.8	0	60	Average Distance homes ECOLEC) More than 3 km
sdsb08	306	7.3	12.9	-9	76	8. How many of students in your school are orphans?
sdsb09	306	0.8	1.7	0	16	9. How many d? Students in your school are disabled?
sdsb10	306	1.8	1.0	-8	2	QSB10_en 10. Are your school keeps a record of the presence or absence of the students?
sdsb11a	306	3.6	10.1	-9	67	NB students absent last quarter) CP students
sdsb11b	306	2.8	14.7	-9	215	NB students absent last quarter b) CM 2 students
sdsb12a	306	0.2	7.5	-9	60	What is the approximate% of graders and CM2 who have been absent for more than 5
sdsb12b	306	0.4	5.7	-9	33	What is the approximate% of graders and CM2 who have been absent for more than 5
sdsb13a	306	1.5	0.8	-7	3	13. a. Girls
sdsb13b	306	1.3	1.8	-9	3	13. b. boys
sdsb14	306	1.9	0.8	1	3	QSB14_en 14. Quelle is the severity of malnutrition in your school?
sdsb15	306	1.9	0.9	0	3	QSB15_en 15. Are Does your school gives parents a report card that includes
sdsb16	306	-0.2	4.1	-9	5	QSB16_en 16. According to you, what is the approximate proportion of first graders that le
sdsb17	306	1.9	2.6	-9	5	QSB17_en 17. According to you, what is the approximate proportion of students in CM2 learn
sdsb18	306	1.3	1.5	-9	3	QSB18_en 18. According to you, what is the approximate proportion of children aged 6 vivan

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsb19	305	1.4	1.2	-8	3	QSB19_en 19. According to you, what is the approximate proportion of children? School age
sdsb20	306	1.6	0.5	1	2	QSB20_en 20. According to you girls are they more likely? Being uneducated?
sdsb21	306	1.9	1.7	-9	3	QSB21_en 21. According to you, the parents know the lacing of their children?
sdsb22	306	0.2	0.9	-8	1	QSB22_en 22. According to you, local authorities (local collectvité, IDEN) know-ell
sdsb23	306	0.3	0.6	-7	1	QSB23_en 23.Y there school-age children who don? Could not s? Register in? School f
sdsc01a1	306	-2.5	4.5	-9	2	Many teachers. Has) Men French1. CI
sdsc01a2	306	-2.6	4.5	-9	2	Many teachers. Has) Men French2. CP
sdsc01a3	306	-2.2	4.4	-9	2	Many teachers. Has) Men english3. CE1
sdsc01a4	306	-2.1	4.3	-9	2	Many teachers. Has) Men French4. CE2
sdsc01a5	306	-2.3	4.5	-9	2	Many teachers. Has) Men english5. CM1
sdsc01a6	306	-1.3	4.1	-9	2	Many teachers. Has) Men French6. CM2
sdsc01a7	306	-0.5	3.0	-9	3	Number of teachers. Has) Men français7. Teachers not taking classes (alternate)
sdsc01a8	306	3.0	3.3	-9	14	Many teachers. Has) Men French8. Total
sdsc01a21	306	-8.5	2.1	-9	1	Many teachers. Has) Men arabe1. CI
sdsc01a22	306	-8.5	2.0	-9	1	Many teachers. Has) Men arabe2. CP
sdsc01a23	306	-8.5	2.1	-9	1	Many teachers. Has) Men arabe3. CE1
sdsc01a24	306	-8.5	2.1	-9	1	Many teachers. Has) Men arabe4. CE2
sdsc01a25	306	-8.5	2.2	-9	1	Many teachers. Has) Men arabe5. CM1
sdsc01a26	306	-8.5	2.2	-9	1	Many teachers. Has) Men arabe6. CM2
sdsc01a27	306	-8.4	2.2	-9	0	Number of teachers. Has) Men arabe7. Teachers not taking classes (alternate)
sdsc01a28	306	-8.3	2.5	-9	3	Many teachers. Has) Men arabe8. Total
sdsc01b1	306	-2.5	4.3	-9	2	Many teachers. B) Women French1. CI
sdsc01b2	306	-2.5	4.4	-9	2	Many teachers. B) Women French2. CP
sdsc01b3	306	-2.2	4.2	-9	2	Many teachers. B) Women english3. CE1

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsc01b4	306	-2.2	4.2	-9	2	Many teachers. B) Women French4. CE2
sdsc01b5	306	-2.5	4.2	-9	1	Many teachers. B) Women english5. CM1
sdsc01b6	306	-1.9	3.8	-9	2	Many teachers. B) Women english5. CM1
sdsc01b7	306	-1.0	3.0	-9	3	Number of teachers. B) Women français7. Teachers not taking classes (alternate)
sdsc01b8	306	1.1	2.2	-9	8	Many teachers. B) Women French8. Total
sdsc01b21	306	-8.5	2.1	-9	1	Many teachers. B) Women arabe1. CI
sdsc01b22	306	-8.5	2.1	-9	1	Many teachers. B) Women arabe2. CP
sdsc01b23	306	-8.5	2.1	-9	1	Many teachers. B) Women arabe3. CE1
sdsc01b24	306	-8.5	2.1	-9	0	Many teachers. B) Women arabe4. CE2
sdsc01b25	306	-8.5	2.1	-9	0	Many teachers. B) Women arabe5. CM1
sdsc01b26	306	-8.5	2.1	-9	0	Many teachers. B) Women arabe5. CM1
sdsc01b27	306	-8.5	2.1	-9	0	Number of teachers. B) Women arabe7. Teachers not taking classes (alternate)
sdsc01b28	306	-8.3	2.4	-9	2	Many teachers. B) Women arabe8. Total
sdsc01c1a	306	0.2	0.4	0	1	yesno_en multi-grade classes CI-CP
sdsc01c1b	306	0.0	0.2	0	1	yesno_en multi-grade classes CI-CE1
sdsc01c1c	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CE2
sdsc01c1d	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CM1
sdsc01c1e	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CM2
sdsc01c1f	306	0.0	0.2	0	1	yesno_en multi-grade classes CP-CE1
sdsc01c1g	306	0.0	0.1	0	1	yesno_en multi-grade classes CP-CE2
sdsc01c1h	306	0.0	0.1	0	1	yesno_en multi-grade classes CP-CM1
sdsc01c1i	306	0.0	0.2	0	1	yesno_en multi-grade classes CP-CM2
sdsc01c1j	306	0.2	0.4	0	1	yesno_en multi-grade classes CE1-CE2
sdsc01c1k	306	0.0	0.2	0	1	yesno_en multi-grade classes CE1-CM1
sdsc01c1l	306	0.0	0.4	0	7	yesno_en multi-grade classes CE1-CM2
sdsc01c1m	306	0.0	0.1	0	1	yesno_en multi-grade classes CE2-CM1
sdsc01c1n	306	0.0	0.2	0	1	yesno_en multi-grade classes CE2-CM2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsc01c1o	306	0.2	0.4	0	1	yesno_en multi-grade classes CM1-CM2
sdsc01c1p	306	0.0	0.1	0	1	yesno_en multi-grade classes CP-CP-CE1
sdsc01c1q	306	0.0	0.1	0	1	yesno_en multi-grade classes CI-CE1-CM1
sdsc01c1r	306	0.0	0.1	0	1	yesno_en multi-grade classes CE1-CM1-CM2
sdsc01c1s	306	0.0	0.0	0	0	
sdsc01c2a	306	0.3	0.5	0	2	Number de multi-grade classes CI-CP CI-CP
sdsc01c2b	306	0.0	0.2	0	1	Number of multi-grade classes CI-CE1 CI-CE1
sdsc01c2c	306	0.0	0.1	0	1	Number of multi-grade classes CI-CE2 CI-CE2
sdsc01c2d	306	0.0	0.1	0	1	Number of multi-grade classes CI-CM1 CI-CM1
sdsc01c2e	306	0.0	0.1	0	1	Number of multi-grade classes CI-CM2 CI-CM2
sdsc01c2f	306	0.0	0.2	0	1	Number of multi-grade classes CP-CE1 CP-CE1
sdsc01c2g	306	0.0	0.1	0	1	Number of multi-grade classes CP-CE2 CP-CE2
sdsc01c2h	306	0.0	0.1	0	1	Number of multi-grade classes CP-CM1 CP-CM1
sdsc01c2i	306	0.0	0.2	0	1	Number of multi-grade classes CP-CM2 CP-CM2
sdsc01c2j	306	0.2	0.4	0	2	Number of multi-grade classes CE1-CE2 CE1-CE2
sdsc01c2k	306	0.0	0.2	0	2	Number of multi-grade classes CE1-CM1 CE1-CM1
sdsc01c2l	306	0.0	0.2	0	1	Number of multi-grade classes CE1-CM2 CE1-CM2
sdsc01c2m	306	0.0	0.1	0	1	Number of multi-grade classes CE2-CM1 CE2-CM1
sdsc01c2n	306	0.0	0.2	0	1	Number of multi-grade classes CE2-CM2 CE2-CM2
sdsc01c2o	306	0.2	0.4	0	2	Number of multi-grade classes CM1-CM2 CM1-CM2
sdsc01c2p	306	0.0	0.1	0	1	Number of multi-grade classes CP-CP-CE1 CP-CP-CE1
sdsc01c2q	306	0.0	0.1	0	1	Number of multi-grade classes CI-CE1-CM1 CI-CE1-CM1
sdsc01c2r	306	0.0	0.1	0	1	Number of multi-grade classes CE1-CM1-CM2 CE1-CM1-CM2
sdsc01c2s	306	0.0	0.0	0	0	
sdsc02a1	306	0.8	1.3	0	7	. A) Men 1. Permanent / official
sdsc02a2	306	2.5	2.0	0	11	. A) Men 2. Contractual / Volunteer
sdsc02a3	306	0.0	0.1	0	1	Number of teachers by sex and type of contract. A) Men 3. Volunteer
sdsc02a4	306	3.3	2.6	0	13	Number of teachers by sex and type of contract. A) Men 4. Total

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsc02b1	306	0.2	0.6	0	4	. B) Women 1. Permanent / official
sdsc02b2	306	1.1	1.4	0	6	. B) Women 2. Contractual / Volunteer
sdsc02b3	306	0.0	0.1	0	1	Number of teachers by sex and type of contract. B) Women 3. Volunteer
sdsc02b4	306	1.3	1.7	0	8	Number of teachers by sex and type of contract. B) Women 4. Total
sdsc02c1	306	1.1	1.6	0	8	. C) Total / official one. Standing
sdsc02c2	306	3.6	2.7	0	12	. C) Total 2. Contractual / Volunteer
sdsc02c3	306	0.0	0.1	0	1	Number of teachers by sex and type of contract. C) Total 3. Volunteer
sdsc02c4	306	4.6	3.5	0	16	Number of teachers by sex and type of contract. C) Total 4. Total
sdsc03a1	306	0.0	0.2	0	3	A) Men
sdsc03a2	306	1.7	1.8	0	10	A) Men
sdsc03a3	306	1.3	1.4	0	10	A) Men
sdsc03a4	306	0.4	1.0	0	7	A) Men
sdsc03b1	306	0.0	0.2	0	2	B) Women
sdsc03b2	306	0.7	1.2	0	7	B) Women
sdsc03b3	306	0.4	0.8	0	4	B) Women
sdsc03b4	306	0.2	0.5	0	3	B) Women
sdsc04	306	0.8	1.0	0	5	4. How teachers are assigned to the school this academic year (2012/20
sdsc05	306	0.9	1.0	0	6	5. How teachers have left the school at the end of last year scolar
sdsc06a	306	1.4	2.2	-9	9	A) permenents Teachers / staff
sdsc06b	306	3.4	2.9	-9	12	B) Contractual Teachers / volunteers
sdsc06c	306	-2.2	3.9	-9	1	C) Teachers volunteers
sdsc07a	306	0.4	3.7	-9	4	7. a CP
sdsc07a1	306	6.1	20.3	-9	60	7. a1. Time devoted
sdsc07b	306	0.7	2.3	-9	4	7. CM2
sdsc07b1	306	41.4	38.8	-9	180	7. b1. Time devoted
sdsc08	306	3.4	4.2	-9	15	8. How many teachers can speak the main local language?
sdsc09	306	3.3	0.8	0	4	QSC09_en 9. What is the proportion of teachers with a very good command of frança
sdsc10	306	3.2	0.9	0	4	QSC10_en 10. What is the proportion of teachers with a very good command of Frenc
sdsc11	306	0.8	0.9	-9	1	QSC11_en 11. The school principal is there a record of absence and presence
sdsc13	306	0.7	1.9	-9	3	QSC13_en 13. With how often teachers have been absent from school this

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsc14a	306	0.2	1.1	-9	1	14a. Do enignants your school can benefit from days off
sdsc14b	304	-6.6	4.8	-9	12	14b If yes, give an example
sdsc15a	306	2.3	4.2	-9	14	A) The last quarter
sdsc15b	306	2.4	4.1	-9	14	B) The first quarter
sdsc15c	306	1.5	5.7	-9	14	C) Last year (2011/2012)
sdsc16a1	306	-1.1	6.1	-9	26	A.1 CP teacher 1
sdsc16a2	305	-8.0	3.5	-9	12	A.2. Teacher CP 2
sdsc16a3	306	-8.9	0.8	-9	1	A.3. Teacher CP 3
sdsc16a4	306	-9.0	0.0	-9	-9	A.4. Teacher CP 4
sdsc16b1	306	-0.2	5.5	-9	16	B.1. 1 teacher
sdsc16b2	306	-8.2	3.1	-9	15	B.2. Teacher 2
sdsc16b3	306	-9.0	0.0	-9	-9	B.3. Teacher 3
sdsc16b4	306	-9.0	0.0	-9	-9	B.4. Teacher 4
sdsc17a	306	0.4	1.2	-9	1	A) The principal of the school will teach the class
sdsc17b	306	0.6	1.2	-9	1	B) Teacher already holding a partially class will teach the class para
sdsc17c	306	-0.2	1.6	-9	1	C) An alternate Teacher teach or monitor observe the class
sdsc17d	306	0.0	1.3	-9	1	D) students study by themselves (without a teacher)
sdsc17e	306	0.1	1.2	-9	1	E) students will go home
sdsc120	306	-8.8	1.4	-9	1	QSC12_en 12. The teachers have to submit an application for authorization? Absence from
sdsc121	306	0.8	1.2	-9	1	QSC12_en 12. The teachers have to submit an application for authorization? Absence from
sdsc122	306	-0.1	1.0	-9	1	QSC12_en 12. The teachers have to submit an application for authorization? Absence from
sdsc123	306	0.0	1.1	-9	3	QSC12_en 12. The teachers have to submit an application for authorization? Absence from
sdsd01	306	1982.2	115.5	-9	2010	1. With what year? School she opened the first (start
sdsd02a	306	9.1	3.5	-9	12	A. Month
sdsd02b	306	11.8	7.6	-9	30	B. Day
sdsd03	306	90.7	90.9	-9	260	3. How update your school was actually open (for courses) in ti
sdsd04a	306	3.2	3.7	-9	5	A) This school year
sdsd04b	306	3.0	3.8	-9	5	B) last year?
sdsd05	306	0.3	2.0	-8	1	QSD05_en 5. Your school she taught remedial students during paus
sdsd06	306	-0.2	2.8	-9	1	QSD06_en 6. What? Is it last year (d? October 2011 to June 2012)?
sdsd07a1	306	9.5	33.3	-9	450	Hours and days of remedial courses. A) Time 1. CI

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsd07a2	306	9.8	28.8	-9	300	Hours and days of remedial courses. A) 2 hours. CP
sdsd07a3	306	10.3	30.0	-9	350	Hours and days of remedial courses. A) 3 hours. CE1
sdsd07a4	306	11.1	28.8	-9	300	Hours and days of remedial courses. A) 4 hours. CE2
sdsd07a5	306	12.4	35.4	-9	450	Hours and days of remedial courses. A) CM1 5 hours.
sdsd07a6	306	15.7	42.0	-9	450	Hours and days of remedial courses. A) 6 hours. CM2
sdsd07a7	306	7.8	32.4	-9	320	Hours and days of remedial courses. A) Time 7. Multigrades
sdsd07b1	306	1.9	9.3	-9	90	Hours and days of remedial courses. B) Day 1. CI
sdsd07b2	306	2.7	10.7	-9	80	Hours and days of remedial courses. B) Day 2. CP
sdsd07b3	306	2.5	9.4	-9	70	Hours and days of remedial courses. B) 3 Days. CE1
sdsd07b4	306	2.5	10.0	-9	60	Hours and days of remedial courses. B) Day 4. CE2
sdsd07b5	306	2.8	9.0	-9	60	Hours and days of remedial courses. B) Day 5. CM1
sdsd07b6	306	4.0	11.9	-9	90	Hours and days of remedial courses. B) Days 6. CM2
sdsd07b7	306	1.1	10.0	-9	80	Hours and days of remedial courses. B) Days 7. Multigrades
sdsd08a1	306	3.4	24.1	-9	250	Hours and additional courses. A) Time 1. CI
sdsd08a2	306	3.9	25.2	-9	250	Hours and additional courses. A) 2 hours. CP
sdsd08a3	306	7.7	31.7	-9	250	Hours and additional courses. A) 3 hours. CE1
sdsd08a4	306	7.2	31.5	-9	250	Hours and additional courses. A) 4 hours. CE2
sdsd08a5	306	15.0	42.9	-9	250	Hours and additional courses. A) CM1 5 hours.
sdsd08a6	306	67.6	95.9	-9	450	Hours and additional courses. A) 6 hours. CM2
sdsd08a7	306	14.1	55.5	-9	328	Hours and additional courses. A) Time 7. Multigrades
sdsd08b1	306	0.9	8.3	-9	58	Hours and additional courses. B) Day 1. CI
sdsd08b2	306	1.0	8.7	-9	58	Hours and additional courses. B) Day 2. CP
sdsd08b3	306	2.8	14.8	-9	180	Hours and additional courses. B) 3 Days. CE1
sdsd08b4	306	2.9	15.4	-9	180	Hours and additional courses. B) Day 4. CE2
sdsd08b5	306	5.6	18.0	-9	180	Hours and additional courses. B) Day 5. CM1
sdsd08b6	306	22.2	35.0	-9	192	Hours and additional courses. B) Days 6. CM2
sdsd08b7	306	3.6	19.4	-9	180	Hours and additional courses. B) Days 7. Multigrades
sdsd09a1	306	-3.2	7.2	-9	30	No. H and days of remedial last month. A) Time 1. CI

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsd09a2	306	-3.2	7.4	-9	42	No. H and days of remedial last month. A) 2 hours. CP
sdsd09a3	306	-2.9	7.6	-9	50	No. H and days of remedial last month. A) 3 hours. CE1
sdsd09a4	306	-2.8	7.2	-9	30	No. H and days of remedial last month. A) 4 hours. CE2
sdsd09a5	306	-2.9	7.7	-9	33	No. H and days of remedial last month. A) CM1 5 hours.
sdsd09a6	306	-0.8	9.7	-9	65	No. H and days of remedial last month. A) 6 hours. CM2
sdsd09a7	306	-0.9	6.5	-9	34	No. H and days of remedial last month. A) Time 7. Multigrades
sdsd09b1	306	-4.1	5.2	-9	9	No. H and days of remedial last month. B) Day 1. CI
sdsd09b2	306	-4.2	5.2	-9	8	No. H and days of remedial last month. B) Day 2. CP
sdsd09b3	306	-3.8	5.2	-9	10	No. H and days of remedial last month. B) 3 Days. CE1
sdsd09b4	306	-3.8	5.3	-9	9	No. H and days of remedial last month. B) Day 4. CE2
sdsd09b5	306	-4.1	5.3	-9	9	No. H and days of remedial last month. B) Day 5. CM1
sdsd09b6	306	-2.8	5.6	-9	16	No. H and days of remedial last month. B) Days 6. CM2
sdsd09b7	306	-1.1	4.5	-9	9	No. H and days of remedial last month. B) Days 7. Multigrades
sdsd10a1	306	-4.1	6.5	-9	42	Number of hours and days during Supp. Last month. A) Time 1. CI
sdsd10a2	306	-3.9	7.2	-9	42	Number of hours and days during Supp. Last month. A) 2 hours. CP
sdsd10a3	306	-3.6	7.1	-9	42	Number of hours and days during Supp. Last month. A) 3 hours. CE1
sdsd10a4	306	-3.3	7.4	-9	42	Number of hours and days during Supp. Last month. A) 4 hours. CE2
sdsd10a5	306	-2.8	9.0	-9	54	Number of hours and days during Supp. Last month. A) CM1 5 hours.
sdsd10a6	306	7.7	18.6	-9	75	Number of hours and days during Supp. Last month. A) 6 hours. CM2
sdsd10a7	306	1.1	10.0	-9	48	H Number of Days and Supp. Last month. A) Time 7. Multigrades
sdsd10b1	306	-4.2	5.3	-9	21	Number of hours and days during Supp. Last month. B) Day 1. CI
sdsd10b2	306	-4.3	5.4	-9	21	Number of hours and days during Supp. Last month. B) Day 2. CP

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sd10b3	306	-3.8	5.5	-9	21	Number of hours and days during Supp. Last month. B) 3 Days. CE1
sd10b4	306	-3.8	5.5	-9	21	Number of hours and days during Supp. Last month. B) Day 4. CE2
sd10b5	306	-3.8	6.4	-9	30	Number of hours and days during Supp. Last month. B) Day 5. CM1
sd10b6	306	0.3	9.1	-9	30	Number of hours and days during Supp. Last month. B) Days 6. CM2
sd10b7	306	-0.4	5.5	-9	24	H Number of Days and Supp. Last month. B) Days 7. Multigrades
sd11a1	306	0.1	0.3	0	1	Students or parents have paid the fee a) registration fees CI
sd11a2	306	98.4	316.0	-9	2000	A) Tuition at CI: Yes, amount
sd11b1	306	0.1	0.3	0	1	B) registration fee CP, CE1, CE2, CM1, CM2
sd11b2	306	95.1	306.5	-9	2000	B) registration fee CP, CE1, CE2, CM1, CM2: Yes, amount
sd11c1	306	0.0	0.0	0	0	C) Charges for passing exam CI, CP, CE1, CE2, CM1
sd11c2	306	-9.0	0.0	-9	-9	C) Charges for passing exam CI, CP, CE1, CE2, CM1: Yes, amount
sd11d1	306	0.0	0.1	0	1	D) Certification fees to CI, CP, CE1, CE2, CM1
sd11d2	306	-3.9	36.0	-9	250	D) Certification fees to CI, CP, CE1, CE2, CM1: Yes, amount
sd11e1	306	0.9	0.3	0	1	E) Examination fee (CFEE) to CM2
sd11e2	306	434.2	1177.2	-9	10000	E) Examination fee (CFEE) to CM2: Yes, amount
sd11f1	306	0.0	0.1	0	1	F) Certification fee of diploma CM2
sd11f2	306	-8.2	14.8	-9	250	F) Certification fee of diploma CM2: Yes, amount
sd11g1	306	0.1	0.3	0	1	G) Shipping mock exam for the CFEE
sd11g2	306	29.6	134.7	-9	1500	G) Shipping mock exam for the CFEE: Yes, amount
sd11h1	306	0.0	0.2	0	1	Students or parents have paid the fee h) Manuals
sd11h2	306	9.2	205.6	-9	3500	Students or parents have paid the fee h) Manuals: Yes, amount
sd11i1	306	0.2	0.4	0	1	I) supplies, workbooks, or other
sd11i2	306	402.5	1196.1	-9	10000	I) supplies, workbooks, or various: Yes, amount
sd11j1	306	0.0	0.1	0	1	Students or parents have paid the j) Uniform
sd11j2	306	22.9	235.8	-9	2200	Students or parents have paid the j) Uniform: Yes, amount

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsd11k1	306	0.4	0.5	0	1	Students or parents have paid the fee k) Contribution to the APE
sdsd11k2	306	1007.2	7498.3	-9	100000	K) Contribution to the APE: Yes, amount
sdsd11l1	306	0.1	0.3	0	1	Students or parents have paid the fees) Contribution to CGE
sdsd11l2	306	2035.1	29127.0	-9	500000	L) Contribution to CGE: Yes, amount
sdsd11m1	306	0.5	0.5	0	1	Students or parents have paid the fee m) School Feeding
sdsd11m2	306	664.6	1800.6	-9	18000	M) School Feeding: Yes, amount
sdsd12a1	306	-4.5	4.6	-9	1	Students provided. A) APE Cotisations 1) Boy
sdsd12a2	306	-4.6	4.6	-9	1	Students dispensés) Cotisations APE 2) Girls
sdsd12a3	306	-4.2	4.9	-9	1	Students dispensés) Cotisations APE 3) Poverty
sdsd12a4	306	-4.6	4.6	-9	1	Students dispensés) Cotisations APE 4) Handicap
sdsd12a5	306	-4.5	4.5	-9	1	Students dispensés) Cotisations APE 5) Other, specify
sdsd12a6	306	-8.8	1.9	-9	7	Students dispensésb) Cotisations APE 1) Precision
sdsd12b1	306	-5.1	4.5	-9	1	Students dispensésb) Other contributions 2) Girls
sdsd12b2	306	-5.2	4.5	-9	1	Students dispensésb) Other contributions 3) Poverty
sdsd12b3	306	-5.0	4.6	-9	1	Students dispensésb) Other contributions 4) Handicap
sdsd12b4	306	-5.2	4.5	-9	1	Students dispensésb) Other contributions 5) Other, specify
sdsd12b5	306	-5.2	4.5	-9	1	Students dispensésb) Other contributions 5) Other, specify
sdsd12b6	306	-8.9	1.3	-9	7	Students dispensésb) Other contributions Precision
sdsd13a	306	0.9	4.1	-9	5	A) CP-Play
sdsd13b	306	1.3	4.5	-9	5	B) CP-Math
sdsd13c	306	0.7	2.8	-9	5	C) CM2-Play
sdsd13d	306	0.7	2.8	-9	5	D) CM2-Math
sdsd14a	306	-1.2	4.0	-9	1	A) CP
sdsd14b	306	-0.3	3.2	-9	1	B) CM2
sdsd15a	306	0.4	8.7	-9	55	Number textbooks received a) Math for CP
sdsd15b	306	1.9	8.7	-9	53	Number received textbooks b) Math for CM2
sdsd15c	306	1.0	8.1	-9	47	Number received textbooks c) Reading for CP
sdsd15d	306	2.7	9.0	-9	51	Textbooks Number receipts) Play to CM2
sdsd16a	306	-0.2	4.5	-9	4	A) Math for CP
sdsd16b	306	2.0	3.7	-9	4	B) for CM2 Math

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsd16c	306	0.3	4.6	-9	4	C) Reading for CP
sdsd16d	306	2.0	3.7	-9	4	D) Reading for CM2
sdsd17a	306	0.0	4.1	-9	2	A) Math for CP
sdsd17b	306	0.9	3.1	-9	2	B) for CM2 Math
sdsd17c	306	0.0	4.1	-9	2	C) Reading for CP
sdsd17d	306	0.9	3.0	-9	2	D) Reading for CM2
sdsd18a	306	1.6	4.9	-9	4	A) Notebook Math homework pourCP
sdsd18b	306	2.8	3.7	-9	4	B) Notebook Math homework pourCM2
sdsd18c	306	1.7	4.9	-9	4	C) Workbook homework French pourCP
sdsd18d	306	2.8	3.6	-9	4	D) French homework notebook pourCM2
sdsd19a	306	3.7	0.7	0	4	A) Pencils, pens
sdsd19b	306	3.9	0.5	1	4	B) Specification
sdsd19c	306	3.8	0.6	1	4	C) chalk and slate personal
sdsd20a	306	0.4	0.7	-9	1	A) the IDEN
sdsd20b	306	0.2	0.7	-9	1	B) the local community
sdsd21a	306	1.6	3.0	-9	14	A) Number? Teachers (2011/2012)
sdsd21b	306	1.7	2.5	0	17	B) Number? Teachers (2012/2013)
sdsd22a	306	-0.2	1.7	-9	8	A) Number? Teachers (2011/2012)
sdsd22b	306	0.1	1.1	-9	8	B) Number? Teachers (2012/2013)
sdsd23	306	0.7	0.9	-9	1	QSD23_en 23. How many teachers attended a meeting based on the lessons
sdsd23b	306	0.0	6.8	-9	15	23.b. Number dating
sdsd24a	306	0.0	0.1	0	1	A.) No ()
sdsd24b	306	0.4	0.5	0	1	B). IDEN ()
sdsd24c	306	0.5	0.5	0	1	C) Directors of? School ()
sdsd24d	306	0.4	1.9	-9	1	D) Collective principals? School (CODEC) ()
sdsd24e	306	-0.1	1.0	-9	1	E) Other ()
sdsd24e2	306	0.0	0.1	0	1	E2) Other precision)
sdsd25a	306	0.7	1.3	-9	1	A) Observation Lesson
sdsd25b	306	0.6	1.3	-9	1	B). Preparing lesson ()
sdsd25c	306	0.4	1.5	-9	1	C). Presentation? Model a lesson ()
sdsd25d	306	0.7	1.4	-9	1	D). Meetings with teachers ()
sdsd25e	306	0.0	1.3	-9	1	E). Decoration classrooms
sdsd26	306	1.0	0.9	0	2	QSD26_en 26. Votre school have provided meals to students during this year scol
sdsd27	306	0.2	1.1	-9	1	QSD27_en 27. The parents have donated food / food and / or to hand PIECE power
sdsd28	306	-0.1	1.1	-8	1	QSD28_en 28. Votre school have received a grant for the project? School during
sdsd28b	306	42728.3	199703.3	-9	2000000	28. a. Subvention
sdsd29	306	0.0	0.6	-8	1	QSD29_en 29. Votre school have received a grant for the project this school Sixties

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sd29b	306	-8.9	0.7	-9	0	29. a. Subvention
sd30a1	306	0.3	2.3	-9	1	Non-teaching Personal a. Aucun
sd30b1	306	-7.5	3.4	-9	1	No teachers b. Central Personal (state)
sd30c1	306	-7.5	3.4	-9	0	Non-teaching Personal CR c. Commune /
sd30d1	306	-7.5	3.4	-9	0	No teachers of Personal. School Director
sd30e1	306	-7.5	3.5	-9	10	Personal non-teaching e. APE
sd30f1	306	-7.5	3.4	-9	1	Personal non-teaching f. CGE
sd30g1	306	-7.5	3.4	-9	1	No teachers G. Other Personal, specify
sd31	306	5.5	3.0	0	16	31. De how many classrooms for students the school has she?
sd32a	306	1.0	0.2	0	1	A. A ground floor building hard / cement / concrete ()
sd32b	306	0.0	0.0	0	0	B. Building floor at a level hard cement / concrete ()
sd32c	306	0.0	0.1	0	1	C. case hut or hard cement / concrete ()
sd32d	306	0.0	0.1	0	1	D. Case or mud hut ()
sd32e	306	0.0	0.1	0	1	E. Case or wooden hut / straw ()
sd32f	306	0.1	0.3	0	1	F. Temporary shelter ()
sd32g	306	0.0	0.0	0	0	G. Others () (state)
sd32h	306	0.0	0.0	0	0	H. Others precision
sd33a	306	1.9	1.0	1	4	A) Teaching materials (eg manuals)
sd33b	306	2.1	1.2	1	4	B) Budget for supplies (eg paper, pencils)
sd33c	306	2.4	1.2	1	4	C) Teachers
sd33d	306	3.0	1.1	1	4	D) Land and school buildings
sd33e	306	2.9	1.6	-8	4	E) An educational space (eg classrooms)
sd33f	306	1.8	1.2	1	4	F) Systems? Lighting
sd33g	306	2.8	1.5	-9	4	G) Drinking Water
sd33h	306	2.9	1.3	1	4	H) Toilets
sd33i	306	1.8	1.2	1	4	I) Safety
sd33j	306	2.9	1.5	-9	4	J) Special equipment for students with disabilities
sd34a1	306	-5.6	4.4	-9	1	Part. Prog. A) WFP Assistance 1 Teacher Training
sd34a2	306	-6.0	4.3	-9	1	A Part. Prog.) WFP Assistance 2. Other workshops
sd34a3	306	-6.1	4.3	-9	1	A Part. Prog.) Help WFP (World Food Programme) 3. Equipements
sd34a4	306	-6.2	4.2	-9	1	A Part. Prog.) Help WFP (World Food Programme) 4. Fournitures
sd34a5	306	-6.1	4.2	-9	1	A Part. Prog.) Help WFP (World Food Programme) 5. Construction
sd34a6	306	-4.6	4.9	-9	1	A Part. Prog.) WFP Assistance 6. Repas/Cantine school
sd34a7	306	-6.3	4.1	-9	1	A Part. Prog.) Help WFP (World Food Programme) 7. Projet school
sd34b1	306	-7.0	3.7	-9	1	Participation program b) UNICEF 1 Teacher Training

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsd34b2	306	-7.3	3.5	-9	1	Program Participation b) UNICEF 2. Other workshops
sdsd34b3	306	-7.6	3.3	-9	1	Program Participation b) UNICEF 3. Equipements
sdsd34b4	306	-7.5	3.3	-9	1	Program Participation b) UNICEF 4. Fournitures
sdsd34b5	306	-7.4	3.4	-9	1	Program Participation b) UNICEF 5. Construction
sdsd34b6	306	-7.4	3.4	-9	1	Program Participation b) UNICEF 6. Repas/Cantine school
sdsd34b7	306	-7.7	3.1	-9	0	Participation program b) UNICEF 7. Projet school
sdsd34c1	306	-7.1	3.6	-9	1	Participation program c) World Bank 1 Teacher Training
sdsd34c2	306	-7.5	3.3	-9	0	Participation program c) World Bank 2. Other workshops
sdsd34c3	306	-7.7	3.1	-9	1	Participation program c) World Bank 3. Equipements
sdsd34c4	306	-7.7	3.1	-9	1	Participation program c) World Bank 4. Fournitures
sdsd34c5	306	-7.6	3.2	-9	1	Participation program c) World Bank 5. Construction
sdsd34c6	306	-7.6	3.2	-9	1	Participation program c) World Bank 6. Repas/Cantine school
sdsd34c7	306	-7.7	3.1	-9	1	Participation program c) World Bank 7. Projet school
sdsd34d1	306	-7.1	3.7	-9	1	Participation program) CIDA, Canada 1 Teacher Training
sdsd34d2	306	-7.5	3.3	-9	0	Participation program) CIDA, Canada 2. Other workshops
sdsd34d3	306	-7.7	3.1	-9	1	Participation program) CIDA, Canada 3. Equipements
sdsd34d4	306	-7.7	3.2	-9	1	Participation program) CIDA, Canada 4. Fournitures
sdsd34d5	306	-7.6	3.2	-9	0	Participation program) CIDA, Canada 5. Construction
sdsd34d6	306	-7.6	3.2	-9	0	Participation program) CIDA, Canada 6. Repas/Cantine school
sdsd34d7	306	-7.7	3.1	-9	0	Participation program) CIDA, Canada 7. Projet school
sdsd34e1	306	-6.9	3.8	-9	1	Participation program e) USAID, U. S. 1, Teacher Training
sdsd34e2	306	-7.1	3.6	-9	1	Participation program e) USAID, U. S. 2. Other workshops
sdsd34e3	306	-7.2	3.6	-9	1	Participation program e) USAID, U. S. 3. Equipements
sdsd34e4	306	-6.8	4.0	-9	1	Participation program e) USAID, U. S. 4. Fournitures
sdsd34e5	306	-7.3	3.5	-9	1	Participation program e) USAID, U. S. 5. Construction
sdsd34e6	306	-7.4	3.4	-9	1	Participation program e) USAID, U. S. 6. Repas/Cantine school
sdsd34e7	306	-7.5	3.3	-9	0	Participation program e) USAID, U. S. 7. Projet school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsd34f1	306	-6.0	4.4	-9	1	Program Participation f) JICA, Japan 1. Teacher Training
sdsd34f2	306	-6.9	3.9	-9	1	Program Participation f) JICA, Japan 2. Other workshops
sdsd34f3	306	-7.2	3.6	-9	1	Program Participation f) JICA, Japan 3. Equipements
sdsd34f4	306	-7.1	3.6	-9	1	Program Participation f) JICA, Japan 4. Fournitures
sdsd34f5	306	-7.1	3.6	-9	1	Program Participation f) JICA, Japan 5. Construction
sdsd34f6	306	-7.1	3.7	-9	1	Program Participation f) JICA, Japan 6. Repas/Cantine school
sdsd34f7	306	-7.2	3.6	-9	1	Program Participation f) JICA, Japan 7. Projet school
sdsd34g1	306	-7.3	3.5	-9	1	Participation program g) AFD, France 1 Teacher Training
sdsd34g2	306	-7.5	3.3	-9	1	Participation program g) AFD, France 2. Other workshops
sdsd34g3	306	-7.7	3.1	-9	1	Participation program g) AFD, France 3. Equipements
sdsd34g4	306	-7.7	3.1	-9	0	Program Participation g) AFD, France 4. Fournitures
sdsd34g5	306	-7.7	3.2	-9	1	Program Participation g) AFD, France 5. Construction
sdsd34g6	306	-7.7	3.1	-9	0	Participation program g) AFD, France 6. Repas/Cantine school
sdsd34g7	306	-7.8	3.0	-9	0	Participation program g) AFD, France 7. Projet school
sdsd34h1	306	-6.6	4.0	-9	1	Program Participation h) Other 6. Repas/Cantine school
sdsd34h2	306	-7.1	3.6	-9	1	Participation program h) Other 1 Teacher Training
sdsd34h3	306	-7.0	3.8	-9	1	Program Participation h) Other 2. Other workshops
sdsd34h4	306	-6.9	3.9	-9	1	Program Participation h) Other 3. Equipements
sdsd34h5	306	-6.5	4.1	-9	1	Program Participation h) Other 4. Fournitures
sdsd34h6	306	-7.0	3.8	-9	1	Program Participation h) Other 5. Construction
sdsd34h7	306	-7.3	3.5	-9	1	H 7. Projet school program participation) Other
sdsd35a1	306	0.1	0.6	-8	1	Purchase and distribution of textbooks. A) Purchase Person
sdsd35a2	306	0.6	0.7	-8	1	Purchase and distribution of textbooks. A) Purchase ME
sdsd35a3	306	0.3	0.7	-8	1	Purchase and distribution of textbooks. A) Purchase IA, IDEN
sdsd35a4	306	-0.4	1.8	-9	1	Purchase and distribution of textbooks. A) Purchase CODEC
sdsd35a5	306	0.0	0.7	-9	1	Purchase and distribution of textbooks. A) Purchase Community localee (City / CR
sdsd35a6	306	-0.1	0.7	-9	0	Purchase and distribution of textbooks. A) Purchase of School Director

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sd35a7	306	-0.1	1.1	-9	1	Purchase and distribution of textbooks. A) Purchase APE
sd35a8	306	-1.5	3.3	-9	1	Purchase and distribution of textbooks. A) Purchase CGE
sd35b1	306	0.1	0.8	-9	1	Purchase and distribution of textbooks. B) Distribution to school Person
sd35b2	306	0.1	0.9	-9	1	Purchase and distribution of textbooks. B) Distribution to school ME
sd35b3	306	0.6	0.9	-9	1	Purchase and distribution of textbooks. B) Distribution to school IA, IDEN
sd35b4	306	0.0	0.1	0	1	Purchase and distribution of textbooks. B) Distribution to school CODEC
sd35b5	306	0.0	0.9	-9	1	Purchase and distribution of textbooks. B) Distribution to school localee Commun
sd35b6	306	0.0	0.9	-9	1	Purchase and distribution of textbooks. B) Distribution to School Headmaster
sd35b7	306	-0.2	1.2	-9	1	Purchase and distribution of textbooks. B) Distribution to the APE school
sd35b8	306	-1.5	3.3	-9	1	Purchase and distribution of textbooks. B) Distribution to school CGE
sd36a1	306	0.1	0.8	-8	1	A) Purchase Person
sd36a2	306	0.2	0.8	-8	1	A) Purchase ME
sd36a3	306	0.2	0.8	-8	1	A) Purchase IA, IDEN
sd36a4	306	-0.4	1.9	-9	1	A) Purchase CODEC
sd36a5	306	0.6	0.8	-8	1	A) Purchase Local Government (City / CR)
sd36a6	306	0.0	0.7	-8	1	A) Purchase of School Director
sd36a7	306	-0.1	1.1	-9	1	A) Purchase APE
sd36a8	306	-1.5	3.4	-9	1	A) Purchase CGE
sd36b1	306	0.1	0.8	-9	1	B) Distribution to school Person
sd36b2	306	0.0	0.8	-9	1	B) Distribution to school ME
sd36b3	306	0.3	0.9	-9	1	B) Distribution to school IA, IDEN
sd36b4	306	-0.2	2.0	-9	1	B) Distribution to school CODEC
sd36b5	306	0.4	0.9	-9	1	B) Distribution at the local Community School (City / CR)
sd36b6	306	0.0	0.8	-9	1	B) Distribution to School Headmaster
sd36b7	306	-0.1	1.1	-9	1	B) Distribution to the APE school
sd36b8	306	-1.5	3.4	-9	1	B) Distribution to school CGE
sd37a1	306	0.5	1.8	-9	1	. A) This year one
sd37a2	306	-0.3	1.6	-9	0	From whom did you receive extra funds. For school. A) This year ME
sd37a3	306	-0.3	1.6	-9	1	. A) This year IA, IDEN

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sd37a4	306	-0.6	2.3	-9	0	From whom did you receive extra funds. For school. A) This year CODEC
sd37a5	306	-0.3	1.6	-9	1	. A) This year Local Government (City / CR)
sd37a6	306	-0.3	1.6	-9	1	. A) This year Headmaster
sd37a7	306	-0.3	1.8	-9	1	From whom did you receive extra funds. For school. A) This year APE
sd37a8	306	-1.6	3.5	-9	1	From whom did you receive extra funds. For school. A) This year CGE
sd37b1	306	0.4	2.0	-9	1	. B) one last year
sd37b2	306	-0.4	1.8	-9	0	. B) Last year ME
sd37b3	306	-0.4	1.8	-9	1	. B) AI last year, IDEN
sd37b4	306	-0.7	2.4	-9	1	. B) Last year CODEC
sd37b5	306	-0.3	1.8	-9	1	. B) Last year Local Government (City / CR)
sd37b6	306	-0.4	1.8	-9	1	. B) The last year of school Director
sd37b7	306	-0.3	2.0	-9	1	. B) The APE last year
sd37b8	306	-1.6	3.5	-9	1	. B) Last year CGE
sd38a1	306	-2.4	4.7	-9	1	Managing the budget school project. A) This year one
sd38a2	306	-3.0	4.2	-9	0	Managing the budget school project. A) This year ME
sd38a3	306	-3.0	4.3	-9	0	Managing the budget school project. A) This year IDEN
sd38a4	306	-3.0	4.3	-9	0	Managing the budget school project. A) This year Local Government (City / CR)
sd38a5	306	-3.0	4.3	-9	1	Managing the budget school project. A) This year Headmaster
sd38a6	306	-3.0	4.3	-9	0	Managing the budget school project. A) This year APE
sd38a7	306	-3.0	4.3	-9	1	Managing the budget school project. A) This year CGE
sd38b1	306	-2.5	4.7	-9	1	Managing the budget school project. B) one last year
sd38b2	306	-3.1	4.3	-9	0	Managing the budget school project. B) Last year ME
sd38b3	306	-3.1	4.3	-9	1	Managing the budget school project. B) Last year IDEN
sd38b4	306	-3.1	4.3	-9	0	Managing the budget school project. B) last year Local Government (City / CR)
sd38b5	306	-3.0	4.3	-9	1	Managing the budget school project. B) The school principal last year
sd38b6	306	-1.5	3.4	-9	1	Managing the budget school project. B) The APE last year
sd38b7	306	-3.0	4.3	-9	1	Managing the budget school project. B) Last year CGE
sdse01a	306	46.7	34.6	-9	190	A) to? IDEN
sdse01b	306	10.3	12.2	-8	125	B) the City / Rural Community
sdse01c	306	7.6	10.3	0	65	C) the nearest school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdse01d	306	20.7	23.7	-9	125	D) the nearest school
sdse01e	306	24.7	35.6	-9	500	E) the bank or an equivalent service
sdse02a	306	0.5	1.7	-8	20	A)? IA
sdse02b	306	6.3	5.7	-9	30	B)? IDEN
sdse02c	306	3.1	4.8	-9	40	C) Marie / Rural Community
sdse03a1a	306	0.0	0.7	-9	1	1) Approximately how many times this year a. IA
sdse03a1b	306	0.6	1.3	-9	8	1) Approximately how many times this year? B. IDEN
sdse03a1c	306	0.2	1.4	-9	10	1) Approximately how many times this year? C. Mayor / Rural Community
sdse03a2a	306	-0.2	1.6	-9	8	2) Approximately how many times last year a. IA
sdse03a2b	306	0.8	2.1	-9	7	2) Approximately how many times last year? B. IDEN
sdse03a2c	306	0.0	2.0	-9	8	2) Approximately how many times last year? C. Mayor / Rural Community
sdse03b1a	306	-3.4	4.4	-9	1	Goals visits. 1) Inspection of school. IA
sdse03b1b	306	-2.5	4.3	-9	2	Goals visits. 1) Inspection school b. IDEN
sdse03b1c	306	-3.4	4.4	-9	1	Goals visits. 1) Inspection of school c. Mayor / Rural Community
sdse03b2a	306	-3.7	4.4	-9	1	Goals visits. 2) Inspection of teachers. IA
sdse03b2b	306	-1.9	4.2	-9	1	Goals visits. 2) Inspection of teachers b. IDEN
sdse03b2c	306	-3.7	4.4	-9	1	Goals visits. 2) Inspection of teachers c. Mayor / Rural Community
sdse03b3a	306	-3.8	4.5	-9	1	Goals visits. 3) Inspection of infrastructures. IA
sdse03b3b	306	-3.0	4.4	-9	1	Goals visits. 3) Inspection of facilities b. IDEN
sdse03b3c	306	-3.5	4.5	-9	1	Goals visits. 3) Inspection of infrastructure c. Mayor / Rural Community
sdse03b4a	306	-3.9	4.5	-9	1	Goals visits. 4) Inspection of the canteen. IA
sdse03b4b	306	-3.1	4.4	-9	1	Goals visits. 4) Inspection of the canteen b. IDEN
sdse03b4c	306	-3.9	4.5	-9	1	Goals visits. 4) Inspection of the canteen c. Mayor / Rural Community
sdse03b5a	306	-3.9	4.5	-9	0	Goals visits. 5) Educational Animation has. IA
sdse03b5b	306	-3.0	4.4	-9	1	Goals visits. 5) Animation teaching b. IDEN
sdse03b5c	306	-3.9	4.5	-9	0	Goals visits. 5) Educational activity c. Mayor / Rural Community
sdse03b6a	306	-3.6	4.4	-9	0	Goals visits. 6) Professional Examinations a. IA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdse03b6b	306	-1.6	4.1	-9	1	Goals visits. 6) Professional Examinations b. IDEN
sdse03b6c	306	-3.6	4.4	-9	1	Goals visits. 6) Professional Examinations c. Mayor / Rural Community
sdse03b7a	306	-3.6	4.4	-9	1	Goals visits. 7) Othera. IA
sdse03b7b	306	-3.3	4.4	-9	1	Goals visits. 7) Other b. IDEN
sdse03b7c	306	-3.5	4.5	-9	1	Goals visits. 7) Otherc. Mayor / Rural Community
sdse03b8	306	-0.9	6.8	-9	29	Other 7b-precision
sdse04a1	306	-1.2	3.2	-9	1	Evaluation. A) Permanent Faculty / staff No rating
sdse04a2	306	-1.7	3.5	-9	1	Who evaluated teachers. A) permanent teachers / officials ME
sdse04a3	306	-1.7	3.6	-9	1	Eval .. a) Permanent Faculty / staff HRD Ministry of edu. Needless repetition
sdse04a4	306	-1.0	3.6	-9	1	Evaluation. A) Permanent Faculty / IA officials, IDEN
sdse04a5	306	-0.5	2.1	-9	1	Who evaluated teachers. A) Permanent Faculty / staff CODEC
sdse04a6	306	-2.0	3.7	-9	0	Eval .. a) Permanent Teachers / Local government officials (Mayor / CR)
sdse04a7	306	-1.0	3.6	-9	1	Evaluation. A) permanent teachers / school officials Director
sdse04a8	306	-1.5	3.4	-9	0	Evaluation. A) Permanent Faculty / APE officials or CGE
sdse04b1	306	-0.4	1.9	-9	1	Evaluation. B) Contractual Teachers / volunteers No rating
sdse04b2	306	-1.5	3.3	-9	1	Who evaluated teachers. B) Contractual Teachers / volunteers ME
sdse04b3	306	-1.4	3.3	-9	1	Eval .. b) Contract teachers / volunteers HRD Ministry of edu. Needless repetiti
sdse04b4	306	-0.7	3.2	-9	1	Who evaluated teachers. B) Contractual Teachers / volunteers IA, IDEN
sdse04b5	306	-0.5	2.1	-9	1	Who evaluated teachers. B) Contractual Teachers / volunteers CODEC
sdse04b6	306	-1.7	3.5	-9	0	Eval .. b) Contractual Teachers / Volunteers Local Government (City / CR)
sdse04b7	306	0.1	2.6	-9	1	Evaluation. B) Contractual Teachers / volunteers Headmaster
sdse04b8	306	-0.2	1.2	-9	0	Evaluation. B) Contractual Teachers / APE voluntary or CGE
sdse04c1	306	-4.1	4.7	-9	1	Who evaluated teachers. C) Teachers volunteers No rating

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdse04c2	306	-4.0	4.5	-9	0	Who evaluated teachers. C) Teachers volunteers ME
sdse04c3	306	-4.1	4.5	-9	1	Eval .. c) Teachers volunteers HRD Ministry of edu. Needless repetition
sdse04c4	306	-4.4	4.5	-9	1	Who evaluated teachers. C) Teachers IA volunteers, IDEN
sdse04c5	306	-0.5	2.1	-9	0	Who evaluated teachers. C) Volunteer Teachers CODEC
sdse04c6	306	-4.2	4.5	-9	0	Evaluation. C) Teachers Volunteers Local Government (City / CR)
sdse04c7	306	-4.3	4.5	-9	1	Who evaluated teachers. C) Teachers volunteers Headmaster
sdse04c8	306	-1.5	3.4	-9	0	Who evaluated teachers. C) Teachers volunteers APE or CGE
sdse05a	306	0.7	1.3	-9	1	A) The criteria of standards? Teacher evaluation
sdse05b	306	0.7	1.5	-9	1	B) Classroom observation by the director of the school
sdse05c	306	0.5	1.3	-9	1	C) Classroom observation by inspectors or other persons outside
sdse05d	306	0.5	1.3	-9	1	D) Review the results of the tests and examinations of students
sdse06a1	306	-0.3	1.5	-9	1	Who followed. A) The presence and working hours of teachers Person
sdse06a2	306	0.1	1.8	-9	1	Who followed. A) The presence and working hours of teachers IA, IDEN
sdse06a3	306	-0.2	2.2	-9	1	Who followed. A) The presence and working hours of teachers CODEC
sdse06a4	306	-0.3	1.8	-9	1	Who followed. A) The presence and working hours of teachers Local Government (Ci
sdse06a5	306	0.6	1.8	-9	1	Who followed. A) The presence and working hours of teachers Headmaster
sdse06a6	306	0.0	1.3	-9	1	Who followed. A) The presence and working hours of teachers APE or CGE
sdse06b1	306	-0.3	1.6	-9	1	Who monitoring aspects. B) Interaction between teachers and students Person
sdse06b2	306	-0.2	1.8	-9	1	Who monitoring aspects. B) Interaction between teachers and students IA, IDEN
sdse06b3	306	-0.4	2.1	-9	1	Who monitoring aspects. B) Interaction between teachers and students CODEC
sdse06b4	306	-0.3	1.8	-9	1	Who followed. B) Interactions between teachers and pupils Community Local (City

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdse06b5	306	0.6	1.9	-9	1	Who followed. B) Interaction between teachers and students Headmaster
sdse06b6	306	0.1	1.3	-9	1	Who monitoring aspects. B) Interaction between teachers and students or APE CG
sdse06c1	306	-0.3	1.6	-9	1	Who monitoring aspects. C) Interactions between teachers and parents Person
sdse06c2	306	-0.2	1.8	-9	1	Who monitoring aspects. C) Interactions between teachers and parents IA, IDEN
sdse06c3	306	-0.3	2.1	-9	1	Who monitoring aspects. C) Interactions between teachers and parents CODEC
sdse06c4	306	-0.3	1.8	-9	1	Who followed. C) Interactions between teachers and parents Local Government (Cit
sdse06c5	306	0.5	1.9	-9	1	Who followed. C) Interactions between teachers and parents Headmaster
sdse06c6	306	0.2	1.4	-9	1	Who followed. C) Interactions between teachers and parents APE or CGE
sdse06d1	306	-0.3	1.6	-9	1	Who followed. D) Compliance with the program by teachers Person
sdse06d2	306	0.3	1.8	-9	1	Who followed. D) Compliance with the program by teachers IA, IDEN
sdse06d3	306	-0.3	2.1	-9	1	Who monitoring aspects. D) Compliance with the program by teachers CODEC
sdse06d4	306	-0.4	1.8	-9	1	Who followed. D) Compliance with the program by teachers Local Government (City
sdse06d5	306	0.5	1.9	-9	1	Who followed. D) Compliance with the program by teachers Headmaster
sdse06d6	306	-0.1	1.0	-9	1	Who followed. D) Compliance with the program by teachers or APE CGE
sdse06e1	306	-0.3	1.6	-9	1	Who monitoring aspects. E) Teaching teachers Person
sdse06e2	306	0.3	1.8	-9	1	Who monitoring aspects. E) Teaching teachers IA, IDEN
sdse06e3	306	-0.2	2.2	-9	1	Who monitoring aspects. E) Teaching teachers CODEC
sdse06e4	306	-0.4	1.7	-9	1	Who followed. E) Teaching Teachers Local Government (City / CR)
sdse06e5	306	0.5	1.9	-9	1	Who followed. E) school principal teacher teaching methods
sdse06e6	306	-0.2	1.3	-9	0	Who monitoring aspects. E) Teaching teachers APE or CGE
sdse07a	305	1.4	1.8	-9	4	(A) APE

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdse07b	306	0.5	3.5	-9	4	(B) CGE
sdse08a1	306	-0.2	1.6	-9	1	Who evaluated the director of the school in its personnel management: ME
sdse08a2	306	-0.2	1.6	-9	1	Who evaluated the director of the school in its personnel management: HR Departm
sdse08a3	306	0.7	1.7	-9	1	Who evaluated the director of the school in its personnel management: IA, IDEN
sdse08a4	306	-0.5	2.1	-9	1	Who evaluated the director of the school in its personnel management: CODEC
sdse08a5	306	-0.3	1.5	-9	0	Who evaluated the director of the school's management of staff: Local Government
sdse08a6	306	-0.2	1.4	-9	1	Who evaluated the director of the school's management of staff: APE or CGE
sdse09	306	0.2	2.4	-9	1	QSE09_en Local government has 9. La she d? A commission in charge of? Educatio
sdse10	306	0.0	1.2	-9	1	QSE10_en 10. Êtes you (the school principal) member of the Commission in charge of? Educat
sdse11	306	0.3	1.4	-9	5	11. How many times have you (the school principal) participated in meetings
sdse12	306	1.0	0.2	0	1	QSE12_en 12. Y there a group of principals? Schools (CODEC) in your district?
sdse13	306	2.5	3.7	-9	15	13. How manymany times have you (the school principal) attended meetings of the c
sdse14a1	306	-3.0	4.5	-9	1	1) Commission in charge of edu: a.) Allocation of the government budget for scho
sdse14a2	306	-0.5	2.4	-9	1	Examined by 2) CODEC: a.) Allocation of the government budget for schools
sdse14b1	306	-3.2	4.3	-9	1	1) Commission in charge of edu: . B) Allocation and assignment of teachers
sdse14b2	306	-0.5	2.4	-9	1	Examined by 2) CODEC: . B) Allocation and assignment of teachers
sdse14c1	306	-2.9	4.6	-9	1	1) Commission in charge of edu: . C) Allocation of materials
sdse14c2	306	-0.3	2.7	-9	1	Examined by 2) CODEC: . C) Allocation of materials
sdse14d1	306	-3.0	4.6	-9	1	1) Commission in charge of edu: . D) School Building
sdse14d2	306	-0.4	2.5	-9	1	Examined by 2) CODEC: . D) School Building

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdse14e1	306	-3.0	4.5	-9	1	1) Commission in charge of edu.: E) Reduction in Number of children who are not
sdse14e2	306	-0.3	2.6	-9	1	2) CODEC e) Reduction in Number of children who are not enrolled in the surround
sdse14f1	306	-3.1	4.4	-9	1	1) Commission in charge of edu.: F) Improving fairness
sdse14f2	306	-0.3	2.5	-9	1	2) CODEC: f) Improving fairness
sdse14g1	306	-2.4	4.3	-9	1	1) Commission in charge of edu.: G) Improving educational outcomes
sdse14g2	306	0.1	2.6	-9	1	2) CODEC: g) Improving educational outcomes
sdse14h1	306	-2.6	4.1	-9	1	1) Commission in charge of edu.: H) School Feeding Programme
sdse14h2	306	-0.4	2.5	-9	1	Examined by 2) CODEC:. H) School Feeding Programme
sdse14i1	306	-2.6	4.1	-9	1	1) Commission in charge of edu: i.) The training of school principals and teache
sdse14i2	306	-0.1	2.6	-9	1	2) CODEC: i) training of school principals and teachers
sdse14j1	306	-3.1	4.4	-9	1	1) Commission in charge of edu.: J) The management and funding of the school pro
sdse14j2	306	-0.3	2.5	-9	1	2) CODEC: j) The management and funding of the school project
sdsf01a1	306	-0.3	2.1	-9	1	A) Number of days present 1) From CI CP
sdsf01a2	306	-0.2	1.8	-9	1	A) Number of days present 2) From the CM1 CM2
sdsf01b1	306	-0.3	2.1	-9	1	B) Conduct daily class 1) From CI CP
sdsf01b2	306	-0.2	1.9	-9	1	B) Conduct daily class 2) From the CM1 CM2
sdsf01c1	306	-0.2	2.0	-9	1	C) Results of the exercises or homework 1) From CI CP
sdsf01c2	306	-0.1	1.8	-9	1	C) Results of the exercises and homework 2) From the CM1 CM2
sdsf01d1	306	0.4	2.1	-9	1	D) Quarterly Results auxexamens 1) From CI CP
sdsf01d2	306	0.4	1.9	-9	1	D) Quarterly Results auxexamens 2) From the CM1 CM2
sdsf01e1	306	0.2	2.0	-9	1	E) Exam Results season 1) From CI CP
sdsf01e2	306	0.4	1.9	-9	1	E) Results exam season 2) From the CM1 CM2
sdsf01f1	306	0.0	0.5	-9	1	F) Other, specify 1) From CI CP
sdsf01f2	306	0.0	0.5	-9	1	F) Other, specify 2) From the CM1 CM2

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsf01f21	306	0.0	0.5	-8	1	F) Other, specify 1) From CI CP
sdsf01f22	306	-0.4	6.2	-9	99	F) Other, specify 2) From the CM1 CM2
sdsf02a	306	3.4	4.4	-9	5	A) CP
sdsf02b	306	4.4	2.8	-9	5	B) CM2
sdsf03a	306	-0.1	0.9	-9	1	0. Ne s? Involve
sdsf03b	306	0.8	1.3	-9	1	1. Prepare problems by themselves using the manuals and guides
sdsf03c	306	0.5	1.3	-9	1	2. Uses a set of problems (or test) provided by others (exempl
sdsf03d	306	0.5	1.3	-9	1	3. Uses a set of problems (or tests) from private publications
sdsf03e	306	-0.4	1.8	-9	1	4. Other, specify
sdsf03e2	306	-6.7	4.0	-9	1	4b. Other precision
sdsf04a	306	-0.1	1.0	-9	1	0 .. s Do? Involve not
sdsf04b	306	0.6	1.7	-9	1	1. Préparent problems by themselves using the manuals and guides
sdsf04c	306	0.5	1.7	-9	1	2. Utilisent a set of problems (or test) provided by other (eg
sdsf04d	306	0.3	1.7	-9	1	3. Utilisent a set of problems (or test) from private publications
sdsf04e	306	-0.5	2.0	-9	1	4. Other, specify
sdsf04f	306	-6.6	4.0	-9	4	Other precision
sdsf05a	306	0.1	1.0	-9	1	0. Ne s? Involve not
sdsf05b	306	0.6	1.1	-9	1	1. Prepare problems by themselves using the manuals and guides
sdsf05c	306	0.6	1.1	-9	1	2. Uses a set of problems (or test) provided by others (exempl
sdsf05d	306	0.5	1.2	-9	1	3. Uses a set of problems (or test) from private publications
sdsf05e	306	-0.3	1.7	-9	1	4. Other, specify
sdsf05e2	306	-5.8	4.3	-9	2	4. Others, PR2CISION
sdsf06a	306	0.9	0.6	-8	1	QSF06_en Action to improve performance: a) increase of teaching hours
sdsf06autre1	306	-7.5	3.4	-9	6	Action to improve performance: q) Other (specify)
sdsf06autre2	306	-7.7	3.3	-9	5	Action to improve performance: q) Other (specify)
sdsf06b	306	0.9	0.8	-9	1	QSF06_en Action to improve the yield. B) Lessons support and extra lessons
sdsf06c	306	0.9	0.8	-9	1	QSF06_en Action to improve performance: c) Provide more opportunities for students to pas

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsf06d	306	0.2	0.6	-8	1	QSF06_en Action to improve performance: d) Increased Number of teachers
sdsf06e	306	0.7	0.7	-8	1	QSF06_en Action to improve performance: e) Training of teachers
sdsf06f	306	0.9	0.6	-8	1	QSF06_en Action to improve performance: f) Lesson Study (Pedagogic lesson)
sdsf06g	306	0.8	0.6	-8	1	QSF06_en Action to improve performance: a) Change style / teaching in the classroom metho
sdsf06h	306	0.9	0.5	-8	1	QSF06_en Action to improve performance: b) Improving the content of classroom exercises a
sdsf06i	306	0.9	0.6	-8	1	QSF06_en Action to improve performance: c) Increase the Number of homework
sdsf06j	306	0.7	0.7	-8	1	QSF06_en Action to improve performance: d) Provide supplies for students
sdsf06k	306	0.6	0.7	-8	1	QSF06_en Action to improve performance: e) Provide workbooks for students
sdsf06l	306	0.1	0.6	-8	1	QSF06_en Action to improve performance: f) Specific Intervention for boys
sdsf06m	306	0.1	0.6	-8	1	QSF06_en Action to improve performance: g) specific intervention for girls
sdsf06n	306	0.0	0.7	-9	1	QSF06_en Action to improve performance: h) Specific program for students with disabilitie
sdsf06o	306	0.1	0.6	-8	1	QSF06_en Action to improve performance: i) Special Program for students who are economica
sdsf06p	305	-0.8	2.6	-9	1	QSF06_en Action to improve performance: p) Other (specify)
sdsf07a	306	2.9	1.7	-8	4	A) School
sdsf07b	306	3.5	1.2	-8	4	B) Students
sdsf09a1	306	0.0	0.9	-9	1	A) CFEE comparisons are never made between different types of schools, regions,
sdsf09a2	306	-0.8	3.2	-9	1	A) CFEE Comparisons are made between the different types of schools, other regio
sdsf09a3	306	0.0	2.6	-9	1	A) CFEE Comparisons are made with previous years for each school.
sdsf09a4	306	-1.3	3.5	-9	1	A) CFEE The school has produced reports on student evaluations IRésultats

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsf09b1	306	-5.3	4.6	-9	1	B) SNERS comparisons are never made between different types of schools, regions,
sdsf09b2	306	-5.6	4.3	-9	1	B) SNERS Comparisons are made between the different types of schools, other regi
sdsf09b3	306	-8.9	1.0	-9	0	B) SNERS Comparisons are made with previous years for each school.
sdsf09b4	306	-8.3	2.4	-9	0	B) SNERS The school has produced reports on student evaluations IRésultats
sdsf09c1	306	-5.4	4.6	-9	1	C) PASEC comparisons are never made between different types of schools, regions,
sdsf09c2	306	-5.6	4.4	-9	1	C) PASEC Comparisons are made between the different types of schools, other regi
sdsf09c3	306	-8.9	1.0	-9	0	C) PASEC Comparisons are made with previous years for each school.
sdsf09c4	306	-8.3	2.5	-9	0	C) PASEC The school has produced reports on IRésultats évaluations students
sdsf09d1	306	-1.9	3.9	-9	1	D) Eval. Stand.de IDEN comparisons are never made between different types of sch
sdsf09d2	306	-2.5	4.3	-9	1	D) Eval. Stand.de IDEN Comparisons are made between the different types of schoo
sdsf09d3	306	-2.6	4.5	-9	1	D) Eval. Stand.de IDEN Comparisons are made with previous years for each school.
sdsf09d4	306	-3.3	4.5	-9	1	D) Eval. Stand.de IDEN The school has produced reports on IRésultatsévaluation
sdsf10a1	306	0.7	1.6	-9	1	Access results last year. A) CFEE Inspection / administration
sdsf10a2	306	0.8	1.2	-9	1	Access results last year. A) CFEE Headmaster
sdsf10a3	306	0.8	1.4	-9	1	Access results last year. A) CFEE Teachers
sdsf10a4	306	0.8	1.5	-9	1	Access results last year. A) CFEE Parents or students
sdsf10a5	306	0.5	1.9	-9	1	Access results past year. A) CFEE All members of the community
sdsf10b1	306	-4.8	4.7	-9	1	Access results last year. B) SNERS Inspection / administration
sdsf10b2	306	-5.4	4.4	-9	1	Access results past year. B) SNERS School Director
sdsf10b3	306	-5.3	4.4	-9	1	Access results past year. B) SNERS Teachers

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsf10b4	306	-5.2	4.4	-9	0	Access results last year. B) SNERS Parents or students
sdsf10b5	306	-5.4	4.4	-9	0	Access results last year. B) SNERS All members of the community
sdsf10c1	306	-4.8	4.7	-9	1	Access results last year. C) PASEC Inspection / administration
sdsf10c2	306	-5.4	4.4	-9	0	Access results last year. C) PASEC School Director
sdsf10c3	306	-5.3	4.4	-9	0	Access results last year. C) PASEC Teachers
sdsf10c4	306	-5.2	4.4	-9	0	Access results last year. C) PASEC Parents or students
sdsf10c5	306	-5.4	4.4	-9	0	Access results last year. C) PASEC All members of the community
sdsf10d1	306	-1.6	4.3	-9	1	Access results last year. D) Eval. Stand.de inspection IDEN / administration
sdsf10d2	306	-1.3	4.2	-9	1	Access results last year. D) Eval. Stand.de IDEN Headmaster
sdsf10d3	306	-1.3	4.1	-9	1	Access results last year. D) standardized Ratings IDEN Teachers
sdsf10d4	306	-2.2	4.4	-9	1	Access results last year. D) Eval. Stand.de IDEN Parents or students
sdsf10d5	306	-2.9	4.5	-9	1	Access results last year. D) Eval. Stand.de IDEN All members of the community
sdsf11a1	306	1.0	0.2	0	1	Decision (2012/2013)?. A) School Calendar ME
sdsf11a2	306	0.0	1.3	-9	1	Decision (2012/2013)?. A) IA school calendar, IDEN
sdsf11a3	306	-0.6	2.3	-9	1	Decision (2012/2013)?. A) School Calendar CODEC
sdsf11a4	306	-0.2	1.3	-9	0	Decision (2012/2013)?. A) School Calendar Local Government (City / CR)
sdsf11a5	306	-0.2	1.4	-9	1	Decision (2012/2013)?. A) School Calendar School Director
sdsf11a6	306	-0.2	1.3	-9	1	Decision (2012/2013)?. A) APE School Calendar
sdsf11a7	306	-0.2	1.3	-9	0	Decision (2012/2013)?. A) School Calendar CGE
sdsf11a8	306	-0.2	1.3	-9	1	Decision (2012/2013)?. A) School Calendar Teachers' Union
sdsf11b1	306	0.9	0.3	0	1	Decision (2012/2013)?. B) Number of Hours of Contents ME
sdsf11b2	306	0.1	1.4	-9	1	Decision (2012/2013)?. B) Number of Hours of Contents IA, IDEN

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsf11b3	306	-0.2	1.4	-9	1	Decision (2012/2013)? B) Number of Hours of Contents CODEC
sdsf11b4	306	-0.2	1.3	-9	1	Decision (2012/2013)? B) Number of Hours of Contents Local Government (City / C
sdsf11b5	306	-0.1	1.4	-9	1	Decision (2012/2013)? B) Number of Hours of Contents Headmaster
sdsf11b6	306	-0.3	1.7	-9	0	Decision (2012/2013)? B) Number of Hours APE materials
sdsf11b7	306	-1.5	3.4	-9	0	Decision (2012/2013)? B) Number of Hours of Contents CGE
sdsf11b8	306	-0.2	1.4	-9	1	Decision (2012/2013)? B) Number of Hours of Contents Union of Teachers
sdsf084bd1a	306	2.2	1.2	-9	4	A) CFEE
sdsf084bd1b	306	-4.4	5.2	-9	4	B) National System? Assessment of Educational Performance (SNERS)
sdsf084bd1c	306	-4.2	5.3	-9	4	C) Program? Analysis of educational systems and Sector? Evaluation of the
sdsf084bd1d	306	0.2	4.4	-9	4	D) Evaluations of standardized? IDEN
sdsf084bd2a	306	2.0	2.3	-9	4	A) CFEE
sdsf084bd2b	306	-5.3	4.8	-9	4	B) SNERS
sdsf084bd2c	306	-5.3	4.8	-9	2	C) PASEC
sdsf084bd2d	306	-0.2	4.6	-9	4	D) Evaluations of standardized? IDEN
sdsg01	306	8.8	15.7	-8	100	1. What is the approximate percentage of parents in your school who can speak
sdsg02a	306	35.6	42.3	0	100	Wolof
sdsg02b	306	30.7	39.7	0	100	B) Pulaar
sdsg02c	306	19.4	36.4	0	100	C) Serere
sdsg02d	306	1.8	9.5	0	100	D) Bambara
sdsg02e	306	5.2	21.0	0	100	E) Sarakholé
sdsg02f	306	5.6	20.3	-9	100	F) Other
sdsg03	306	3.3	1.0	1	4	QSG03_en 3. Environ what percentage of students at the school come from economic centers
sdsg04	306	1.6	1.0	1	4	QSG04_en 4. Environ what percentage of students at the school come from economic families
sdsg05	306	1.9	1.2	-9	3	QSG05_en 5. De how many villages are the students?
sdsg06a	306	0.4	0.5	0	1	QSG06_en A) Participate in special events
sdsg06b	306	0.7	0.5	0	1	QSG06_en B) To raise funds for school
sdsg06c	306	0.3	0.5	0	1	QSG06_en C) Acts of volunteer programs and trips for school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsg06d	306	0.9	0.3	0	1	QSG06_en D) Ensure that their child completes his homework
sdsg06e	306	0.7	0.4	0	1	QSG06_en E) Serve on school committees
sdsg07a	306	0.8	1.0	-9	1	QSG07_en A) Meet APE
sdsg07b	306	-0.7	3.6	-9	1	QSG07_en B) Meeting CGE
sdsg07c	306	0.7	0.7	-9	1	QSG07_en C) Special Meeting
sdsg07d	306	0.1	0.6	-9	1	QSG07_en D) written letter or word on the book
sdsg07e	306	0.6	0.7	-9	1	QSG07_en E) phone
sdsg08	306	3.2	1.2	-9	5	QSG08_en 8. A how quickly teachers they communicate with parents on? Attitude
sdsg09a	306	1.0	0.1	0	1	Is there such structures: APE or CGE in your school: a) APE
sdsg09b	306	0.8	0.4	0	1	Is there such structures: APE or CGE in your school: b) CGE
sdsg10a	306	0.7	1.1	-9	2	QSG10_en Is there an APE and CGE in your school, and they are active, if so answer for
sdsg10b	305	-0.9	3.7	-9	2	QSG10_en Is there an APE and CGE in your school, and they are active, if so answer for
sdsh01a	306	1791.9	605.4	-9	2013	When is the APE / the CGE / AME was created for your school: a) APE
sdsh01b	306	499.5	875.7	-9	2013	When is the APE / the CGE / AME was created for your school? B) AME
sdsh01c	306	1619.7	797.3	-9	2012	When is the APE / the CGE / AME was created for your school? C) CGE
sdsh02a	306	2.5	2.2	-9	4	QSH02_en Participated in a general meeting held by the APE / the SMC during the last ac
sdsh02b	306	1.0	4.7	-9	4	QSH02_en Participated in a general meeting held by the APE / the SMC during the last ac
sdsh03a	306	1.0	1.9	-9	7	How many times APE / CGE held general meetings during the school year (2012/20
sdsh03b	306	-0.5	4.0	-9	10	How many times APE / CGE held general meetings during the school year (2012/20
sdsh04a	304	0.6	1.3	-9	1	QSH04_en Have you (the school principal) in the last general meeting of the APE / CGE?
sdsh04b	305	-0.9	3.7	-9	1	QSH04_en Have you (the school principal) in the last general meeting of the APE / CGE?

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh05	306	1.6	2.2	-9	3	QSH05_en 5. Environ what percentage of parents participated in the last general assembly
sdsh06	306	0.2	4.2	-9	3	QSH06_en 6. Environ what percentage of community members attended the last
sdsh07a	306	3.1	2.1	-9	4	QSH07_en How parents' representatives in the Office of the APE / CGE were chosen this s
sdsh07b	306	1.4	4.7	-9	4	QSH07_en How parents' representatives in the Office of the APE / CGE were chosen this s
sdsh08a1	306	3.1	2.3	-9	4	Choosing APE last year. 1) Manager / President
sdsh08a2	305	2.7	3.1	-9	4	Choosing last year. 2) Vice-President
sdsh08a3	306	2.7	2.8	-9	4	Choosing last year APE. 3) Secretary General / Executive Secretary
sdsh08a4	306	2.9	2.6	-9	4	Choosing last year APE. 4) Treasurer
sdsh08a5	306	2.8	2.8	-9	4	Choosing Last year APE. 5) Auditor / Financial Control / Auditor
sdsh08b1	306	1.4	4.8	-9	4	Choosing last year CGE. 1) Manager / President
sdsh08b2	304	1.0	4.9	-9	4	Choosing last year CGE. 2) Vice-President
sdsh08b3	306	0.4	4.5	-9	4	Choosing last year CGE. 3) / Executive Administrative Secretary /
sdsh08b4	306	1.4	4.8	-9	4	Choosing last year CGE. 4) Treasurer
sdsh08b5	306	1.3	4.8	-9	4	Choosing last year CGE. 5) Auditor / Financial Control / Auditor
sdsh09a	306	1.5	4.2	-9	5	QSH09_en Post paid. A) Head / President
sdsh09b	306	0.6	3.8	-9	5	QSH09_en Post paid. B) Secretary / Administrative / Executive Secretary
sdsh09ba	306	1.8	1.8	-9	3	If the president of the APE or CGE is elected by the members of the APE or C
sdsh09bb	306	0.1	4.2	-9	3	If the president of the APE or CGE is elected by the members of the APE or C
sdsh09c1	306	1.3	4.7	-9	5	QSH09_en Post paid. C1) Treasurer
sdsh09c2	306	-1.5	3.5	-9	4	QSH09_en Post paid. C2) Treasurer
sdsh09d	306	0.3	4.5	-9	5	QSH09_en Post paid. D) Public Relations

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh09e1	306	1.0	4.6	-9	5	QSH09_en Post paid. E1) Auditor / Auditor
sdsh09e2	306	-1.1	3.8	-9	5	QSH09_en Post paid. E2) Auditor / Auditor
sdsh09f	306	-1.1	3.8	-9	5	QSH09_en Post paid. F) Other
sdsh10a	305	5.7	5.1	-9	50	What is the Number of officers of the APE in total and by sex? A. TOTAL
sdsh10b	306	4.3	3.1	-9	18	What is the Number of officers of the APE in total and by sex? B. Hommes
sdsh10c	306	1.3	2.5	-9	19	What is the Number of officers of the APE in total and by sex? C. Women
sdsh11a	306	3.9	6.8	-9	24	What is the Number of Officers of the CGE in total and by sex? Enter 0 if there
sdsh11b	306	2.3	5.7	-9	19	What is the Number of Officers of the CGE in total and by sex? Enter 0 if there
sdsh11c	306	0.0	4.6	-9	20	What is the Number of Officers of the CGE in total and by sex? Enter 0 if there
sdsh12a1a	306	0.7	1.1	-9	1	APE Action Plan Participation (1) Approval No plan or periodic budget
sdsh12a1b	306	0.0	1.0	-9	1	APE Action Plan Participation (1) Approval Officers APE / CGE
sdsh12a1c	306	0.0	1.0	-9	1	APE Action Plan Participation (1) Approval Parents'
sdsh12a1d	306	-0.1	1.0	-9	1	APE Action Plan Participation (1) Approval community members non-parents
sdsh12a1e	306	0.0	1.0	-9	1	APE Action Plan Participation (1) Approval of School Director
sdsh12a1f	306	0.0	1.0	-9	1	APE Action Plan Participation (1) Approval of Teachers
sdsh12a2a	306	0.4	1.9	-9	1	APE Action Plan Participation (2) Execution No plan or periodic budget
sdsh12a2b	306	-0.2	1.7	-9	1	APE Action Plan Participation (2) APE Enforcement Officers / CGE
sdsh12a2c	306	-0.2	1.6	-9	1	APE Action Plan Participation (2) Execution Parents'
sdsh12a2d	306	-0.3	1.6	-9	1	APE Action Plan Participation (2) Running Community members non-parents
sdsh12a2e	306	-0.2	1.6	-9	1	APE Action Plan Participation (2) Running School Director
sdsh12a2f	306	-0.3	1.9	-9	1	APE Action Plan Participation (2) Execution Teachers
sdsh12b1a	306	-0.5	2.9	-9	1	CGE Action Plan Participation (1) Approval No plan or periodic budget

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh12b1b	306	-1.0	3.4	-9	1	Participation Action Plan CGE (1) Approval Officers APE / CGE
sdsh12b1c	306	-1.1	3.3	-9	1	CGE Action Plan Participation (1) Approval Parents'
sdsh12b1d	306	-1.2	3.3	-9	1	Participation Action Plan CGE (1) Approval of Members of the community non-paren
sdsh12b1e	306	-1.1	3.3	-9	1	Participation Action Plan CGE (1) Approval of School Director
sdsh12b1f	306	-1.1	3.3	-9	1	Participation Action Plan CGE (1) Approval of Teachers
sdsh12b2a	306	-1.1	3.6	-9	1	Action Plan Participation CGE (2) Execution No plan or periodic budget
sdsh12b2b	306	-1.2	3.6	-9	1	Action Plan Participation CGE (2) APE Enforcement Officers / CGE
sdsh12b2c	306	-1.4	3.5	-9	1	Action Plan Participation CGE (2) Execution Parents'
sdsh12b2d	306	-1.4	3.4	-9	1	Action Plan Participation CGE (2) Running Community members non-parents
sdsh12b2e	306	-1.3	3.5	-9	1	Action Plan Participation CGE (2) Running School Director
sdsh12b2f	306	-1.4	3.5	-9	1	Participation Action Plan CGE (2) Execution Teachers
sdsh13a1	306	0.2	1.5	-9	1	Provided funds (2011/2012 or 2012/2013)? . A) No APE budget or funds
sdsh13a2	306	0.3	1.7	-9	1	Provided funds (2011/2012 or 2012/2013)? . A) APE Parents'
sdsh13a3	306	-0.3	1.6	-9	1	. A) APE Community members non-parents
sdsh13a4	306	-0.3	1.6	-9	1	. A) The APE administrations edu. (Eg ME, IA, IDEN, CODEC)
sdsh13a5	306	-0.3	1.6	-9	1	. A) APE Local Government (eg Town / rural community)
sdsh13a6	306	-0.3	1.6	-9	1	. A) Other APE (eg NGOs, Donors)
sdsh13b1	306	-1.1	3.6	-9	1	Provided funds (2011/2012 or 2012/2013)? . B) CGE No budget or funds
sdsh13b2	306	-1.1	3.6	-9	1	Provided funds (2011/2012 or 2012/2013)? . B) CGE Parents'
sdsh13b3	306	-1.5	3.4	-9	1	. B) CGE community members non-parents
sdsh13b4	306	-1.5	3.4	-9	1	. B) The CGE administrations edu. (Eg ME, IA, IDEN, CODEC)
sdsh13b5	306	-1.5	3.4	-9	1	. B) CGE local authorities (eg Municipality / rural community)
sdsh13b6	306	-1.5	3.4	-9	1	. B) Other CGE (eg NGOs, Donors)
sdsh14a1	306	0.5	1.8	-9	1	. A) APE APE / EMC does not have such a plan.

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh14a2	306	-0.3	1.7	-9	1	. A) APE Periodic Action Plan APE / CGE included elements of expenses associ
sdsh14a3	306	-0.1	1.5	-9	1	. A) APE Periodic Action Plan APE / CGE included elements of expenses relate
sdsh14a4	306	-0.2	1.4	-9	1	. A) APE Periodic Action Plan APE / CGE included wages or benefits. Teachers
sdsh14b1	306	-1.1	3.6	-9	1	. B) The APE CGE / CGE does not have such a plan.
sdsh14b2	306	-1.4	3.5	-9	1	. B) The CGE periodic action of the APE / CGE included elements of expenses re
sdsh14b3	306	-1.2	3.6	-9	1	. B) The CGE periodic action of the APE / CGE included elements of expenses re
sdsh14b4	306	-1.5	3.4	-9	1	. B) CGE Periodic Action Plan APE / CGE included wages or benefits. Teachers
sdsh15a1	306	0.5	1.7	-9	1	Target indicators made up with Reference. A) APE APE / EMC does not plan
sdsh15a2	306	-0.2	1.6	-9	1	Target indicators made up with Reference. A) The APE action plans and periodic
sdsh15a3	306	-0.2	1.6	-9	1	Target indicators made up with Reference. A) The APE action plan and periodic
sdsh15a4	306	-0.2	1.6	-9	1	Target indicators made up with Reference. A) The APE action plans and periodic
sdsh15b1	306	-1.1	3.6	-9	1	Target indicators made up with Reference. B) The APE CGE / CGE did not plan
sdsh15b2	306	-1.4	3.5	-9	1	Target indicators made up with Reference. B) The CGE action plans and periodic b
sdsh15b3	306	-1.3	3.6	-9	1	Target indicators made up with Reference. B) CGE The action plan and the budget
sdsh15b4	306	-1.3	3.5	-9	1	Target indicators made up with Reference. B) The CGE action plans and periodic b
sdsh16a	306	1.3	1.9	-9	4	Recipes APE collected the last two school years: a) APE
sdsh16b	306	0.1	4.2	-9	4	Recipes APE collected the last two school years: a) CGE
sdsh17a	306	1.0	1.7	-9	4	Recipes APE collected the last two school years? B) APE
sdsh17b	306	-0.2	4.1	-9	4	Recipes APE collected the last two school years? B) CGE
sdsh18a	306	47005.0	81413.3	-9	454000	A) APE1213
sdsh18b	306	45171.0	85374.0	-9	681000	B) CGE1112
sdsh18c	306	17289.4	61258.7	-9	500000	C) CGE1213
sdsh18d	306	27160.0	108661.9	-9	956000	D) CGE1112
sdsh19a	306	80321.5	207583.9	-9	2500000	A) APE1213

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh19b	306	63928.3	116762.3	-9	956000	B) CGE1112
sdsh19c	306	35291.9	119922.9	-9	1432000	C) CGE1213
sdsh19d	306	39361.7	123380.0	-9	956000	D) CGE1112
sdsh20	306	-0.7	3.9	-9	5	QSH20_en 20. Quelle is the proportion of the action plan that the APE has actually done
sdsh21	306	-0.7	4.0	-9	4	QSH21_en 21. Quelle is the proportion of the action plan that the CGE has actually done
sdsh22a	306	0.4	1.2	-9	1	QSH22_en Financial support a) Construction / infrastructure repair
sdsh22b	306	-0.1	1.0	-9	1	QSH22_en Financial support b) Hiring / Recruitment of Teachers'
sdsh22c	306	0.3	1.2	-9	1	QSH22_en Financial support c) Canteen (food, kitchen, etc.).
sdsh22d	306	-0.1	1.1	-9	1	QSH22_en Financial support d) Support to education
sdsh22e	306	0.0	1.1	-9	1	QSH22_en Financial support e) Educational Materials
sdsh22f	305	0.3	1.2	-9	1	QSH22_en Financial support f) Water Supply
sdsh22g	306	0.4	1.2	-9	1	QSH22_en Financial support g) Environment (cleaning, reforestation, etc.).
sdsh22h	306	0.1	1.1	-9	1	QSH22_en Financial support h) Special events (sports, festivals, etc..
sdsh22i	306	0.1	1.1	-9	1	QSH22_en Financial support i) Promotion and awareness of the edu. Girls
sdsh22j	306	-0.1	1.0	-9	1	QSH22_en Financial support j) Special programs for children with disabilities
sdsh22k	306	-0.1	1.1	-9	1	QSH22_en Financial support k) Special programs for children dévaforisés
sdsh23a	306	-1.3	3.7	-9	1	QSH23_en A) Construction / infrastructure repair
sdsh23b	306	-1.6	3.5	-9	1	QSH23_en B) Hiring / Recruitment of Teachers
sdsh23c	306	-1.4	3.6	-9	1	QSH23_en C) Canteen (food, kitchen, etc.).
sdsh23d	306	-1.6	3.5	-9	1	QSH23_en D) Support to education
sdsh23e	306	-1.5	3.6	-9	1	QSH23_en E) Educational Materials
sdsh23f	306	-1.4	3.6	-9	1	QSH23_en F) Water
sdsh23g	306	-1.3	3.7	-9	1	QSH23_en G) Environment (cleaning, reforestation, etc.).
sdsh23h	306	-1.5	3.6	-9	1	QSH23_en H) Special events (sports, festivals, etc..
sdsh23i	306	-1.4	3.6	-9	1	QSH23_en I) Promotion and awareness of the edu. Girls

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh23j	306	-1.6	3.5	-9	1	QSH23_en J) Special programs for children with disabilities
sdsh23k	306	-1.6	3.5	-9	1	QSH23_en K) Special programs for children dévaforisés
sdsh24a	306	-1.1	3.5	-9	1	QSH24_en Indicators defined: a) Improve attendance
sdsh24b	306	-1.2	3.5	-9	1	QSH24_en Indicators defined: b) Reducing repetition
sdsh24c	306	-1.2	3.5	-9	1	QSH24_en Indicators defined c) Reducing dropout
sdsh24d	306	-1.1	3.5	-9	1	QSH24_en Indicators defined: d) Improving the results of the examination of the CFEE
sdsh24e	306	-1.1	3.5	-9	1	QSH24_en Indicators defined e) Improve the results of other tests
sdsh24f	306	-1.2	3.5	-9	1	QSH24_en Indicators defined f) The performance of teachers
sdsh25a	305	1.1	1.5	-9	3	QSH25_en 25. Quel kind of support or training do you (principal and ens
sdsh25b	306	-0.3	4.0	-9	3	QSH25_en 25. Quel kind of support or training do you (principal and ens
sdsh26a	306	1.7	1.5	-9	4	A) Drecteur school
sdsh26b	306	0.0	3.9	-9	4	B) Teachers
sdsh27a	306	1.7	1.6	-9	4	A) IA, IDEN
sdsh27b	306	1.6	1.4	-9	4	B) CODEC
sdsh27c	306	1.1	1.6	-9	4	C) Local Government
sdsh28a	306	0.4	1.2	-9	1	QSH28_en What are the contents of the training: a) No training
sdsh28b	306	-0.4	2.5	-9	1	QSH28_en Contents of the training? B) Organizational Characteristics of the Board of Scho
sdsh28c	306	-0.5	2.5	-9	1	QSH28_en Contents of the training? C) Management Action Plan and the school budget
sdsh28d	306	-0.5	2.6	-9	1	QSH28_en What are the contents of the training? D) Financial Management
sdsh28e	306	-0.5	2.6	-9	1	QSH28_en What are the contents of the training? E) Tool and monitoring mechanisms
sdsh28f	306	-0.5	2.6	-9	1	QSH28_en What are the contents of the training? F) Advice / Guidance
sdsh29a	306	-0.6	3.0	-9	1	QSH29_en What are the objects of monitoring and / or restitution: a) No follow
sdsh29b	306	-1.0	3.2	-9	1	QSH29_en B) Organizational Structure
sdsh29c	306	-1.1	3.3	-9	1	QSH29_en C) Action Plan / periodic budget
sdsh29d	306	-1.1	3.3	-9	1	QSH29_en D) Report of results (on progress)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsh29e	306	-1.1	3.3	-9	1	QSH29_en What are the objects of monitoring and / or restitution? E) Financial Report
sdsh29f	306	-1.5	3.4	-9	1	QSH29_en F) Other (please give details please)
sdsh30a	306	0.9	1.7	-9	4	A) APE
sdsh30b	305	-0.3	4.0	-9	4	B) CGE
sdsh31a	306	0.9	1.4	-9	3	A) APE
sdsh31b	306	-0.6	3.8	-9	3	B) CGE
sdsh32a	306	0.9	1.4	-9	4	A) APE
sdsh32b	306	-0.6	3.8	-9	4	B) CGE
sdsh33a	306	0.9	1.5	-9	4	A) APE
sdsh33b	306	-0.5	3.9	-9	4	B) CGE
sdsh34a	306	0.8	1.5	-9	4	A) APE
sdsh34b	306	-0.7	3.8	-9	4	B) CGE
sdsia1	306	1.4	0.8	0	2	QSI1_en 1. Report back - * Academic Year (2012-2013) (all pages) a) Availability and doc
sdsia1APE	300	0.5	0.9	0	2	QSI1_en . 1 APE Journal account maintenance of the APE (Finance available and expend
sdsia1CGE	292	1.0	1.1	-9	2	QSI1_en . CGE 1 Decree on the Establishment of CGE school * a) Availability and document
sdsia2	305	0.9	0.9	0	2	QSI1_en . 2 Report season * (2011-2012) a) Availability and document collection at the s
sdsia2APE	301	0.6	1.0	-8	2	QSI1_en STEP 2 Register recording the contributions of parents and / or received contrib
sdsia2CGE	292	0.8	1.1	-9	2	QSI1_en . CGE 2 (Minutes of the general assembly of the CGE) or (the attendance sheet *)
sdsia3	305	1.3	0.9	0	2	QSI1_en 3. A quarterly report time quantum * (first quarter of 2013 and 3rd quarter 2012
sdsia3CGE	290	0.6	1.1	-9	2	QSI1_en . CGE 3 CGE Action Plan * (2012 -2013 failing 2011-2012) all pages a) Availabili
sdsia4	304	0.6	0.8	0	2	QSI1_en Document 4 quarterly summary of quantum time schools. * - 1st quarter 2013 and 3
sdsia4CGE	288	0.3	0.9	-9	2	QSI1_en CGE 4 Annual Report of Activities of the EGC. * - All pages 2011-2012 a) Availab
sdsia5a	306	1.1	1.0	0	2	QSI1_en . 5a Document receiving textbooks from IDEN * a) Availability and document colle

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsia5aCGE	289	0.4	1.0	-9	2	QSI1_en . CGE 5a Journal account maintenance CGE (Finance available and expenditures) (2
sdsia5b	300	1.2	1.0	0	2	QSI1_en . 5b report receipt of curriculum documents (album reading workbook and integrat
sdsia5bCGE	288	0.3	0.9	-9	2	QSI1_en . CGE 5b registry recording the contributions of parents and / or receipt of con
sdsia6a	303	0.9	1.1	-9	2	QSI1_en . 6a Document receiving materials and school supplies) Availability and document
sdsia6b	301	1.0	1.0	0	2	QSI1_en . 6b Document receiving materials and school supplies) Availability and document
sdsia7	299	1.7	1.2	-9	2	QSI1_en . 7 day call registry (a CM2) photography homepage * and month of February 2013)
sdsia8	302	0.5	0.9	0	2	QSI1_en . 8 Document quarterly synthesis and / or annual absent students for each class
sdsia9a	304	1.4	1.1	-9	2	QSI1_en . 9a Gradebook * Q1 2012 -2013 a student CM2) Availability and document collecti
sdsia9b	305	1.1	1.1	-9	2	QSI1_en Results of 9b / compositions of students in a class CM2 for the first quarter of
sdsia10a	304	0.7	1.1	-9	2	QSI1_en . 10a Summary of standardized assessments for the 1st quarter of the 2012-2013 s
sdsia10b	298	0.6	1.2	-9	2	QSI1_en . 10b Summary of compositions * Q1 2012 -2013 (all classes) a) Availability and
sdsia11	303	1.2	1.1	-9	2	QSI1_en 11 Document presenting the results of the CFEE * 2012) Availability and document
sdsib11	118	1.4	1.9	0	11	1. Report back - * Academic Year (2012-2013) (all pages) b) Number of digital an
sdsib11APE	306	-9.0	0.0	-9	-9	. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsib11CGE	86	0.8	1.3	0	7	CGE 1 Decree on the Establishment of the EGC school * b) Number of digital and p

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsib12	80	1.1	1.6	0	11	. 2 Report season * (2011-2012) b) Number of digital and photocopied documents:
sdsib12APE	306	-9.0	0.0	-9	-9	STEP 2 Register recording the contributions of parents and / or received contrib
sdsib12CGE	80	0.9	1.5	0	6	CGE 2 (minutes of the general assembly of the CGE) or (the attendance sheet *) (
sdsib13	119	0.6	0.8	0	3	3 A quarterly report time quantum * (first quarter 2013 and 3rd quarter 2012) b)
sdsib13CGE	306	-9.0	0.0	-9	-9	CGE 3 CGE Action Plan * (2012-2013 failing 2011-2012) all pages b) Number of di
sdsib14	306	-9.0	0.0	-9	-9	. 4 Document quarterly summary of the time quantum schools * - 1st quarter 2013
sdsib14CGE	306	-9.0	0.0	-9	-9	CGE 4 Annual Report of Activities of the EGC * - 2011-2012 all pages b) Number o
sdsib15a	100	0.5	0.7	0	3	. 5a Document receiving textbooks from IDEN * b) Number of digital and photocopi
sdsib15aCGE	306	-9.0	0.0	-9	-9	CGE 5a Journal account maintenance CGE (Finance available and expenditures) (201
sdsib15b	106	0.5	0.7	0	3	. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsib15bCGE	27	0.6	1.5	0	6	CGE 5b registry recording the contributions of parents and / or received contrib
sdsib16a	306	-9.0	0.0	-9	-9	Document 6a receiving materials and school supplies b) Number of digital and pho
sdsib16b	306	-9.0	0.0	-9	-9	Document 6b receiving materials and school supplies b) Number of digital and pho
sdsib17	164	0.9	1.1	0	4	. 7 day call registry (a CM2) photography homepage * and months of February 2013
sdsib18	306	-9.0	0.0	-9	-9	8 Document quarterly synthesis and / or annual absent students for each class in
sdsib19a	128	0.5	0.7	0	3	. 9a Gradebook * Q1 2012 -2013 a student CM2 b) Number of digital and photocopie
sdsib19b	104	0.5	0.7	0	3	Results of 9b / compositions of students in a class CM2 for the first quarter of
sdsib21	147	1.8	1.5	0	7	1. Report back - * Academic Year (2012-2013) (all pages) b) Number of digital an

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsib21APE	306	-9.0	0.0	-9	-9	. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsib21CGE	122	1.2	0.8	0	4	CGE 1 Decree on the Establishment of the EGC school * b) Number of digital and p
sdsib22	78	1.4	1.5	0	9	. 2 Report season * (2011-2012) b) Number of digital and photocopied documents:
sdsib22APE	306	-9.0	0.0	-9	-9	STEP 2 Register recording the contributions of parents and / or received contrib
sdsib22CGE	111	1.2	0.8	0	4	CGE 2 (minutes of the general assembly of the CGE) or (the attendance sheet *) (
sdsib23	150	1.1	0.9	0	6	3 A quarterly report time quantum * (first quarter 2013 and 3rd quarter 2012) b)
sdsib23CGE	306	-9.0	0.0	-9	-9	CGE 3 CGE Action Plan * (2012-2013 failing 2011-2012) all pages b) Number of di
sdsib24	306	-9.0	0.0	-9	-9	. 4 Document quarterly summary of the time quantum schools * - 1st quarter 2013
sdsib24CGE	306	-9.0	0.0	-9	-9	CGE 4 Annual Report of Activities of the EGC * - 2011-2012 all pages b) Number o
sdsib25a	141	1.0	0.7	0	5	. 5a Document receiving textbooks from IDEN * b) Number of digital and photocopied
sdsib25aCGE	306	-9.0	0.0	-9	-9	CGE 5a Journal account maintenance CGE (Finance available and expenditures) (201
sdsib25b	139	0.9	0.6	0	3	. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsib25bCGE	40	1.8	2.3	0	12	CGE 5b registry recording the contributions of parents and / or received contrib
sdsib26a	306	-9.0	0.0	-9	-9	Document 6a receiving materials and school supplies b) Number of digital and pho
sdsib26b	306	-9.0	0.0	-9	-9	Document 6b receiving materials and school supplies b) Number of digital and pho
sdsib27	230	1.3	0.9	0	3	. 7 day call registry (a CM2) photography homepage * and months of February 2013
sdsib28	306	-9.0	0.0	-9	-9	8 Document quarterly synthesis and / or annual absent students for each class in

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsib29a	173	0.9	0.5	0	2	. 9a Gradebook * Q1 2012 -2013 a student CM2 b) Number of digital and photocopies
sdsib29b	133	1.0	0.8	0	6	Results of 9b / compositions of students in a class CM2 for the first quarter of
sdsib31	103	0.0	0.1	0	1	1. Report back - * Academic Year (2012-2013) (all pages) b) Number of digital an
sdsib31APE	306	-9.0	0.0	-9	-9	. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsib31CGE	90	0.0	0.1	0	1	CGE 1 Decree on the Establishment of the EGC school * b) Number of digital and p
sdsib32	64	0.0	0.1	0	1	. 2 Report season * (2011- 2012) b) Number of digital and photocopied documents:
sdsib32APE	306	-9.0	0.0	-9	-9	STEP 2 Register recording the contributions of parents and / or received contrib
sdsib32CGE	81	0.0	0.0	0	0	CGE 2 (minutes of the general assembly of the CGE) or (the attendance sheet *) (
sdsib33	108	0.0	0.1	0	1	3 A quarterly report time quantum * (first quarter 2013 and 3rd quarter 2012) b)
sdsib33CGE	306	-9.0	0.0	-9	-9	CGE 3 CGE Action Plan * (2012 -2013 failing 2011-2012) all pages b) Number of di
sdsib34	306	-9.0	0.0	-9	-9	. 4 Document quarterly summary of the time quantum schools * - 1st quarter 2013
sdsib34CGE	306	-9.0	0.0	-9	-9	CGE 4 Annual Report of Activities of the EGC * - 2011-2012 all pages b) Number o
sdsib35a	98	0.0	0.0	0	0	. 5a Document receiving textbooks from IDEN * b) Number of digital and photocopies
sdsib35aCGE	306	-9.0	0.0	-9	-9	CGE 5a Journal account maintenance CGE (Finance available and expenditures) (201
sdsib35b	99	0.0	0.0	0	0	. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsib35bCGE	27	0.0	0.0	0	0	CGE 5b registry recording the contributions of parents and / or received contrib
sdsib36a	306	-9.0	0.0	-9	-9	Document 6a receiving materials and school supplies b) Number of digital and pho

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsib36b	306	-9.0	0.0	-9	-9	Document 6b receiving materials and school supplies b) Number of digital and pho
sdsib37	152	0.0	0.2	0	2	. 7 day call registry (a CM2) photography homepage * and months of February 2013
sdsib38	306	-9.0	0.0	-9	-9	8 Document quarterly synthesis and / or annual absent students for each class in
sdsib39a	115	0.0	0.0	0	0	. 9a Gradebook * Q1 2012 -2013 a student CM2 b) Number of digital and photocopie
sdsib39b	93	0.1	1.0	0	10	Results of 9b / compositions of students in a class CM2 for the first quarter of
sdsib110a	73	1.0	1.3	0	7	10a Summary of standardized assessments of the first quarter of the 2012-2013 sc
sdsib110b	306	-9.0	0.0	-9	-9	. 10b Summary of compositions * Q1 2012 -2013 (all classes) b) Number of digital
sdsib111	110	0.5	0.6	0	3	Document 11 results presentation CFEE * 2012 b) Number of digital and photocopie
sdsib210a	73	1.1	1.4	0	6	10a Summary of standardized assessments of the first quarter of the 2012-2013 sc
sdsib210b	306	-9.0	0.0	-9	-9	. 10b Summary of compositions * Q1 2012 -2013 (all classes) b) Number of digital
sdsib211	135	0.9	0.6	0	4	Document 11 results presentation CFEE * 2012 b) Number of digital and photocopie
sdsib310a	57	0.0	0.1	0	1	10a Summary of standardized assessments of the first quarter of the 2012-2013 sc
sdsib310b	306	-9.0	0.0	-9	-9	. 10b Summary of compositions * Q1 2012 -2013 (all classes) b) Number of digital
sdsib311	96	0.0	0.0	0	0	Document 11 results presentation CFEE * 2012 b) Number of digital and photocopie
sdsic1	0					1. Report back - * Academic Year (2012-2013) (all pages) c) Photo-ID and / filen
sdsic1APE	0					. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsic1CGE	0					. CGE 1 Decree on the Establishment of CGE school * c) Photo-ID and / filename i
sdsic2	0					. 2 Report season * (2011-2012) c) Photo-ID and / filename in the USB

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsic2APE	0					STEP 2 Register recording the contributions of parents and / or received contrib
sdsic2CGE	0					. CGE 2 (Minutes of the general assembly of the CGE) or (the attendance sheet *)
sdsic3	0					3. A quarterly report time quantum * (first quarter of 2013 and 3rd quarter 2012
sdsic3CGE	0					. CGE 3 CGE * (2012 -2013 failing 2011-2012) all pages c) Photo-ID and / filename
sdsic4	0					. 4 Document quarterly summary of the time quantum schools * - 1st quarter 2013
sdsic4CGE	0					CGE 4 Annual Report of Activities of the EGC. * - All pages 2011-2012 c) Photo-I
sdsic5a	0					. 5a Document receiving textbooks from IDEN * c) Photo-ID and / filename in the
sdsic5aCGE	0					. CGE 5a Journal account maintenance CGE (Finance available and expenditures) (2
sdsic5b	0					. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsic5bCGE	0					. CGE 5b registry recording the contributions of parents and / or receipt of con
sdsic6a	0					. 6a Document receiving materials and school supplies c) Photo-ID and / filename
sdsic6b	0					. 6b Document receiving materials and school supplies c) Photo-ID and / filename
sdsic7	0					. 7 day call registry (a CM2) photography homepage * and months of February 2013
sdsic8	0					. 8 Document quarterly synthesis and / or annual absent students for each class
sdsic9a	0					. 9a Gradebook * Q1 2012 -2013 a student CM2 c) Photo-ID and / filename in the U
sdsic9b	0					. 9b Assessment Results / compositions of students in a class CM2 for the first
sdsic10a	0					. 10a Summary of standardized assessments for the 1st quarter of the 2012-2013 s
sdsic10b	0					. 10b Summary of compositions * Q1 2012 -2013 (all classes) c) Photo-ID and / fi
sdsic11	0					11 Document presenting the results of the CFE * 2012 c) Photo-ID and / filename

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsid11	112	23.5	26.9	1	106	1 report back - * Academic Year (2012-2013) (all pages) d) Note (reason for whic
sdsid11APE	84	30.7	25.5	1	122	. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsid11CGE	58	37.2	28.4	1	105	. CGE 1 Decree on the Establishment of CGE school * d) Note (reason for which th
sdsid12	123	18.8	23.2	1	125	. 2 Report season * (2011-2012) d) Notes (reason for which the document is not c
sdsid12APE	79	34.1	26.5	1	122	STEP 2 Register recording the contributions of parents and / or received contrib
sdsid12CGE	68	39.4	29.5	1	120	CGE 2. (Minutes of the general assembly of the CGE) or (the attendance sheet *)
sdsid13	97	28.7	35.3	1	125	3. A quarterly report time quantum * (first quarter of 2013 and 3rd quarter 2012
sdsid13CGE	72	30.8	30.1	0	98	. CGE 3 CGE Action Plan * (2012 -2013 failing 2011-2012) all pages) Notes (reaso
sdsid14	154	28.2	36.1	1	125	Document 4 quarterly summary of quantum time schools. * - 1st quarter 2013 and 3
sdsid14CGE	94	31.4	26.2	1	123	CGE 4 Annual Report of Activities of the EGC. * - All pages 2011-2012) Note (rea
sdsid15a	90	41.5	38.8	3	109	. 5a Document receiving textbooks from IDEN * d) Note (reason for which the docu
sdsid15aCGE	85	32.7	27.1	0	118	. CGE 5a Journal account maintenance CGE (Finance available and expenditures) (2
sdsid15b	78	46.9	40.9	3	114	. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsid15bCGE	93	28.3	24.4	1	118	. CGE 5b registry recording the contributions of parents and / or receipt of con
sdsid16a	89	42.7	42.6	1	123	. 6a Document receiving of materials and school supplies) Note (reason for which
sdsid16b	77	50.2	41.6	3	116	. 6b Document receiving of materials and school supplies) Note (reason for which
sdsid17	28	45.3	29.3	3	97	. 7 Registry daily call (a CM2) photography homepage * and month of February 201
sdsid18	76	28.9	30.5	1	99	. 8 Document quarterly synthesis and / or annual absent students for each class
sdsid19a	61	58.0	28.6	3	115	. 9a Gradebook * Q1 2012 -2013 a student CM2 d) Notes (reason for which the docu

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsid19b	72	37.7	28.5	3	99	9b Assessment Results / compositions of students in a class CM2 for the first qu
sdsid21	5	21.6	25.2	1	49	1 report back - * Academic Year (2012-2013) (all pages) d) Note (reason for whic
sdsid21APE	0					. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsid21CGE	0					. CGE 1 Decree on the Establishment of CGE school * d) Note (reason for which th
sdsid22	6	18.2	24.0	1	49	. 2 Report season * (2011-2012) d) Notes (reason for which the document is not c
sdsid22APE	0					STEP 2 Register recording the contributions of parents and / or received contrib
sdsid22CGE	1	109.0		109	109	CGE 2. (Minutes of the general assembly of the CGE) or (the attendance sheet *)
sdsid23	3	49.0	48.0	1	97	3. A quarterly report time quantum * (first quarter of 2013 and 3rd quarter 2012
sdsid23CGE	3	75.7	24.1	49	96	. CGE 3 CGE Action Plan * (2012 -2013 failing 2011-2012) all pages) Notes (reaso
sdsid24	1	4.0		4	4	Document 4 quarterly summary of quantum time schools. * - 1st quarter 2013 and 3
sdsid24CGE	2	42.5	17.7	30	55	CGE 4 Annual Report of Activities of the EGC. * - All pages 2011-2012) Note (rea
sdsid25a	0					. 5a Document receiving textbooks from IDEN * d) Note (reason for which the docu
sdsid25aCGE	1	55.0		55	55	. CGE 5a Journal account maintenance CGE (Finance available and expenditures) (2
sdsid25b	1	6.0		6	6	. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsid25bCGE	1	55.0		55	55	. CGE 5b registry recording the contributions of parents and / or receipt of con
sdsid26a	0					. 6a Document receiving of materials and school supplies) Note (reason for which
sdsid26b	0					. 6b Document receiving of materials and school supplies) Note (reason for which
sdsid27	0					. 7 Registry daily call (a CM2) photography homepage * and month of February 201
sdsid28	0					. 8 Document quarterly synthesis and / or annual absent students for each class

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsid29a	0					. 9a Gradebook * Q1 2012 -2013 a student CM2 d) Notes (reason for which the docu
sdsid29b	0					9b Assessment Results / compositions of students in a class CM2 for the first qu
sdsid31	0					1 report back - * Academic Year (2012-2013) (all pages) d) Note (reason for whic
sdsid31APE	0					. 1 APE Journal account maintenance of the APE (Finance available and expend
sdsid31CGE	0					. CGE 1 Decree on the Establishment of CGE school * d) Note (reason for which th
sdsid32	0					. 2 Report season * (2011- 2012) d) Notes (reason for which the document is not c
sdsid32APE	0					STEP 2 Register recording the contributions of parents and / or received contrib
sdsid32CGE	0					CGE 2. (Minutes of the general assembly of the CGE) or (the attendance sheet *)
sdsid33	0					3. A quarterly report time quantum * (first quarter of 2013 and 3rd quarter 2012
sdsid33CGE	0					. CGE 3 CGE Action Plan * (2012 -2013 failing 2011-2012) all pages) Notes (reaso
sdsid34	0					Document 4 quarterly summary of quantum time schools. * - 1st quarter 2013 and 3
sdsid34CGE	0					CGE 4 Annual Report of Activities of the EGC. * - All pages 2011-2012) Note (rea
sdsid35a	0					. 5a Document receiving textbooks from IDEN * d) Note (reason for which the docu
sdsid35aCGE	0					. CGE 5a Journal account maintenance CGE (Finance available and expenditures) (2
sdsid35b	0					. 5b report receipt of curriculum documents (album reading workbook and integrat
sdsid35bCGE	0					. CGE 5b registry recording the contributions of parents and / or receipt of con
sdsid36a	0					. 6a Document receiving of materials and school supplies) Note (reason for which
sdsid36b	0					. 6b Document receiving of materials and school supplies) Note (reason for which
sdsid37	0					. 7 Registry daily call (a CM2) photography homepage * and month of February 201

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsid38	0					. 8 Document quarterly synthesis and / or annual absent students for each class
sdsid39a	0					. 9a Gradebook * Q1 2012 -2013 a student CM2 d) Notes (reason for which the docu
sdsid39b	0					9b Assessment Results / compositions of students in a class CM2 for the first qu
sdsid110a	113	30.3	27.1	1	100	. 10a Summary of standardized assessments for the 1st quarter of the 2012-2013 s
sdsid110b	106	29.3	28.0	0	125	. 10b Summary of compositions * Q1 2012 -2013 (all classes) d) Notes (reason for
sdsid111	78	47.6	31.8	1	126	11 Document presenting the results of the CFEE * 2012 d) Notes (reason for which
sdsid210a	1	8.0		8	8	. 10a Summary of standardized assessments for the 1st quarter of the 2012-2013 s
sdsid210b	1	8.0		8	8	. 10b Summary of compositions * Q1 2012 -2013 (all classes) d) Notes (reason for
sdsid211	0					11 Document presenting the results of the CFEE * 2012 d) Notes (reason for which
sdsid310a	0					. 10a Summary of standardized assessments for the 1st quarter of the 2012-2013 s
sdsid310b	0					. 10b Summary of compositions * Q1 2012 -2013 (all classes) d) Notes (reason for
sdsid311	0					11 Document presenting the results of the CFEE * 2012 d) Notes (reason for which
sdsj1a1	286	0.5	2.6	-9	2	QSJ1A_en Students with reading manuals CP Observed
sdsj1a2	24	-0.6	7.2	-9	13	Students with reading manuals CP No justification
sdsj1b1	279	0.7	2.7	-9	2	QSJ1A_en Students with mathematics textbooks CP Observed
sdsj1b2	36	0.7	7.2	-9	15	Students with mathematics textbooks CP No justification
sdsj1c1	280	0.6	3.1	-9	2	QSJ1A_en Students with books during CP Observed
sdsj1c2	58	1.6	7.3	-9	15	Students with books during CP No justification
sdsj1d1	284	0.4	2.7	-9	2	QSJ1A_en Students with workbooks CP Observed
sdsj1d2	15	-3.3	8.9	-9	13	Students with workbooks CP No justification
sdsj1e1	280	0.4	2.6	-9	2	QSJ1A_en Teachers have an attendance CP Observed
sdsj1e2	15	-2.6	8.5	-9	13	Teachers have an attendance CP No justification

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsj1f1	279	0.5	2.5	-9	2	QSJ1A_en Teachers have their study guides CP Observed
sdsj1f2	12	-2.8	9.4	-9	13	Teachers have their study guides CP No justification
sdsj2a1	210	0.9	1.0	-9	1	QSJ2A_en Students with reading manuals CP Photo
sdsj2a2	0					Students with reading books Photo Id
sdsj2b1	162	0.9	1.1	-9	2	QSJ2A_en Students with mathematics textbooks CP Photo
sdsj2b2	0					Students with mathematics textbooks Id picture
sdsj2c1	112	0.8	1.3	-9	2	QSJ2A_en Students with books during CP Photo
sdsj2c2	0					Students with books during Id picture
sdsj2d1	222	0.9	0.9	-9	1	QSJ2A_en Students with workbooks CP Photo
sdsj2d2	0					Students with workbooks Photo Id
sdsj2e1	233	0.9	0.9	-9	2	QSJ2A_en Teachers have an attendance CP Photo
sdsj2e2	0					Teachers have an attendance Id picture
sdsj2f1	235	0.9	0.9	-9	1	QSJ2A_en Teachers have their study guides CP Photo
sdsj2f2	0					Teachers have their study guides Id picture
sdsj3a1	291	0.8	1.8	-9	2	QSJ3A_en Students with reading textbooks CM2 Observed
sdsj3a2	14	29.1	45.9	1	99	Students with reading manuals CM2 No Justification
sdsj3b1	292	0.7	2.0	-9	2	QSJ3A_en Students with mathematics textbooks CM2 Observed
sdsj3b2	19	38.7	47.4	1	99	Students with mathematics textbooks CM2 No Justification
sdsj3c1	289	0.6	2.0	-9	2	QSJ3A_en Students with books over CM2 Observed
sdsj3c2	17	36.3	47.8	1	99	Students with books over CM2 No Justification
sdsj3d1	290	0.7	1.9	-9	2	QSJ3A_en Students with workbooks CM2 Observed
sdsj3d2	9	45.6	50.8	1	99	Students with workbooks CM2 No Justification
sdsj3e1	267	0.7	1.9	-9	2	QSJ3A_en Teachers have an attendance CM2 Observed
sdsj3e2	13	25.1	42.2	1	99	Teachers have an attendance CM2 No Justification
sdsj3f1	262	0.7	1.9	-9	2	QSJ3A_en Teachers have their study guides CM2 Observed
sdsj3f2	7	43.6	51.9	1	99	Teachers have their study guides CM2 No Justification
sdsj4a1	255	0.9	1.1	-9	6	QSJ4A_en Students with reading textbooks CM2 Photo
sdsj4a2	0					Students with reading textbooks CM2 Photo Id

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
sdsj4b1	249	1.0	1.0	-9	6	QSJ4A_en Students with mathematics textbooks CM2 Photo
sdsj4b2	0					Students with mathematics textbooks CM2 Photo Id
sdsj4c1	262	0.9	1.1	-9	3	QSJ4A_en Students with books over CM2 Photo
sdsj4c2	0					Students with books over CM2 Photo Id
sdsj4d1	269	0.9	1.2	-9	3	QSJ4A_en Students with workbooks CM2 Photo
sdsj4d2	0					Students with workbooks CM2 Photo Id
sdsj4e1	239	0.9	1.3	-9	2	QSJ4A_en Teachers have an attendance CM2 Photo
sdsj4e2	0					Teachers have an attendance CM2 Photo Id
sdsj4f1	242	0.9	1.3	-9	2	QSJ4A_en Teachers have their study guides CM2 Photo
sdsj4f2	0					Teachers have their study guides CM2 Photo Id
sdsc01c1t	306	0.0	0.1	0	1	
sdsc01c1u	306	0.0	0.1	0	1	
sdsc01c2t	306	0.0	0.1	0	1	
sdsc01c2u	306	0.0	0.1	0	1	
sdrv01	0					Day of visit
sdrv02	0					Name of the team of interviewers
sdrv03	0					ID de the target
sdrv04	0					Type
sdrv05A	0					Name of the target
sdrv05B	0					Interviewed
sdrv06A	0					Start time
sdrv06B	0					End time
sdrv07	0					Needs to be visit again and reason
sdrv08	297	0.3	1.6	0	15	Number of responses (NP)
sdrv09	298	9.3	4.9	0	23	Number of collected documents
sdrv10	0					Comment by interviewees
sdrv11	0					Difficulties and problems
sdrv12	0					Other remarks

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acid	473	23871.3	11416.0	11011	44063	Identification: School: Code
acidtype	473	1.6	0.7	1	3	Type structure
acida1a	0					A.1.a) IA: Name
acida1an	473	2.2	1.1	1	4	IA:Code
acida1b	463	1.0	0.0	1	1	A.1.b) IA: Check if this is correct
acida2a	0					A.2.a) IDEN: Name
acida2an	473	23.8	11.4	11	44	IDEN:Code
acida2b	462	1.0	0.0	1	1	A.2.b) IDEN: Check if this is correct
acida3a	0					A.3.a) Municipality / Community: Name
acida3an	473	2386.9	1141.6	1101	4406	Commune:Code
acida3b	463	1.0	0.0	1	1	A.3.b) Municipality / Community: Check if this is correct
acida4a	0					A.4.a) School: Name
acida4b	461	1.0	0.0	1	1	A.4.b) School: Check if this is correct
acida5	0					A.5. ID APE_CGE
acidb1a	473	1.6	0.7	1	3	B.1. Structure to which it is to be administered
acidb1b	437	1.0	0.0	1	1	B.1. Structure to which it should be administered questionnaire: verification
acidb2a	0					B.2.a) Name of officer or president: Name
acidb2b	466	1.0	0.0	1	2	B.2.b) Name of officer or president: Check if this is correct
acidb3a	473	1.1	0.2	1	2	B.3.a) Gender manager or president
acidb3b	462	1.0	0.0	1	1	B.3.b) Gender manager or president: Check if this is correct
acidb4a	0					B.4 Telephone Number manager or president
acidb4b	454	1.0	0.0	1	1	B.4 Telephone Number manager or president: verification
acidb5a	0					B.5. Name resource person
acidb5b	305	1.0	0.1	1	2	B.5. Name contact person: verification
acidb6a	0					B.6. Number phone contact person
acidb6b	276	1.0	0.0	1	1	B.6. Number phone contact person: verification
acidca1	0					Name: Team Leader
acidca2	0					Name: Investigator 1
acidca3	0					Name: Investigator 2
acidca4	0					Name: Regional Coordinator
acidca5	0					Name: Member of the core team
acidcb1	452	160413.4	91447.3	10513	310513	Date of visit: Team Leader
acidcb2	425	160081.0	91292.5	10513	300413	Date of visit: Investigator 1
acidcb3	411	160627.6	90887.3	10513	300413	Date of visit: Investigator 2
acidcb4	274	167789.6	88179.0	10513	300513	Date of visit: Regional Coordinator
acidcb5	61	149803.1	82872.2	20513	290413	Date of visit: Member of the core team
acidcc1	411	1.0	0.0	1	1	Verification: Team Leader
acidcc2	413	1.0	0.0	1	1	Verification: Investigator 1
acidcc3	400	1.0	0.0	1	1	Verification: Investigator 2
acidcc4	288	1.0	0.0	1	1	Verification: Regional Coordinator

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acidcc5	63	1.0	0.0	1	1	Verification: Member of the core team
acidcd1	0					Notes: Team Leader
acidcd2	0					Notes: Investigator 1
acidcd3	0					Notes: Investigator 2
acidcd4	0					Note: Regional Coordinator
acidcd5	0					Notes: Member of the core team
acidda1	0					Name: Data Verification
acidda2	0					Name: Verification of documents
acidda3	0					Name: Data Entry
acidda4	0					Name: Verify data entry
aciddb1	468	176378.8	128643.4	30613	310513	Date: Data Verification
aciddb2	0					Date: Document Verification
aciddb3	470	221529.8	36240.3	170513	300513	Date: Data Entry
aciddb4	1	240613.0		240613	240613	Date: Check data entry
acidcc1	0					Note: Data Verification
acidcc2	0					Note: Verification of documents
acidcc3	0					Notes: Data Entry
acidcc4	0					Note: Check the data entry
acsa1a	473	1138.8	992.0	-9	2013	When is the APE or the CGE was set up in your school: APE
acsa1b	473	937.9	1007.9	-9	2013	When is the APE or the CGE was set up in your school? CGE
acsa2a	473	-1.5	6.1	-9	4	2. Who attended a general meeting of? APE /
acsa2b	473	-3.0	6.3	-9	4	2. Who attended a general meeting of? APE / CGE held regularly
acsa3a	473	-1.5	5.0	-9	9	3. How the time? APE / CGE held general meetings during this
acsa3b	473	-3.9	5.4	-9	9	3. How the time? APE / CGE held general meetings during this
acsa4a	472	-2.2	4.5	-9	1	4. The school principal there any part in the general meeting
acsa4b	473	-4.5	5.0	-9	4	4. The school principal there any part in the general meeting
acsa5	473	-1.1	5.4	-9	3	5. What is the approximate% of parents who participated in the last
acsa6	472	-2.7	5.6	-9	3	6. What is the approximate% of the members of the community who share
acsa7a	473	-1.5	6.1	-9	4	7. How parent representatives to the office? APE / CGE were chosen
acsa7b	473	-3.0	6.3	-9	4	7. How parent representatives to the office? APE / CGE were chosen
acsa8a1	473	-1.3	6.0	-9	4	(8) How officers of the APE / CGE) APE. 1) President
acsa8a2	473	-1.4	6.0	-9	4	(8) How officers of the APE / CGE) APE. 2) Vice President
acsa8a3	473	-1.6	5.9	-9	4	(8) How officers of the APE / CGE) APE. 3) Secretary General /
acsa8a4	473	-1.4	6.0	-9	4	(8) How officers of the APE / CGE) APE. 4) Treasurer
acsa8a5	473	-1.5	6.0	-9	4	(8) How officers of the APE / CGE) APE. 5) Auditor /
acsa8b1	473	-3.0	6.2	-9	4	(8) How officers of the APE / CGE b) CGE. 1) President
acsa8b2	473	-3.1	6.2	-9	4	(8) How officers of the APE / CGE b) CGE. 2) Vice President

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsa8b3	473	-3.6	5.7	-9	4	(8) How officers of the APE / CGE b) CGE.3) Secretary General /
acsa8b4	473	-3.0	6.2	-9	4	(8) How officers of the APE / CGE b) CGE.4) Treasurer
acsa8b5	473	-3.2	6.2	-9	4	(8) How officers of the APE / CGE b) CGE.5) Auditor /
acsa9a	473	-3.1	6.0	-9	5	9.What are those who occupy positions: President
acsa9b	471	-3.3	6.0	-9	5	9.What are those who occupy the positions: Vice President
acsa9c	473	-3.5	5.6	-9	4	9.What are those who occupy positions: Secretary General
acsa9d	473	-2.9	6.2	-9	5	9.What are those who occupy positions: Treasurer
acsa9e	472	-4.1	5.8	-9	5	9.What are those who occupy positions: Public Relations
acsa9f	473	-3.2	6.1	-9	5	9.What are those who occupy positions: Auditor
acsa10a	473	-6.7	5.6	-9	20	? 10.Combien members of the office of the APE is there: a) Total
acsa10b	473	-7.0	4.8	-9	15	10.Combien members of the APE office he is: b) Men
acsa10c	473	-7.4	3.9	-9	8	10.Combien members of the APE office he is: c) Women
acsa11a	473	-1.0	8.6	-9	20	11.How many members of the CGE office is there: a) Total
acsa11b	473	-2.1	7.3	-9	15	11.How many members of the CGE office is there: b) Men
acsa11c	473	-3.5	5.9	-9	12	11.How many members of the CGE office he is: c) Women
acsa12	473	30.3	32.4	-9	90	12.What is? Your age (President? APE)?
acsa13	473	2.2	10.1	-9	37	13.Depuis how much? Years have you been in this position (President? APE)?
acsa14	473	-3.1	4.5	-9	1	14.Parlez you (President? APE) French?
acsa15	473	-3.1	4.6	-9	4	15.Quel your (President? APE) level? Highest education?
acsa16a	473	-3.4	4.4	-9	0	16.The President has held positions: Agent of the school administration
acsa16b	473	-3.4	4.4	-9	1	16.The President has held positions: Agent other jurisdictions
acsa16c	473	-3.4	4.4	-9	1	16.The President has served as: Director of school or teacher
acsa16d	473	-3.3	4.5	-9	1	16.The President has served as: Formal Private Sector
acsa16e	473	-7.8	3.2	-9	1	16.The President has served as: Agriculture Sector and livestock
acsa16f	473	-7.8	3.1	-9	2	16b.Avez you had to hold the post ...: Village Leader: Village Chief
acsa17	473	20.1	31.2	-9	86	17.Quel your (President) age?
acsa18	473	-2.7	6.9	-9	19	18.Depuis how much? Years have you (President) this position?
acsa19	473	-4.4	4.7	-9	1	19.Parlez you (President) French?

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsa20	473	-4.3	4.9	-9	4	20. What is your (President of CGE) level? Highest education?
acsa21a	473	-4.6	4.5	-9	1	21. The President has held positions: Agent of the school administration
acsa21b	473	-4.6	4.5	-9	1	21. The President has held positions: Agent other jurisdictions
acsa21c	473	-4.6	4.5	-9	1	21. The President has served as: Director of school or teacher
acsa21d	472	-4.6	4.6	-9	1	21. The President has served as: Formal Private Sector
acsa21e	473	-4.3	4.9	-9	1	21. The President has served as: Agriculture Sector and livestock
acsa21f	473	-4.5	4.6	-9	2	21b. Did you have to take the ... : village chief: Head Village
acsb1a1a	473	-1.9	4.3	-9	1	a. No plan or periodic budget: APE: 1) Approval
acsb1a2a	473	-2.0	4.3	-9	1	a. No plan or periodic budget: APE: 2) Running
acsb1b1a	473	-4.5	4.8	-9	1	a. No plan or periodic budget: CGE: (1) Approval
acsb1b2a	473	-4.5	4.8	-9	1	a. No plan or periodic budget: CGE (2) Execution
acsb1a1b	473	-2.5	4.1	-9	1	b. Membre Office APE / CGE: APE: 1) Approval
acsb1a2b	473	-2.5	4.2	-9	1	b. Membre Office APE / CGE: APE: 2) Running
acsb1b1b	473	-4.7	4.7	-9	1	b. Membre Office APE / EMC: EMC: (1) Approval
acsb1b2b	473	-4.7	4.7	-9	1	b. Membre Office APE / EMC: EMC (2) Execution
acsb1a1c	473	-2.4	4.1	-9	1	c. Parents of students: APE: 1) Approval
acsb1a2c	473	-2.6	4.2	-9	1	c. Parents of students: APE: 2) Running
acsb1b1c	473	-4.7	4.7	-9	1	c. Parents of students: CGE: (1) Approval
acsb1b2c	473	-4.8	4.6	-9	1	c. Parents of students: CGE (2) Execution
acsb1a1d	473	-2.5	4.1	-9	1	d. Membres non-parent community: APE: 1) Approval
acsb1a2d	473	-2.6	4.2	-9	1	d. Membres community non-parents: APE: 2) Running
acsb1b1d	473	-4.7	4.7	-9	1	d. Membres community non-parents: CGE: (1) Approval
acsb1b2d	473	-4.9	4.6	-9	1	d. Membres community non-parents: CGE (2) Execution
acsb1a1e	473	-2.5	4.1	-9	1	e. Director of school: APE: 1) Approval
acsb1a2e	473	-2.6	4.2	-9	1	e. Director of school: APE: 2) Running
acsb1b1e	473	-4.7	4.7	-9	1	e. Director of school: CGE: (1) Approval
acsb1b2e	473	-4.8	4.6	-9	1	e. Director of school: CGE (2) Execution
acsb1a1f	473	-2.5	4.2	-9	1	f. Enseignants: APE: 1) Approval
acsb1a2f	473	-2.6	4.2	-9	1	f. Enseignants: APE: 2) Running

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsb1b1f	473	-4.7	4.7	-9	1	f.Enseignants: CGE: (1) Approval
acsb1b2f	473	-4.8	4.6	-9	1	f.Enseignants: CGE (2) Execution
acsb2a1	473	-2.2	4.2	-9	1	a) APE: No budget and / or funds
acsb2a2	473	-1.9	4.2	-9	1	a) APE: Parents of students
acsb2a3	473	-2.5	4.1	-9	1	a) APE: Members of the non-parent community
acsb2a4	473	-2.5	4.1	-9	1	a) APE: School authorities (eg ME, IA, IDEN, CODEX)
acsb2a5	473	-2.5	4.1	-9	1	a) APE: Local Government
acsb2a6	473	-2.5	4.1	-9	1	a) APE: Other
acsb2b1	473	-4.5	4.7	-9	1	b) CGE: No budget and / or funds
acsb2b2	473	-4.5	4.8	-9	1	b) CGE: Parents of students
acsb2b3	473	-4.7	4.6	-9	1	b) CGE: The members of the non-parent community
acsb2b4	473	-4.7	4.5	-9	1	b) CGE: School authorities (eg ME, IA, IDEN, CODEX)
acsb2b5	473	-4.7	4.5	-9	1	b) CGE: Local Government
acsb2b6	473	-4.7	4.6	-9	1	b) CGE: Other
acsb3a1	473	-2.1	4.4	-9	1	a) APE: APE / EMC does not have such a plan
acsb3a2	473	-2.8	4.2	-9	1	a) APE: Periodic Action Plan APE / CGE has included
acsb3a3	473	-2.7	4.2	-9	1	a) APE: expenses operational budgets
acsb3a4	473	-2.9	4.2	-9	1	a) APE: Periodic Action Plan APE / CGE has included
acsb3a5	473	-2.3	3.9	-9	1	a) APE:
acsb3a6	473	-2.3	3.9	-9	1	a) APE:
acsb3b1	473	-4.5	4.8	-9	1	b) CGE: APE / EMC does not have such a plan
acsb3b2	473	-4.8	4.6	-9	1	b) CGE: The CGE periodic action plan APE / has included
acsb3b3	473	-4.6	4.7	-9	1	b) CGE: expenses operational budgets
acsb3b4	473	-4.8	4.5	-9	1	b) CGE: The CGE periodic action plan APE / has included
acsb3b5	473	-4.8	4.5	-9	0	b) CGE:
acsb3b6	473	-4.8	4.5	-9	1	b) CGE:
acsb4a1	473	-2.1	4.4	-9	1	a) APE: APE / EMC does not have such a plan
acsb4a2	473	-2.8	4.2	-9	1	a) APE: The action plan and regular budget of the APE / CGE did not ref
acsb4a3	473	-2.8	4.2	-9	1	a) APE: The action plan and regular budget of the APE / CGE made reference
acsb4a4	473	-2.8	4.3	-9	1	a) APE: The action plan and regular budget of the APE / CGE have efer
acsb4a5	473	-2.3	3.9	-9	0	a) APE:
acsb4a6	473	-2.3	3.9	-9	0	a) APE:
acsb4b1	473	-4.6	4.8	-9	1	b) CGE: APE / EMC does not have such a plan
acsb4b2	473	-4.8	4.6	-9	1	b) CGE: The action plan and regular budget of the APE / CGE did not ref

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsb4b3	473	-4.6	4.7	-9	1	b) CGE: The action plan and regular budget of the APE / CGE did refer,
acsb4b4	473	-4.7	4.7	-9	1	b) CGE: The action plan and regular budget of the APE / CGE made Referenc
acsb4b5	473	-4.9	4.5	-9	0	b) CGE:
acsb4b6	473	-4.9	4.5	-9	1	b) CGE:
acsb5a	473	50238.2	122617.6	-9	1800000	a) 2012/13: What is the total revenue that the APE has al
acsb5b	472	63501.7	173103.4	-9	2559500	b) 2011/12: total revenue APE (2011/2012 and 2012/2013)?
acsb6a	473	50172.4	100975.6	-9	900000	6. revenues (2011/2012) from the penny: Parents
acsb6b	473	4488.7	40317.1	-9	647860	6. revenues (2011/2012) from sou members not related
acsb6c	473	1707.8	34992.8	-9	759500	6. revenues (2011/2012) from the penny: School authorities
acsb6d	473	6021.8	94615.1	-9	1800000	6. revenues (2011/2012) from the penny: Local authorities
acsb6e	473	10121.1	121545.2	-9	2500000	6. revenues (2011/2012) from the penny: Other
acsb7	472	-2.9	5.0	-9	5	7. What is the proportion of the action plan prepared:
acsb8a	473	-3.0	4.7	-9	1	8. support financial and / or in kind: Construction / repair infrastructure
acsb8b	473	-3.4	4.4	-9	1	8. support financial and / or in kind: Recruitment of teachers
acsb8c	473	-3.1	4.7	-9	1	8. support financial and / or in kind at school: school antine
acsb8d	473	-3.3	4.5	-9	1	8. support financial and / or in kind to school: Instructional Support
acsb8e	473	-3.3	4.5	-9	1	8. support financial and / or in kind to school: Teaching Materials
acsb8f	473	-3.1	4.6	-9	1	8. support financial and / or in kind at school: Water
acsb8g	473	-3.0	4.7	-9	1	8. support financial and / or in kind at school: Environment
acsb8h	473	-3.2	4.6	-9	1	8. support financial and / or in kind at the school: Special Events
acsb8i	473	-3.1	4.6	-9	1	Financial and / or in kind 8. support: Promotion and awareness of girls
acsb8j	473	-3.4	4.4	-9	1	Financial and / or in kind 8. support: Programs for children with disabilities
acsb8k	473	-3.3	4.5	-9	1	Financial and / or in kind 8. support: Programs for disadvantaged children
acsb9	473	65887.5	184110.9	-9	2500000	9. Approximativement, what is the total expenditure of the APE in:
acsb11a	473	38488.2	216952.3	-9	4000000	11. recettes (2011/2012) from n: Members of the EMC

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsb11b	473	4855.8	70366.9	-9	1500000	11. revenue for the year (2011/2012): Other social groups in CL
acsb11c	473	3292.2	43949.9	-9	759500	11.The revenue last year (2011/2012): The school authorities
acsb11d	473	4022.7	82843.7	-9	1800000	11.The revenue (2011/2012) from n: Local authorities
acsb11e	473	15378.4	150873.8	-9	3000000	11.recettes of last year (2011/2012) from N: Other
acsb12	473	-4.1	5.2	-9	4	12. proportion of the action that the CGE has actually been carried map:
acsb13a	473	-4.4	4.8	-9	1	13.support financial or in kind: Construction / infrastructure repair
acsb13b	472	-4.6	4.5	-9	1	13.support financial or in kind: Recruitment of teachers
acsb13c	473	-4.4	4.7	-9	1	13.support financial or in kind: School Canteen
acsb13d	473	-4.5	4.7	-9	1	13.support financial or in-kind support to teaching
acsb13e	473	-4.5	4.6	-9	1	13.support financial or in kind: Teaching Materials
acsb13f	473	-4.4	4.7	-9	1	13.support financial or in kind: Water
acsb13g	473	-4.3	4.8	-9	1	13.support financial or in kind: Environment
acsb13h	472	-4.5	4.7	-9	1	13.support financial or in kind: Special Events
acsb13i	473	-4.4	4.8	-9	1	13.support financial or in kind: Promotion and awareness of girls
acsb13j	473	-4.6	4.6	-9	1	13.support financial or in-kind programs for children with disabilities
acsb13k	473	-4.5	4.6	-9	1	13.support financial or in kind: Programmespour disadvantaged children
acsb14a	473	-4.4	4.8	-9	1	14.Definition target indicators: a) Increased attendance
acsb14b	473	-4.4	4.7	-9	1	14.Definition target indicators: b) Reduction of repetition
acsb14c	473	-4.4	4.7	-9	1	14.Definition target indicators: c) Reducing drop
acsb14d	472	-4.4	4.8	-9	1	14.Definition target indicators: d) Improved exam results CFEE
acsb14e	473	-4.4	4.7	-9	1	14.Definition target indicators: e) Improving résultatsautres reviews
acsb14f	473	-4.4	4.7	-9	1	14.Definition target indicators: f) Performance of teachers
acsc1a	473	-2.3	5.4	-9	4	a) APE: (1) Who has access to the financial report of the APE / CGE?
acsc1b	473	-3.6	5.6	-9	4	b) CGE (1) Who has access to the financial report of the APE / CGE?
acsc2a	473	-2.5	5.2	-9	4	a) APE (2) access to the Progress Report of the activities of the APE / CGE in

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsc2b	473	-3.8	5.4	-9	4	b) CGE (2) access to the Progress Report of the activities of the APE / CGE in
acsd1a	473	-2.7	5.0	-9	3	a) APE: (1) What kind of support or training director have
acsd1b	473	-3.9	5.3	-9	3	b) CGE (1) What kind of support or training director have
acsd2a	473	-2.8	4.9	-9	4	a) APE (2) The training and guidance from the Federation
acsd2b	473	-4.0	5.2	-9	4	b) CGE (2) The training and guidance from the Federation
acsd3a	473	-2.8	5.0	-9	4	a) APE (3) training and orientation of government
acsd3b	473	-3.8	5.4	-9	4	b) CGE (3) training and orientation of government
acsd4a	473	0.7	1.2	-9	1	4.contenus training? A) No training
acsd4b	472	-4.1	4.7	-9	1	4.contenus training? : B) Organizational Characteristics of the EC
acsd4c	473	-4.1	4.8	-9	1	4.contenus training? : Management Action Plan and Budget
acsd4d	473	-4.2	4.7	-9	1	4.contenus training? : D) Financial Management
acsd4e	473	-4.2	4.7	-9	1	4.contenus training? E) Tools and Mechanisms
acsd4f	473	-4.1	4.8	-9	1	4.contenus training? F) Guidance / Guidelines
acsd5a	470	0.3	2.3	-9	1	5. objectives / comments / recommendations: a) No follow-up
acsd5b	472	-4.9	4.6	-9	1	5. objectives / comments / recommendations: b) The organizational structure
acsd5c	472	-4.9	4.6	-9	1	5. objectives / comments / recommendations: c) The action plan or budget
acsd5d	472	-4.9	4.6	-9	1	5. objectives / comments / recommendations: d) report the results of progress.
acsd5e	472	-4.9	4.6	-9	1	5. objectives / comments / recommendations: e) The financial report
acsd5f	472	-5.0	4.5	-9	1	5. objectives / comments / recommendations: f) Other
acsd5au0g	473	-8.1	2.6	-9	0	Another Code: g) Other code
acsd5au0h	473	-8.1	2.6	-9	0	Another Code: h) Other code
acsd5au0i	473	-8.1	2.6	-9	0	Another Code: i) Other code
acsd5au1g	473	-8.1	2.6	-9	0	5.Value other: g) Other value
acsd5au1h	473	-8.1	2.6	-9	0	5.Value other: h) Other value
acsd5au1i	473	-8.1	2.6	-9	0	5.Value other: i) Other value
acse1a	473	-2.8	4.9	-9	4	(A) APE: (1) How the APE / CGE action plan he was
acse1b	473	-3.9	5.3	-9	4	(B) CGE:
acse2a	473	-3.0	4.9	-9	2	(A) APE (2) What was the role of APE / CGE in the preparation
acse2b	473	-4.2	5.0	-9	3	(B) CGE:

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acse3a	473	-3.0	4.9	-9	4	(A) APE (3) What was the role of the APE / CGE in the adoption
acse3b	473	-4.2	5.0	-9	4	(B) CGE:
acse4a	473	-3.0	4.9	-9	4	(A) APE (4) What is the role of the APE / CGE
acse4b	473	-4.2	5.0	-9	4	(B) CGE:
acse5a	473	-3.0	4.9	-9	3	(A) APE (5) How can national and regional authorities
acse5b	473	-4.2	5.0	-9	4	(B) CGE:
acsf1a0	473	-0.9	2.7	-9	1	a) permanent teachers (staff): No teacher evaluation
acsf1a1	473	-0.8	2.7	-9	1	a) permanent teachers (civil servants): Human Resources ME
acsf1a2	473	0.1	2.6	-9	1	a) permanent teachers (civil servants): IA, IDEN
acsf1a3	473	-0.9	2.7	-9	1	a) Permanent Teachers (officials) CODECs
acsf1a4	473	-0.9	2.7	-9	1	a) permanent teachers (civil servants): City / CR
acsf1a5	473	-0.1	2.7	-9	1	a) permanent teachers (civil servants): Headmaster
acsf1a6	473	-0.8	2.7	-9	1	a) permanent teachers (civil servants): APE or CGE
acsf1b0	473	-0.7	2.5	-9	1	b) Contractual Teachers: No teacher evaluation
acsf1b1	473	-0.6	2.5	-9	1	b) Contractual Masters: Human Resources ME
acsf1b2	473	0.4	2.0	-9	1	b) Contractual Masters: IA, IDEN
acsf1b3	473	-0.7	2.5	-9	1	b) Contractual Masters: CODEC
acsf1b4	473	-0.7	2.5	-9	1	b) Contractual Masters: City / CR
acsf1b5	473	0.2	2.2	-9	1	b) Contractual Teachers: School Director
acsf1b6	473	-0.6	2.4	-9	1	b) Contractual Masters: APE or CGE
acsf1c0	473	-1.5	3.4	-9	1	c) Voluntary Teachers: No teacher evaluation
acsf1c1	473	-1.5	3.4	-9	1	c) Voluntary Teachers: Human Resources ME
acsf1c2	473	-0.9	3.6	-9	1	c) Voluntary Teachers: IA, IDEN
acsf1c3	473	-1.5	3.4	-9	1	c) Voluntary Teachers: CODEC
acsf1c4	473	-1.6	3.4	-9	1	c) Voluntary Teachers: City / CR
acsf1c5	473	-1.1	3.6	-9	1	c) Voluntary Teachers: School Director
acsf1c6	473	-1.5	3.4	-9	1	c) Voluntary Teachers: APE or CGE
acsf2a0	473	-0.1	0.8	-9	1	a) The presence of teachers and hours: No
acsf2a1	473	0.6	0.8	-8	1	a) The presence of teachers and working hours: IA, IDEN
acsf2a2	473	0.0	0.8	-9	1	a) The presence of teachers and hours: CODEC
acsf2a3	473	-0.1	0.8	-9	1	a) The presence of teachers and working hours: City / CR
acsf2a4	473	0.8	0.9	-9	1	a) The presence of teachers and hours: Headmaster
acsf2a5	473	0.3	0.8	-8	1	a) The presence of teachers and hours: APE or CGE
acsf2b0	473	-0.1	0.8	-9	1	b) The interaction between teachers and students in class: No

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf2b1	473	0.2	0.8	-8	1	b) The interaction between teachers and students in the classroom: IA, IDEN
acsf2b2	473	0.0	0.8	-9	1	b) The interaction between teachers and students in the classroom: CODEC
acsf2b3	473	-0.1	0.8	-9	1	b) The interaction between teachers and students in the classroom: City / CR
acsf2b4	473	0.9	0.6	-8	1	b) The interaction between teachers and students: School Director
acsf2b5	473	0.5	0.7	-8	1	b) The interaction between teachers and students in the classroom: APE or CGE
acsf2c0	473	-0.1	0.9	-9	1	c) The interaction between teachers and parents: Nobody
acsf2c1	473	0.2	0.9	-8	1	c) The interaction between teachers and parents: IA, IDEN
acsf2c2	473	0.0	0.9	-9	1	c) The interaction between teachers and parents CODEC
acsf2c3	473	0.0	0.9	-9	1	c) The interaction between teachers and parents: City / CR
acsf2c4	473	0.8	0.8	-8	1	c) The interaction between teachers and parents: School Director
acsf2c5	473	0.6	0.8	-8	1	c) The interaction between teachers and parents: APE or CGE
acsf2d0	473	-0.1	1.1	-9	1	d) compliance programs by teachers: Nobody
acsf2d1	473	0.7	1.1	-8	1	d) compliance programs by teachers: IA, IDEN
acsf2d2	473	0.0	1.1	-9	1	d) compliance programs by teachers: CODEC
acsf2d3	473	-0.1	1.0	-9	0	d) compliance programs by teachers: City / CR
acsf2d4	473	0.8	1.0	-8	1	d) Compliance programs for teachers: School Director
acsf2d5	473	-0.1	1.1	-9	1	d) compliance programs by teachers: APE or CGE
acsf2e0	473	-0.1	1.1	-9	1	e) Methods of teaching teachers: No
acsf2e1	473	0.7	1.1	-8	1	e) Methods of teaching teachers: IA, IDEN
acsf2e2	473	0.1	1.2	-9	1	e) Methods of teaching teachers: CODEC
acsf2e3	473	-0.1	1.1	-9	1	e) Methods of teaching teachers: Common / CR
acsf2e4	473	0.7	1.1	-8	1	e) Methods of teaching teachers: School Director
acsf2e5	473	-0.1	1.1	-9	1	e) Methods of teaching teachers: APE or CGE
acsf3a	473	-2.5	5.2	-9	4	(A) APE (3) What was the role of the APE / CGE in maintaining or
acsf3b	473	-3.7	5.4	-9	4	(B) CGE (3) What was the role of the APE / CGE in maintaining or

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf4a1	473	-0.2	1.8	-9	1	ME: (4) Who evaluated the director of your school
acsf4a2	473	-0.3	1.8	-9	1	HRD Ministry (4) Who evaluated the director of your school
acsf4a3	473	0.5	1.9	-9	1	IA, IDEN (4) Who evaluated the director of your school
acsf4a4	473	-0.3	1.7	-9	1	CODEC (4) Who evaluated the director of your school
acsf4a5	473	-0.4	1.7	-9	1	Common / CR (4) Who evaluated the director of your school
acsf4a6	473	-0.4	1.7	-9	1	Principal: (4) Who evaluated the director of your school
acsf4a7	473	-0.4	1.8	-9	1	APE or CGE (4) Who evaluated the director of your school
acsf5a0	473	-0.8	2.8	-9	1	a) Purchase: Who has purchased and distributed books to your school: No
acsf5a1	473	-0.5	2.9	-9	1	a) Purchase: Who has purchased and distributed books to your school: ME
acsf5a2	473	-0.8	2.8	-9	1	a) Purchase: Who has purchased and distributed books to your school: IA, IDEN
acsf5a3	473	-0.9	2.7	-9	1	a) Purchase: Who has purchased and distributed books to your school: CODEC
acsf5a4	473	-0.8	2.8	-9	1	a) Purchase: Who has purchased and distributed books to your school: ommune /
acsf5a5	473	-0.9	2.7	-9	1	a) Purchase: Who has purchased and distributed books to your school to: Direct
acsf5a6	473	-0.9	2.7	-9	1	a) Purchase: Who has purchased and distributed books to your school: APE
acsf5a7	473	-0.9	2.8	-9	1	a) Purchase: Who has purchased and distributed books to your school: CGE
acsf5b0	473	-0.8	2.8	-9	1	b) Distribution to school: Who has purchased and distributed manuals: one
acsf5b1	473	-0.9	2.7	-9	1	b) Distribution to school: Who has purchased and distributed manuals: ME
acsf5b2	473	-0.4	2.9	-9	1	b) Distribution to school: Who has purchased and distributed manuals: IA, IDEN
acsf5b3	473	-0.8	2.8	-9	1	b) Distribution to school: Who has purchased and distributed manuals: CODEC
acsf5b4	473	-0.9	2.8	-9	1	b) Distribution to school: Who has purchased and distributed manuals: ommune /
acsf5b5	473	-0.8	2.8	-9	1	b) Distribution to school: Who has purchased and distributed manuals: Director
acsf5b6	473	-0.9	2.7	-9	1	b) Distribution to school: Who has purchased and distributed manuals: APE

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf5b7	473	-0.9	2.8	-9	1	b) Distribution to school: Who has purchased and distributed manuals: CGE
acsf6a0	473	-0.2	1.6	-9	1	a) Purchase: Who bought and distributed educational materials: No
acsf6a1	473	0.0	1.7	-9	1	a) Purchase: Who bought and distributed educational materials: ME
acsf6a2	473	-0.1	1.8	-9	1	a) Purchase: Who bought and distributed educational materials: IA, IDEN
acsf6a3	473	-0.3	1.6	-9	1	a) Purchase: Who bought and distributed educational materials: CODEC
acsf6a4	473	0.3	1.8	-9	1	a) Purchase: Who bought and distributed educational materials: ommune / CR
acsf6a5	473	-0.3	1.7	-9	1	a) Purchase: Who bought and distributed educational materials: Director
acsf6a6	473	-0.2	1.7	-9	1	a) Purchase: Who bought and distributed educational materials: APE
acsf6a7	473	-0.3	1.7	-9	1	a) Purchase: Who bought and distributed educational materials: CGE
acsf6b0	473	-0.2	1.6	-9	1	b) Distribution: Who bought and distributed educational materials: No
acsf6b1	473	-0.3	1.5	-9	1	b) Distribution: Who bought and distributed educational materials: ME
acsf6b2	473	0.1	1.7	-9	1	b) Distribution: Who bought and distributed educational materials: IA, IDEN
acsf6b3	473	0.0	1.7	-9	1	b) Distribution: Who bought and distributed educational materials: CODEC
acsf6b4	473	0.1	1.7	-9	1	b) Distribution: Who bought and distributed educational materials: ommune / CR
acsf6b5	473	-0.1	1.7	-9	1	b) Distribution: Who bought and distributed educational materials: Director
acsf6b6	473	-0.2	1.6	-9	1	b) Distribution: Who bought and distributed educational materials: APE
acsf6b7	473	-0.3	1.6	-9	1	b) Distribution: Who bought and distributed educational materials: CGE
acsf7a0	473	-0.5	3.5	-9	1	a) Additional funds: (7) From your manager that he received: Nobody
acsf7a1	473	-1.4	3.2	-9	1	a) Additional funds: (7) From your manager that he received: ME
acsf7a2	473	-1.4	3.2	-9	1	a) Additional funds: (7) From your manager that he received: IA, IDEN

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf7a3	473	-1.4	3.2	-9	1	a) Additional funds: (7) From your manager that he received: CODEC
acsf7a4	473	-1.4	3.2	-9	1	a) Additional funds: (7) From your manager that he received: ommune / CR
acsf7a5	473	-1.4	3.2	-9	1	a) Additional funds: (7) From your manager that he received: Director
acsf7a6	473	-1.3	3.3	-9	1	a) Additional funds: (7) From your manager that he received: APE
acsf7a7	473	-1.4	3.2	-9	1	a) Additional funds: (7) From your manager that he received: CGE
acsf8a0	473	-1.7	4.4	-9	1	a) Education allowance: (8) Who managed the budget school project means a pers
acsf8a1	473	-2.5	4.1	-9	1	a) Education allowance: (8) Who managed the budget school project ME
acsf8a2	473	-2.6	4.1	-9	1	a) Education allowance: (8) Who managed the budget school project IDEN
acsf8a3	473	-2.6	4.1	-9	1	a) Education allowance: (8) Who managed the budget school project Common CR
acsf8a4	473	-2.5	4.1	-9	1	a) Education allowance: (8) Who managed the budget school project Director
acsf8a5	473	-2.5	4.0	-9	1	a) Education allowance: (8) Who managed the budget school project APE
acsf8a6	473	-2.5	4.1	-9	1	a) Education allowance: (8) Who managed the budget school project CGE
acsf9a1	473	-0.2	1.7	-9	1	1) From CI CP: Number of days of presence
acsf9b1	473	-0.2	1.7	-9	1	1) From CI CP: daily behavior in the classroom
acsf9c1	473	0.0	1.7	-9	1	1) From CI CP: Results exercises or homework
acsf9d1	473	0.6	1.8	-9	1	1) From CI CP: Quarterly Results auxexamens
acsf9e1	473	0.2	1.8	-9	1	1) From CI CP: Results exam season
acsf9f1	473	-5.2	4.5	-9	1	1) From CI CP: Other, please specify
acsf9a2	473	-0.1	1.5	-9	1	2) From the CM1 CM2: Number of days of presence
acsf9b2	473	-0.1	1.5	-9	1	2) From the CM1 CM2: daily behavior in the classroom
acsf9c2	473	0.0	1.5	-9	1	2) From the CM1 CM2: Results exercises or homework
acsf9d2	473	0.7	1.5	-9	1	2) From the CM1 CM2: Quarterly Results auxexamens
acsf9e2	473	0.4	1.6	-9	1	2) From the CM1 CM2: Results exam season
acsf9f2	460	-1.4	3.3	-9	1	2) From the CM1 CM2: Other, please specify
acsf9au0g	473	-7.2	3.7	-9	3	9. Code other: 1
acsf9au0h	473	-7.3	3.5	-9	0	9. Code other: 2
acsf9au0i	473	-7.3	3.5	-9	0	9. Code other: 3
acsf9au1g	473	-7.3	3.6	-9	3	1) From CI CP 1

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf9au1h	473	-7.3	3.5	-9	0	1) From CI CP: 2
acsf9au1i	473	-7.3	3.5	-9	0	1) From CI CP: 3
acsf9au2g	473	-7.1	3.8	-9	3	2) From the CM1 CM2: 1
acsf9au2h	473	-7.3	3.5	-9	0	2) From the CM1 CM2: 2
acsf9au2i	473	-7.3	3.5	-9	0	2) From the CM2 CM1: 3
acsf10a	473	2.4	3.4	-9	4	A) The school: 10) and how often students have been assessed
acsf10b	473	2.6	3.0	-9	4	B) Students: 10) and how often students have been assessed
acsf11a0	473	0.8	1.2	-9	1	a) CFEE: Inspection, administration
acsf11a1	473	0.9	1.0	-9	1	a) CFEE: Headmaster
acsf11a2	473	0.9	1.0	-9	1	a) CFEE: Teachers
acsf11a3	473	0.9	0.7	-9	1	a) CFEE: Parents or students
acsf11a4	473	0.8	1.1	-9	1	a) CFEE: Any member of the community
acsf11b0	473	-5.5	4.4	-9	1	b) (SNERS): Inspection, administration
acsf11b1	473	-6.7	3.7	-9	1	b) (SNERS): Headmaster
acsf11b2	473	-6.7	3.7	-9	1	b) (SNERS): Teachers
acsf11b3	473	-6.7	3.6	-9	1	b) (SNERS): Parents or students
acsf11b4	473	-6.7	3.7	-9	1	b) (SNERS) Any member of the community
acsf11c0	473	-2.8	4.6	-9	1	? c) standardized the IDEN Evaluations: Inspection, administration
acsf11c1	473	-2.8	4.7	-9	1	? c) standardized the IDEN Evaluations: Headmaster
acsf11c2	473	-2.9	4.7	-9	1	? c) standardized the IDEN Evaluations: Teachers
acsf11c3	473	-2.9	4.7	-9	1	? c) standardized the IDEN Evaluations: Parents or students
acsf11c4	473	-3.2	4.5	-9	1	? c) standardized the IDEN Evaluations: Any member of the community
acsf12a1	473	0.8	1.2	-8	1	a) School Calendar: ME
acsf12a2	473	0.0	1.2	-8	1	a) School Calendar: IA, IDEN
acsf12a3	473	-0.2	1.2	-9	1	a) School Calendar: CODEC
acsf12a4	473	-0.2	1.2	-9	0	a) School Calendar: CommuneCR
acsf12a5	473	-0.2	1.2	-9	1	a) School Calendar: School Director
acsf12a6	473	-0.2	1.2	-9	1	a) School Calendar: APE
acsf12a7	473	-0.2	1.2	-9	1	a) School Calendar: CGE
acsf12a8	473	-0.2	1.2	-9	1	a) School Calendar: Teachers Union
acsf12b1	473	0.7	1.3	-9	1	b) Number of Hours of Contents: ME
acsf12b2	473	0.2	1.2	-9	1	b) Number of Hours of Contents: IA, IDEN
acsf12b3	473	-0.2	1.3	-9	1	b) Number of Hours of Contents: CODEC
acsf12b4	473	-0.2	1.3	-9	0	b) Number of Hours of Contents: CommuneCR
acsf12b5	473	-0.1	1.3	-9	1	b) Number of Hours of Contents: Headmaster
acsf12b6	473	-0.2	1.3	-9	1	b) Number of hours of content: APE
acsf12b7	473	-0.2	1.3	-9	1	b) Number of Hours of Contents: CGE

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf12b8	473	-0.2	1.3	-9	0	b) Number of Hours of Contents: Teachers Union
acsf13a	472	1.6	1.0	-8	3	A) Girls :: How do you think the absenteeism of students in your school?
acsf13b	471	1.4	1.8	-9	3	B) Boys :: How do you think the absenteeism of students in your school?
acsf14	472	1.6	1.0	-9	3	14. How do you consider the lack of teachers in your school?:
acsf15	473	1.8	0.9	-8	3	15. How students malnutrition is severe it in your school?:
acsf16	473	2.0	1.0	0	3	16. Your school offers t-elleun school newsletter which includes information:
acsf17	473	1.5	3.0	-9	4	17. what is the approximate proportion of students in CP stu:
acsf18	473	2.8	2.0	-9	4	18. What is the approximate proportion of students in CM2 stud:
acsf191	472	0.5	1.1	-9	1	19. The action in your school: 1. The Director will teach the class
acsf192	472	0.5	1.1	-9	1	19. The action in your school: 2. A teacher already taking
acsf193	472	0.1	0.9	-9	1	19. The action in your school: 3. Not taking an alternate
acsf194	473	0.1	0.9	-9	1	19. The action in your school: 4. Students will study
acsf195	473	0.1	0.9	-9	1	19. The action in your school: 5. Students will go to the
acsf21	471	4.0	2.1	-9	5	21. Quelle is the total duration of strikes during the school year:
acsf22	472	0.6	1.3	-9	1	22. Your school does offer remedial courses and student support:
acsf23	472	0.6	1.3	-9	1	23. Y he had remedial / support last year of October?:
acsf24a1	471	0.1	0.8	-9	1	a1. Yes No a) The registration fee for the CI
acsf24b1	471	0.2	0.5	-7	1	a1. Yes No: b) The fee to CP, CE1, CE2, CM1, CM2
acsf24c1	472	0.0	0.3	-7	1	a1. Yes No c) The fee for the compositions of transition to CI, CP, ..., CM1
acsf24d1	472	0.0	0.5	-7	1	a1. Yes No: d) The costs of certification CI, CP, CE1, CE2, CM1
acsf24e1	473	0.8	0.5	-7	1	a1. Yes No e) Examination fee (CFEE) to CM2
acsf24f1	471	0.0	0.5	-7	1	a1. Yes No f) Certification fee of diploma CM2
acsf24g1	471	0.1	0.4	-7	1	a1. Yes No: g) Fees for exams CFEE
acsf24h1	471	0.1	0.6	-8	1	a1. Yes No h) Manuals
acsf24i1	471	0.1	0.5	-8	1	a1. Yes No i) supplies, workbooks, or various
acsf24j1	471	-0.1	0.9	-9	1	a1. Yes No: j) Uniform
acsf24k1	473	0.6	0.5	0	1	a1. Yes No: l) APE Membership
acsf24l1	472	-0.1	1.3	-9	1	a1. Yes No: l) Fee CGE
acsf24m1	471	0.3	1.3	-9	1	a1. Yes No: m) School Feeding

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf24a2	472	160.2	409.1	-9	4000	a2.amount a) The registration fee for the CI
acsf24b2	472	149.5	404.1	-9	4000	a2.amount: b) The fee to CP, CE1, CE2, CM1, CM2
acsf24c2	473	-6.1	12.4	-9	250	a2.amount c) The fee for the compositions of transition to CI, ..., CM1
acsf24d2	473	4.1	120.9	-9	2500	a2.amount: d) The costs of certification CI, CP, CE1, CE2, CM1
acsf24e2	473	522.2	1564.6	-9	20000	a2.amount e) Examination fee (CFEE) to CM2
acsf24f2	472	41.7	565.3	-9	10000	a2.amount f) Certification fee of diploma CM2
acsf24g2	471	159.2	967.1	-9	12000	a2.amount: g) Fees for exams CFEE
acsf24h2	472	28.2	262.5	-9	4500	a2.amount h) Manuals
acsf24i2	472	735.4	2644.2	-9	25000	a2.amount i) supplies, workbooks, or various
acsf24j2	471	63.0	423.8	-9	6000	a2.amount: j) Uniform
acsf24k2	473	717.2	4214.5	-9	90000	a2.amount: l) APE Membership
acsf24l2	472	96.6	401.6	-9	4500	a2.amount: l) Fee CGE
acsf24m2	470	658.3	1882.8	-9	24000	a2.amount: m) School Feeding
acsf25a1	473	-4.6	4.6	-9	1	A) APE Cotisations: 1) Boy
acsf25a2	473	-4.6	4.6	-9	1	A) Cotisations APE 2) Girls
acsf25a3	473	-4.3	4.9	-9	1	A) APE Cotisations 3) Poverty
acsf25a4	473	-4.7	4.5	-9	1	A) APE Cotisations 4) Handicap
acsf25a5	473	-4.8	4.5	-9	1	A) Cotisations APE: 5) Other,
acsf25b1	473	-5.2	4.5	-9	1	B) Other contributions: 1) Boy
acsf25b2	473	-5.2	4.5	-9	1	B) Other contributions: 2) Girls
acsf25b3	473	-5.1	4.6	-9	1	B) Other contributions: 3) Poverty
acsf25b4	473	-5.2	4.5	-9	1	B) Other contributions: 4) Handicap
acsf25b5	473	-5.3	4.4	-9	0	B) Other contributions: 5) Other,
acsf25au01	473	-2.7	4.2	-9	6	other code:
acsf25au02	473	-2.7	4.1	-9	0	other code:
acsf25au03	473	-2.7	4.1	-9	0	other code:
acsf25au04	473	-2.7	4.1	-9	0	other code:
acsf25au05	473	-2.7	4.1	-9	0	other code:
acsf25au06	473	-2.7	4.1	-9	0	other code:
acsf25aua1	473	-2.7	4.2	-9	6	A) APE Cotisations: 1) Boy
acsf25aua2	473	-2.7	4.1	-9	0	A) Cotisations APE 2) Girls
acsf25aua3	473	-2.7	4.1	-9	0	A) APE Cotisations 3) Poverty
acsf25aua4	473	-2.7	4.1	-9	0	A) APE Cotisations 4) Handicap
acsf25aua5	473	-2.7	4.1	-9	0	A) Cotisations APE: 5) Other,
acsf25aua6	473	-2.7	4.1	-9	0	A) APE Cotisations
acsf25aub1	473	-2.7	4.1	-9	4	B) Other contributions: 1) Boy
acsf25aub2	473	-2.7	4.1	-9	0	B) Other contributions: 2) Girls
acsf25aub3	473	-2.7	4.1	-9	0	B) Other contributions: 3) Poverty
acsf25aub4	473	-2.7	4.1	-9	0	B) Other contributions: 4) Handicap
acsf25aub5	473	-2.7	4.1	-9	0	B) Other contributions: 5) Other,
acsf25aub6	473	-2.7	4.1	-9	0	B) Other contributions
acsf26a	473	1.5	4.0	-9	6	a) CP-Reading: What is the standard for the use of textbooks
acsf26b	472	1.6	4.1	-9	6	b) CP-Math: What is the standard for the use of textbooks
acsf26c	473	1.6	2.9	-9	6	c) CM2-Reading: What is the standard for the use of textbooks
acsf26d	473	1.6	2.9	-9	6	d) CM2-Math: What is the standard for the use of textbooks

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsf27a	473	-0.1	2.9	-9	1	a) CP: Students (CP and CM2) are they
acsf27b	472	0.4	2.0	-9	1	b) CM2: Students (CP and CM2) are they
acsf28	473	1.0	1.0	-9	2	28. Your school have provided meals for students (2012/2:
acsf29	473	0.0	2.1	-9	1	29. The parents have participated in food and / or 's hand PIECE for prog?:
acsf30a	471	-1.5	3.4	-9	1	30a. école it Did received a grant for the proposed school: Grant received
acsf30b	466	72601.4	778774.2	-9	1.17E+07	30b. amount: Grant received
acsf31a	471	-1.6	3.5	-9	1	31. école it Did received a grant for the school project: Grant received
acsf31b	467	4917.1	66788.8	-9	1000000	31b. amount: Grant received
acsf32a	472	1.8	1.3	-9	4	32. ability to provide instruction affected: a) Training materials
acsf32b	472	2.0	1.3	-9	4	32. ability to provide affected education: b) Budget supplies
acsf32c	473	2.2	1.3	-9	4	32. ability to provide instruction affected c) Teachers
acsf32d	472	2.4	1.5	-9	4	32. ability to provide affected education: d) Buildings and Grounds
acsf32e	473	2.5	1.4	-9	4	32. ability to provide affected education e) Teaching space
acsf32f	473	1.7	1.1	1	4	32. ability to provide instruction affected f) lighting systems
acsf32g	473	2.5	1.4	1	4	32. ability to provide instruction affected: g) Drinking Water
acsf32h	473	2.6	1.3	1	4	32. ability to provide instruction affected h) Toilets
acsf32i	473	2.0	1.2	1	4	32. ability to provide affected education: i) Safety
acsf32j	473	3.2	1.6	-9	4	32. ability to provide affected education: j) pr Disabled Facilities
acsf33	473	1.0	1.1	0	3	33. Approximately what proportion of children aged 6 vivan:
acsf34	473	0.8	1.1	-9	3	34. Approximately what proportion of the children of school age?:
acsf35	472	0.2	0.8	-9	1	35. A your opinion, are girls more out of school?:
acsf36	472	1.3	2.1	-9	3	36. A your opinion, do parents know the age of their children?:
acsf37	473	0.0	1.5	-9	1	37. The government (local or IDEN) know:
acsf38	473	3.5	1.1	-9	4	38. Y there schoolchildren refused to enrollment in?:
acsga1ape	316	0.6	1.0	0	9	a-Avail. / Collection: Journal for account of the APE (2011-2012 or 2012-2013)
acsga2ape	315	0.6	0.9	0	2	a-Avail. / Collection: recording contrib. / Contributions (2013-2012)
acsga1cge	231	0.9	0.9	0	2	a-Avail. / Collection: Decree on the Establishment of the EGC school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsga2cge	226	0.8	0.9	0	2	a-Avail. / Collection: Minutes of the General Assembly or the attendance sheet
acsga3cge	228	0.5	0.8	0	2	a-Avail. / Collection: CGE Action Plan * (2012 -2013 failing 2011-2012)
acsga4cge	222	0.3	0.7	0	2	a-Avail. / Collection: Annual Review of activities of the EMC * - 2011-2012
acsga5acge	219	0.6	0.9	0	2	a-Avail. / Collection: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsga5bcge	213	0.4	0.7	0	2	a-Avail. / Collection: recording of contributions / premiums (from 2013 to 201
acsg2b11ape	48	0.3	0.6	0	3	b-Photocopied: Journal for account of the APE (2011-2012 or 2012-2013)
acsg2b12ape	45	0.5	1.3	0	7	b-Photocopied: recording contrib. / Contributions (2013-2012)
acsg2b11cge	43	0.5	0.7	0	2	b-Photocopied: Decree on the Establishment of the EGC school
acsg2b12cge	39	0.5	0.9	0	4	b-Photocopied: Minutes of the General Assembly or the attendance sheet (2012-2
acsg2b13cge	31	0.5	0.6	0	2	b-Photocopied: CGE Action Plan * (2012 -2013 failing 2011-2012)
acsg2b14cge	16	0.5	0.6	0	2	b-Photocopied: Annual Review of activities of the EMC * - 2011-2012
acsg2b15acge	27	0.1	0.4	0	2	b-Photocopied: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsg2b15bcge	17	0.6	1.6	0	6	b-Photocopied: recording of contributions / premiums (from 2013 to 2012.
acsg2b21ape	71	2.0	2.9	0	24	b-Photo: Journal for account of the APE (2011-2012 or 2012-2013)
acsg2b22ape	82	2.3	2.5	0	16	b-Photo: recording contrib. / Contributions (2013-2012)
acsg2b21cge	68	1.4	0.8	0	4	b-Photo: Decree on the Establishment of the EGC school
acsg2b22cge	58	1.5	0.9	0	5	b-Photo: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsg2b23cge	35	1.0	0.5	0	2	b-Photo: Action Plan CGE * (2012 - 2013 failing 2011-2012)
acsg2b24cge	22	1.3	0.8	0	4	b-Photo: Annual review of activities of the EMC * - 2011-2012
acsg2b25acge	53	1.5	1.1	1	6	b-Photo: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsg2b25bcge	26	2.1	2.2	0	12	b-Photo: recording of contributions / premiums (from 2013 to 2012.
acsg2b31ape	47	0.0	0.0	0	0	b-: USB: Journal for account of the APE (2011-2012 or 2012-2013)
acsg2b32ape	46	0.0	0.0	0	0	b-: USB: storage of contrib. / Contributions (2013-2012)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsg2b31cge	43	0.0	0.0	0	0	b-: USB: Decree on the Establishment of the EGC school
acsg2b32cge	40	0.0	0.0	0	0	b-: USB: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsg2b33cge	24	0.0	0.2	0	1	b-: USB: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsg2b34cge	13	0.0	0.0	0	0	b-: USB: Annual Review of activities of the EMC * - 2011-2012
acsg2b35acge	32	0.0	0.0	0	0	b-: USB: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsg2b35bcge	19	0.0	0.0	0	0	b-: USB: recording of contributions / premiums (from 2013 to 2012.
acsgc1ape	0					c-ID: Journal for account of the APE (2011-2012 or 2012-2013)
acsgc2ape	0					c-ID: recording contrib. / Contributions (2013-2012)
acsgc1cge	0					c-ID: Decree on the Establishment of the EGC school
acsgc2cge	0					c-ID: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsgc3cge	0					c-ID: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsgc4cge	0					c-ID: Annual review of activities of the EMC * - 2011-2012
acsgc5acge	0					c-ID: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsgc5bcge	0					c-ID: recording of contributions / premiums (from 2013 to 2012.
acsge1ape	96	5.6	3.7	0	28	d-Notes: Journal for account of the APE (2011-2012 or 2012-2013)
acsge2ape	80	5.6	3.0	0	15	d-Note: registration contrib. / Contributions (2013-2012)
acsge1cge	88	8.0	10.5	0	98	d-Remarks: Decree on the Establishment of the EGC school
acsge2cge	80	8.4	11.0	0	98	d-Note: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsge3cge	76	10.0	11.9	1	98	d-Notes: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsge4cge	84	9.6	11.2	1	98	d-Notes: Annual review of activities of the EMC * - 2011-2012
acsge5acge	78	9.0	11.3	0	98	d-Notes: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsge5bcge	67	9.0	6.6	1	29	d-Notes: recording of contributions / premiums (2013-2012.
acsge1ape	3	5.0	3.6	1	8	E-Notes: Journal for account of the APE (2011-2012 or 2012-2013)
acsge2ape	5	6.8	3.6	2	12	E-Notes: recording contrib. / Contributions (2013-2012)
acsge1cge	0					e-Remarks: Decree on the Establishment of the EGC school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsge2cge	0					E-Notes: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsge3cge	0					E-Notes: Action Plan CGE * (2012 - 2013 failing 2011-2012)
acsge4cge	0					E-Notes: Annual review of activities of the EMC * - 2011-2012
acsge5acge	0					E-Notes: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsge5bcge	0					E-Notes: recording of contributions / premiums (from 2013 to 2012.
acsgef1ape	1	0.0		0	0	f-Notes: Journal for account of the APE (2011-2012 or 2012-2013)
acsgef2ape	1	85.0		85	85	-f Note: registration contrib. / Contributions (2013-2012)
acsgef1cge	0					f-Remarks: Decree on the Establishment of the EGC school
acsgef2cge	0					-f Note: Minutes of the AGM or the attendance sheet (2012-2013)
acsgef3cge	0					f-Notes: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsgef4cge	0					f-Notes: Annual review of activities of the EMC * - 2011-2012
acsgef5acge	0					f-Notes: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsgef5bcge	0					f-Notes: recording of contributions / premiums (from 2013 to 2012.
acsgau01ape	6	3.5	1.9	1	6	Other Code: Journal for account of the APE (2011-2012 or 2012-2013)
acsgau02ape	0					Other code: recording contrib. / Contributions (2013-2012)
acsgau01cge	0					Other code: Decree on creation of the CGE school
acsgau02cge	0					Other code: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsgau03cge	0					Other code: CGE Action Plan * (2012 -2013 failing 2011-2012)
acsgau04cge	0					Other code: Annual Review of activities of the EMC * - 2011-2012
acsgau05acge	0					Other Code: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsgau05bcge	0					Other code: recording of contributions / premiums (2013-2012.
acsgaua1ape	6	2.0	0.0	2	2	a-Avail. / Collection: Journal for account of the APE (2011-2012 or 2012-2013)
acsgaua2ape	0					a-Avail. / Collection: recording contrib. / Contributions (2013-2012)
acsgaua1cge	0					a-Avail. / Collection: Decree on the Establishment of the EGC school

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsgaua2cge	0					a-Avail. / Collection: Minutes of the General Assembly or the attendance sheet
acsgaua3cge	0					a-Avail. / Collection: CGE Action Plan * (2012 -2013 failing 2011-2012)
acsgaua4cge	0					a-Avail. / Collection: Annual Review of activities of the EMC * - 2011-2012
acsgaua5acge	0					a-Avail. / Collection: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsgaua5bcge	0					a-Avail. / Collection: recording of contributions / premiums (from 2013 to 201
acsgaua	0					a-Avail. / Collection:
acsg2a~11ape	6	0.0	0.0	0	0	b-Photocopied: Journal for account of the APE (2011-2012 or 2012-2013)
acsg2a~12ape	0					b-Photocopied: recording contrib. / Contributions (2013-2012)
acsg2a~11cge	0					b-Photocopied: Decree on the Establishment of the EGC school
acsg2a~12cge	0					b-Photocopied: Minutes of the General Assembly or the attendance sheet (2012-2
acsg2aub13~e	0					b-Photocopied: CGE Action Plan * (2012 -2013 failing 2011-2012)
acsg2aub14~e	0					b-Photocopied: Annual Review of activities of the EMC * - 2011-2012
acs~ub15acge	0					b-Photocopied: Journal account maintenance CGE (2011-2012 or 2012-2013)
acs~ub15bcge	0					b-Photocopied: recording of contributions / premiums (from 2013 to 2012.
acsg2aub1	0					b-Photocopied: recording contrib. / Contributions (2013-2012)
acsg2a~21ape	6	1.2	0.4	1	2	b-Photo: Journal for account of the APE (2011-2012 or 2012-2013)
acsg2a~22ape	0					b-Photo: recording contrib. / Contributions (2013-2012)
acsg2a~21cge	0					b-Photo: Decree on the Establishment of the EGC school
acsg2a~22cge	0					b-Photo: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsg2aub23~e	0					b-Photo: Action Plan CGE * (2012 -2013 failing 2011-2012)
acsg2aub24~e	0					b-Photo: Annual review of activities of the EMC * - 2011-2012
acs~ub25acge	0					b-Photo: Journal account maintenance CGE (2011-2012 or 2012-2013)
acs~ub25bcge	0					b-Photo: recording of contributions / premiums (from 2013 to 2012.

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsg2aub2	0					b-Photo: Decree on the Establishment of the EGC school
acsg2a~31ape	6	0.0	0.0	0	0	b-: USB: Journal for account of the APE (2011-2012 or 2012-2013)
acsg2a~32ape	0					b-: USB: storage of contrib. / Contributions (2013-2012)
acsg2a~31cge	0					b-: USB: Decree on the Establishment of the EGC school
acsg2a~32cge	0					b-: USB: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsg2aub33~e	0					b-: USB: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsg2aub34~e	0					b-: USB: Annual Review of activities of the EMC * - 2011-2012
acs~ub35acge	0					b-: USB: Journal account maintenance CGE (2011-2012 or 2012-2013)
acs~ub35bcge	0					b-: USB: recording of contributions / premiums (from 2013 to 2012.
acsg2aub3	0					b-: USB: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsgauc1ape	0					c-ID: Journal for account of the APE (2011-2012 or 2012-2013)
acsgauc2ape	0					c-ID: recording contrib. / Contributions (2013-2012)
acsgauc1cge	0					c-ID: Decree on the Establishment of the EGC school
acsgauc2cge	0					c-ID: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsgauc3cge	0					c-ID: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsgauc4cge	0					c-ID: Annual review of activities of the EMC * - 2011-2012
acsgauc5acge	0					c-ID: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsgauc5bcge	0					c-ID: recording of contributions / premiums (from 2013 to 2012.
acsgaud1ape	0					d-Notes: Journal for account of the APE (2011-2012 or 2012-2013)
acsgaud2ape	0					d-Note: registration contrib. / Contributions (2013-2012)
acsgaud1cge	0					d-Remarks: Decree on the Establishment of the EGC school
acsgaud2cge	0					d-Note: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsgaud3cge	0					d-Notes: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsgaud4cge	0					d-Notes: Annual review of activities of the EMC * - 2011-2012
acsgaud5acge	0					d-Notes: Journal account maintenance CGE (2011-2012 or 2012-2013)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acsгаud5bcge	0					d-Notes: recording of contributions / premiums (2013-2012.
acsгаud	0					d-Notes: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsгаue1ape	0					E-Notes: Journal for account of the APE (2011-2012 or 2012-2013)
acsгаue2ape	0					E-Notes: recording contrib. / Contributions (2013-2012)
acsгаue1cge	0					e-Remarks: Decree on the Establishment of the EGC school
acsгаue2cge	0					E-Notes: Minutes of the General Assembly or the attendance sheet (2012-2013)
acsгаue3cge	0					E-Notes: Action Plan CGE * (2012 - 2013 failing 2011-2012)
acsгаue4cge	0					E-Notes: Annual review of activities of the EMC * - 2011-2012
acsгаue5acge	0					E-Notes: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsгаue5bcge	0					E-Notes: recording of contributions / premiums (from 2013 to 2012.
acsгаue	0					E-Notes: Annual review of activities of the EMC * - 2011-2012
acsгаuf1ape	0					f-Notes: Journal for account of the APE (2011-2012 or 2012-2013)
acsгаuf2ape	0					-f Note: registration contrib. / Contributions (2013-2012)
acsгаuf1cge	0					f-Remarks: Decree on the Establishment of the EGC school
acsгаuf2cge	0					-f Note: Minutes of the AGM or the attendance sheet (2012-2013)
acsгаuf3cge	0					f-Notes: CGE Action Plan * (2012 - 2013 failing 2011-2012)
acsгаuf4cge	0					f-Notes: Annual review of activities of the EMC * - 2011-2012
acsгаuf5acge	0					f-Notes: Journal account maintenance CGE (2011-2012 or 2012-2013)
acsгаuf5bcge	0					f-Notes: recording of contributions / premiums (from 2013 to 2012.
acsгаuf	0					f-Notes: Journal account maintenance CGE
acsb10a	471	28685.5	118213.6	-9	1800000	a) 2012/13: total revenue collected (2011/2012 and 2012/2013)?
acsb10b	473	50267.7	197452.9	-9	2559500	b) 2011/12: total revenue collected (2011/2012 and 2012/2013)?
acsf20a	464	7.0	10.4	-8	29	20. the day your school began classes in all classes
acsf20b	473	4.1	7.8	-8	28	20. the month your school began classes in all classes
acrv01	62	19479.2	24.5	19451	19657	Day of visit
acrv02	0					Name of the team of interviewers
acrv03	0					ID de the target
acrv04	0					Type

SN-SC Full Sample (Data_APECGE_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
acrv05A	0					Name of the target
acrv05B	0					Interviewed
acrv06A	0					Start time
acrv06B	0					End time
acrv07	0					Needs to be visit again and reason
acrv08	62	0.1	0.5	0	3	Number of responses (NP)
acrv09	61	1.3	1.7	0	6	Number of collected documents
acrv10	0					Comment by interviewees
acrv11	0					Difficulties and problems
acrv12	0					Other remarks
C17	0					

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clid	91	2691.5	1167.7	1101	4406	Identification: Commune:Code
clida1a	91	2.5	1.1	1	4	clida1a A.1.a) IA: Name
clida1b	91	1.0	0.0	1	1	A.1.b) IA: Check if this is correct
clida2a	91	26.9	11.7	11	44	A.2.a) IDEN: Name
clida2b	91	1.0	0.0	1	1	A.2.b) IDEN: Check if this is correct
clida3a	0					A.3.a) Municipality / Community: Name
clida3b	91	1.0	0.0	1	1	A.3.b) Municipality / Community: Check if this is correct
clida4	0					A.4. ID CL
clidb1a	0					B.1.a) Name
clidb1b	89	1.0	0.0	1	1	B.1.b) Name: Check if this is correct
clidb2a	89	1.1	0.3	1	2	B.2.a) Gender
clidb2b	87	1.0	0.0	1	1	B.2.b) Gender: Check if this is correct
clidb3a	0					B.3.a) Mobile Phone Number: Name
clidb3b	88	1.0	0.0	1	1	B.3.b) Mobile Phone Number: Check if this is correct
clidb4a	0					B.4. Number phone the local community
clidb4b	66	1.0	0.0	1	1	B.4. Number of School Phone: check if this is correct
clidca1	0					Name: Team Leader
clidca2	0					Name: Investigator 1
clidca3	0					Name: Investigator 2
clidca4	0					Name: Regional Coordinator
clidca5	0					Name: Member of the core team
clidcb1	87	170792.3	89665.1	20513	300413	Date of visit: Team Leader
clidcb2	80	168824.3	90739.9	20513	300413	Date of visit: Investigator 1
clidcb3	70	172875.9	87278.1	20513	300513	Date of visit: Investigator 2
clidcb4	63	178860.6	88933.3	20513	300413	Date of visit: Regional Coordinator
clidcb5	13	155050.8	93663.9	404	300413	Date of visit: Member of the core team
clidcc1	82	1.0	0.0	1	1	QIDCC_en Verification: Team Leader
clidcc2	78	1.0	0.0	1	1	QIDCC_en Verification: Investigator 1
clidcc3	71	1.0	0.0	1	1	QIDCC_en Verification: Investigator 2
clidcc4	60	1.0	0.0	1	1	QIDCC_en Verification: Regional Coordinator
clidcc5	13	1.0	0.0	1	1	QIDCC_en Verification: Member of the core team
clidcd1	1	2.0		2	2	Notes: Team Leader
clidcd2	0					Notes: Investigator 1
clidcd3	0					Notes: Investigator 2
clidcd4	0					Note: Regional Coordinator
clidcd5	1	1.0		1	1	Notes: Member of the core team
clidda1	0					Name: Data Verification
clidda2	0					Name: Verification of documents
clidda3	0					Name: Data Entry
clidda4	0					Name: Verify data entry
cliddb1	90	278179.7	21096.4	80513	280513	Date: Data Verification
cliddb2	0					Date: Document Verification
cliddb3	91	123140.5	4370.0	120613	130613	Date: Data Entry
cliddb4	0					Date: Check data entry
cliddc1	2	5.0	5.7	1	9	Note: Data Verification
cliddc2	0					Note: Verification of documents
cliddc3	1	1.0		1	1	Notes: Data Entry
cliddc4	0					Note: Check the data entry
clsa01	91	56.6	12.3	25	83	1. What is the age of the Mayor / Chairman of the Rural Community (RC)?
clsa02	91	6.6	5.8	-8	35	2. During how many years the Mayor / PCR he occupies the current position?

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsa03	91	1.4	2.2	-8	7	QSA03_en 3.diplôme Mayor / PCR?
clsa04a	91	0.1	0.3	0	1	QSA04_en 4.The Mayor / PCR served as: Agent of the school administration
clsa04b	91	0.1	0.3	0	1	QSA04_en 4.The Mayor / PCR served as: Agent other jurisdictions
clsa04c	91	0.1	0.3	0	1	QSA04_en 4.The Mayor / PCR served as: school principal or teacher
clsa04d	91	0.2	0.4	0	1	QSA04_en 4.The Mayor / PCR served as: formal private sector
clsa04e	91	0.6	0.5	0	1	QSA04_en 4.The Mayor / PCR served as: Sector Agriculture and livestock
clsa05	91	0.8	0.4	0	1	QSA05_en 5.The Mayor / PCR is elected?
clsa06	91	1.8	0.8	1	4	QSA06_en 6. how many times the mayor / PCR
clsa07	91	54.4	12.3	-8	76	7.What is? Age First Deputy Mayor / PCR?
clsa08	91	5.5	4.4	1	35	8. e time First Deputy Mayor / PCR occupies
clsa09	91	0.7	1.1	0	5	QSA09_en 9.What is the highest degree of First Deputy Mayor / PCR?
clsa10a	91	0.0	0.2	0	1	QSA10_en 10.First Deputy Mayor / PCR busy: Agent of the school administration
clsa10b	91	0.1	0.3	0	1	QSA10_en 10.First Deputy Mayor / PCR busy: Agent other jurisdictions
clsa10c	91	0.1	0.2	0	1	QSA10_en 10.First Deputy Mayor / PCR busy: Headmaster or teacher
clsa10d	91	0.1	0.3	0	1	QSA10_en 10.First Deputy Mayor / PCR busy: Formal Private Sector
clsa10e	91	0.7	0.5	0	1	QSA10_en 10.First Deputy Mayor / PCR busy: Sector Agriculture and livestock
clsa11	91	0.8	0.4	0	1	QSA11_en 11.The First Deputy Mayor / PCR is elected?
clsa12	91	2.2	1.0	1	4	QSA12_en 12. combien times Prime Deputy Mayor / PCR is it office
clsa13	91	40.5	7.3	26	60	13. Quel is? Age Municipal Clerk / ASCOM?
clsa14	91	7.7	3.2	1	12	14. time the Municipal Clerk / ASCOM he occupies his positio
clsa15	91	3.1	0.9	2	6	QSA15_en 15.What is the highest degree of Municipal Clerk / ASCOM?
clsa16a	91	0.0	0.2	0	1	QSA16_en 16.The Secretary communal / ASCOM he has held the positions
clsa16b	91	0.2	0.4	0	1	QSA16_en 16.The Secretary communal / ASCOM he has held the positions
clsa16c	91	0.0	0.1	0	1	QSA16_en 16.The Secretary communal / ASCOM he has held the positions
clsa16d	91	0.2	0.4	0	1	QSA16_en 16.The Secretary communal / ASCOM he has held the positions
clsa16e	91	0.4	0.5	0	1	QSA16_en 16.The Secretary communal / ASCOM he has held the positions
clsa17	91	1.1	0.3	1	3	QSA17_en 17. In the average, how many times / Municipal Secretary ASCOM is it office
clsa18	91	1.4	2.3	-8	3	QSA18_en 18. Quel is its status as that? Used?
clsb01a	91	3.5	3.9	0	35	1.What is the number of staff by gender?

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsb01b	91	0.7	0.9	0	5	1. What is the number of staff by gender?
clsb02a	91	0.3	0.8	0	3	2. What is the number of employees by employment status?
clsb02b	91	1.6	2.5	-9	8	2. What is the number of employees by employment status?
clsb02c	91	1.3	4.4	-9	36	2. What is the number of employees by employment status?
clsb03a	91	1.3	1.0	0	6	3. Number of employees in services: Secretariat or service administration
clsb03b	91	0.4	0.8	0	5	3. Number of employees in services: the Finance and Budget
clsb03c	91	0.0	0.9	-8	1	3. Number of employees in services: Human Resources
clsb03d	91	0.1	0.5	0	4	3. Number of employees in services: statistics and planif.
clsb03e	91	0.6	1.7	-8	7	3. Number of employees in services: education and other social services
clsb04a1	91	0.7	0.5	0	1	1. received training in the following areas: Transfer of jurisdiction s
clsb04a2	91	6.5	18.5	-9	60	2. # of people who have received training: Transfer of jurisdiction
clsb04b1	91	0.2	0.4	0	1	1. received training in the following areas: b) Training on the education MDGs
clsb04b2	91	-5.3	9.3	-9	46	2. Sleeps Trained: b) Training on education MDGs
clsb04c1	91	0.3	0.5	0	1	1. received training in the following areas: Community Involvement
clsb04c2	91	-2.2	13.9	-9	60	2. Sleeps Trained: Community Participation
clsb05	91	1985.4	13.6	1970	2011	5. When does your municipality / CR began to work?
clsb06a	91	0.6	0.5	0	1	QSB06_en 6. undertake you the Action: Agreement operating budget and grants
clsb06b	91	0.9	0.3	0	1	QSB06_en You 6. undertake the Action: Provide educational resources to schools
clsb06c	91	0.0	0.1	0	1	QSB06_en 6. undertake you the Action: Pay teachers' salaries
clsb06d	91	0.0	0.0	0	0	QSB06_en 6. undertake you the Action: Hire / recruit permanent teachers
clsb06e	91	0.0	0.0	0	0	QSB06_en 6. undertake you the Action: Hire / recruit contract teachers
clsb06f	91	0.1	0.3	0	1	QSB06_en You 6. undertake the Action: Grant the teachers training and Director
clsb06g	91	0.6	0.5	0	1	QSB06_en 6. undertake you the Action: Follow-up on schools
clsb06h	91	0.5	0.5	0	1	QSB06_en You 6. undertake the Action: Guiding and supporting school councils (CGE)
clsb06i	91	0.5	0.5	0	1	QSB06_en You 6. undertake the Action: upport parent associations (APE)
clsb06j	91	0.9	0.3	0	1	QSB06_en 6. undertake you the Action: Building classrooms

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsb06k	91	0.1	0.2	0	1	QSB06_en 6.undertake you the Action: Funding canteen
clsb06l	91	0.2	0.4	0	1	clsb06l Other specify
clsb06m	91	-5.4	6.8	-9	15	Others specifications
clsb07	91	38.1	13.3	-9	46	7.What is the number of board members communal / rural council?
clsb08	91	0.9	0.3	0	1	QSB08_en 8. Technical Commission or meetings at CL level
clsb09a	91	0.8	0.4	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Allocation govt budget.
clsb09b	91	0.8	0.4	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Endowments materials
clsb09c	91	0.2	0.4	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Canteen
clsb09d	91	0.1	0.3	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Attribution / teacher deployment
clsb09e	91	0.8	0.4	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Construction schools / class
clsb09f	91	0.5	0.5	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Reduction nb of school children
clsb09g	91	0.5	0.5	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Improving equity
clsb09h	91	0.6	0.5	0	1	QSB09_en 9. Questions addressed by Commission Tech.: Improving Learning
clsb10a	91	0.8	0.4	0	1	10a.has following equipment and facilities: a) An illumination system
clsb10b	91	0.8	0.4	0	1	10a.has following facilities and equipment: b) Current Water
clsb10c	91	0.1	0.4	0	1	10a.has facilities and equipment following: c) Air Conditioners
clsb10d1	91	0.0	0.2	0	1	1.has facilities and amenities: d) Small Cars
clsb10d2	91	-6.7	4.0	-9	1	2. Number at: d) Small car number
clsb10e1	91	0.8	0.4	0	1	1.has facilities and amenities: e) 4X4 Vehicles
clsb10e2	91	-0.5	3.6	-9	2	2. Number at: e) 4X4 vehicles: number
clsb10f1	91	0.7	0.4	0	1	1.has facilities and amenities: f) Motorbikes
clsb10f2	91	-1.0	4.1	-9	3	2. Number at f) Mopeds: number
clsb10g1	91	0.2	0.4	0	1	1.has facilities and amenities: g) Phone
clsb10g2	91	-5.7	4.7	-9	7	2. Number at: g) Telephone: number
clsb10h1	91	0.0	0.2	0	1	1.has facilities and amenities: h) Fax
clsb10h2	91	-7.0	3.8	-9	1	2. Number at: h) Fax number
clsb10i1	91	0.5	0.5	0	1	1.has following facilities and equipment: i) Photocopy
clsb10i2	91	-2.9	4.9	-9	2	2. Number at: i) Copier: number
clsb10j1	91	0.9	0.3	0	1	1.has facilities and amenities: j) PC Desktops
clsb10j2	91	0.6	3.4	-9	10	2. Number at: j) Computers PC number
clsc01a1	91	15300000.0	38000000.0	0	2.34E+08	1) Amount (CFA): a) own revenues (local taxes)
clsc01a2	91	-0.1	2.6	-9	1	2) Used for education: a) own revenues (local taxes)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsc01b1	91	7512829.0	7861884.0	0	5.70E+07	1) Amount (CFA): b) specific transfers of State for Education
clsc01b2	91	0.8	1.5	-9	1	2) Used for education: b) specific transfers of State for Education
clsc01c1	91	6969376.0	8901199.0	-9	3.50E+07	1) Amount (CFA): c) Other general state transfers
clsc01c2	91	-2.6	4.6	-9	1	2) Used for education: c) Other general state transfers
clsc01d1	91	-0.2	1.3	-9	0	1) Amount (CFA) (common to assignment)
clsc01d2	91	-8.6	1.9	-9	0	2) Used for education: (common to assignment)
clsc01e1	91	5097593.0	13900000.0	-8	1.00E+08	1) Amount (CFA): d) Loans.
clsc01e2	91	-6.4	4.3	-9	1	2) Used for education: d) Loans.
clsc01f1	91	8804430.0	23100000.0	-8	1.73E+08	1) Amount (CFA): e) Development Agencies
clsc01f2	91	-5.3	4.7	-9	1	2) Used for education: e) Development Agencies
clsc01g1	91	2328498.0	9709514.0	-9	6.33E+07	1) Amount (CFA): f) NGOs
clsc01g2	91	-7.0	4.0	-9	1	2) Used for education: f) NGOs
clsc01h1	91	537000000.0	4420000000.0	-7	4.22E+10	1) Amount (CFA): g) Other
clsc01h2	85	0.2	2.3	-9	1	2) Used for education: g) Other
clsc02a1	91	26600000.0	34200000.0	300000	1.52E+08	a) Planned Spending (CFA): a) Total expenditure of the municipality / CR
clsc02a2	91	19500000.0	24000000.0	0	1.32E+08	b) Actual (CFA): a) Total expenditure of the municipality / CR
clsc02aa1	91	51648.4	158017.3	0	1000000	a) Planned Spending (CFA): aa) Scholarships and grants
clsc02aa2	91	21975.7	91642.6	-9	500000	b) Actual (CFA): aa) Scholarships and grants
clsc02ab1	91	1204922.0	10700000.0	-9	1.02E+08	a) Planned Spending (CFA) ab) Other
clsc02ab2	91	1196131.0	10700000.0	-9	1.02E+08	b) Actual (CFA) ab) Other
clsc02aba	91	-7.9	3.6	-9	7	b) Actual (CFA) ab) Other: code
clsc02b1	91	0.0	0.0	0	0	a) Planned Spending (CFA): b) Teachers (TOTAL)
clsc02b2	91	0.0	0.0	0	0	b) Actual (CFA): b) Teachers (TOTAL)
clsc02c1	91	0.0	0.0	0	0	a) Planned Spending (CFA): c) Contract
clsc02c2	91	0.0	0.0	0	0	b) Actual (CFA): c) Contract
clsc02d1	91	0.0	0.0	0	0	a) Planned Spending (CFA): d) Voluntary
clsc02d2	91	0.0	0.0	0	0	b) Actual (CFA): d) Voluntary
clsc02e1	91	120714.3	781257.5	0	5964000	a) Planned Spending (CFA): e) Non-Teachers (TOTAL)
clsc02e2	91	120714.3	781257.5	0	5964000	b) Actual (CFA): e) Non-Teachers (TOTAL)
clsc02f1	91	0.0	0.0	0	0	a) Planned Spending (CFA) f) Other administrative and teaching staff
clsc02f2	91	0.0	0.0	0	0	b) Actual (CFA) f) Other administrative and teaching staff
clsc02g1	91	55175.8	476239.9	0	4521000	a) Planned Spending (CFA): g) Support Staff
clsc02g2	91	55175.8	476239.9	0	4521000	b) Actual (CFA): g) Support Staff
clsc02h1	91	-0.1	0.9	-9	0	a) Planned Spending (CFA): h) Other
clsc02h2	91	-0.4	1.9	-9	0	b) Actual (CFA): h) Other
clsc02i1	91	16200000.0	22100000.0	0	1.15E+08	a) Planned Spending (CFA): i) construction of educational infrastructure (TOTAL)
clsc02i2	91	11300000.0	15300000.0	0	1.01E+08	b) Actual (CFA): i) construction of educational infrastructure (TOTAL)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsc02j1	91	12400000.0	19100000.0	0	1.15E+08	a) Planned Spending (CFA): j) classrooms
clsc02j2	91	7830220.0	11800000.0	0	6.80E+07	b) Actual (CFA): j) classrooms
clsc02k1	91	2579949.0	6572546.0	-9	4.30E+07	a) Planned Spending (CFA): k) Other
clsc02k2	91	2289905.0	5700034.0	-9	3.28E+07	b) Actual (CFA): k) Other
clsc02l1	91	730395.6	2202365.0	0	1.25E+07	a) Planned Spending (CFA): l) Rehabilitation educational infrastructure (TOTAL)
clsc02l2	91	586671.9	2061919.0	0	1.20E+07	b) Actual (CFA): l) Rehabilitation educational infrastructure (TOTAL)
clsc02m1	91	380945.1	1168369.0	0	9000000	a) Planned Spending (CFA): m) classrooms
clsc02m2	91	315282.4	1140896.0	0	9000000	b) Actual (CFA): m) classrooms
clsc02n1	91	206593.2	1275130.0	-9	1.00E+07	a) Planned Spending (CFA): n) Other
clsc02n2	91	128532.1	1000328.0	-9	9496442	b) Actual (CFA): n) Other
clsc02o1	91	4681559.0	5595177.0	-8	3.20E+07	a) Planned Spending (CFA): o) teaching and learning materials (TOTAL)
clsc02o2	91	3567519.0	3653130.0	0	2.30E+07	b) Actual (CFA): o) teaching and learning materials (TOTAL)
clsc02p1	91	99999.9	388158.1	-8	2000000	a) Planned Spending (CFA): p) Textbooks (students)
clsc02p2	91	78021.9	331931.1	-9	2000000	b) Actual (CFA): p) textbooks (students)
clsc02q1	91	35543.9	186513.9	-8	1477000	a) Planned Spending (CFA): q) Teaching Manuals
clsc02q2	91	54422.9	259096.4	-9	1773025	b) Actual (CFA): q) Teaching Manuals
clsc02r1	91	2053741.0	1267065.0	-8	6000000	a) Planned Spending (CFA): r) School Supplies
clsc02r2	91	1892533.0	1155925.0	-9	6000000	b) Actual (CFA): r) School Supplies
clsc02s1	91	1918914.0	4504891.0	0	3.02E+07	a) Planned Spending (CFA): s) Equipment classrooms
clsc02s2	91	1105521.0	2461382.0	0	1.40E+07	b) Actual (CFA): s) Equipment classrooms
clsc02t1	91	217353.9	1478657.0	-9	1.28E+07	a) Planned Spending (CFA): t) Other (specify)
clsc02t2	91	76452.6	633700.8	-9	6000000	b) Actual (CFA): t) Other (specify)
clsc02ta	91	-8.7	1.8	-9	1	a) Planned Spending (CFA): t) Other (specify)
clsc02u1	91	388714.3	3006380.0	0	2.86E+07	a) Planned Spending (CFA): u) Computer hardware and consumables (TOTAL)
clsc02u2	91	351225.8	2794295.0	0	2.66E+07	b) Actual (CFA): u) Computer hardware and consumables (TOTAL)
clsc02v1	91	322230.8	3000588.0	0	2.86E+07	a) Planned Spending (CFA): v) Other
clsc02v2	91	300472.5	2793094.0	0	2.66E+07	b) Actual (CFA): v) Other
clsc02w1	91	3794768.0	12600000.0	0	1.10E+08	a) Planned Spending (CFA): w) (TOTAL)
clsc02w2	91	3261567.0	11900000.0	0	1.08E+08	b) Actual (CFA): w) (TOTAL)
clsc02x1	91	686234.1	859164.5	0	4000000	a) Planned Spending (CFA): x) cultural and sporting activities
clsc02x2	91	611538.5	841429.9	0	4000000	b) Actual (CFA): x) cultural and sporting activities
clsc02y1	91	170858.7	505877.3	0	3000000	a) Planned Spending (CFA): y) Training
clsc02y2	91	65364.2	300366.5	0	2000000	b) Actual (CFA): y) Training
clsc02z1	91	1646654.0	5190982.0	0	3.71E+07	a) Planned Spending (CFA): z) Health and Nutrition
clsc02z2	91	1323345.0	3994671.0	-7	2.65E+07	b) Actual (CFA): z) Health and Nutrition
clsd01a1	91	0.5	0.5	0	1	1) Have you received a request: Notebooks

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clsd01a2	91	0.8	0.4	0	1	2) Do you support: Notebooks
clsd01a3	91	3603.9	8345.4	-9	75000	3) How: Notebooks
clsd01b1	91	8.8	83.9	-7	800	1) Have you received a request: Gums
clsd01b2	91	0.0	1.1	-7	1	2) Do you support: Gums
clsd01b3	91	19.8	104.3	-9	600	3) How: Gums
clsd01c1	91	0.2	1.5	-9	1	1) Have you received a request: pencils / pens
clsd01c2	91	0.5	1.2	-7	1	2) Do you support: pencils / pens
clsd01c3	91	1194.0	1876.4	-9	9000	3) How: pencils / pens
clsd01d1	91	0.3	1.2	-7	1	1) Have you received a request: Chalk
clsd01d2	91	0.5	1.2	-7	1	2) Do you support: Chalk
clsd01d3	91	636.6	2551.7	-9	23200	3) How: Chalk
clsd01e1	91	8.9	83.9	-7	800	1) Have you received a request: individual slates
clsd01e2	91	0.2	1.2	-7	1	2) Do you support: individual slates
clsd01e3	91	105.7	309.8	-9	2300	3) How: individual slates
clsd01f1	91	0.0	1.1	-7	1	1) Have you received a request: Textbooks
clsd01f2	91	-0.1	1.1	-7	1	2) Do you support: Textbooks
clsd01f3	91	-2.1	45.8	-9	387	3) How: Textbooks
clsd01g1	91	0.0	1.1	-7	1	1) Have you received a request: Manual-PC, Reading
clsd01g2	91	-0.2	1.4	-9	1	2) Do you support: Manual-PC, Reading
clsd01g3	91	-8.7	1.6	-9	0	3) How: Manual-PC, Reading
clsd01h1	91	0.0	1.1	-7	1	1) Have you received a request: Manual-CP Math
clsd01h2	91	-0.1	1.1	-7	1	2) Do you support: Manual-CP Math
clsd01h3	91	-8.7	1.6	-9	0	3) How: Manual-CP Math
clsd01i1	91	0.0	1.1	-7	1	1) Have you received a request: Manual-CM2, Reading
clsd01i2	91	-0.1	1.1	-7	1	2) Do you support: Manuel-CM2, Reading
clsd01i3	91	-4.6	35.2	-9	325	3) How: Hand-CM2, Reading
clsd01j1	91	0.0	1.1	-7	1	1) Have you received a request: Manual-CM2, Math
clsd01j2	91	-0.1	1.1	-7	1	2) Do you support: Manuel-CM2, Math
clsd01j3	91	-8.0	6.6	-9	52	3) How: Hand-CM2, Math
clsd01k1	91	-0.1	1.1	-7	1	1) Have you received a request: Teachers' Guides
clsd01k2	91	-0.1	1.1	-7	1	2) Do you support: Teachers' Guides
clsd01k3	91	-8.4	3.4	-9	20	3) How: Teachers' Guides
clsd01l1	91	1.6	13.8	-7	131	1) Have you received a request: Office Supplies
clsd01l2	91	0.1	1.1	-7	1	2) Do you support: Office Supplies
clsd01l3	91	51.2	240.0	-9	1498	3) How: Office Supplies
clsd01m1	91	-0.1	1.1	-7	1	1) Have you received a request: Computers
clsd01m2	91	-0.1	1.1	-7	1	2) Do you support: Computers
clsd01m3	91	-7.7	6.1	-9	45	3) How: Computers
clsd02a1	91	0.0	0.1	0	1	1) Application: a) Hiring / recruitment of non-teaching staff
clsd02a2	91	-8.9	1.0	-9	1	2) school you supported: a) Hiring / recruitment of non-teaching
clsd02b1	91	0.0	0.1	0	1	1) Application: b) salary and / or bonuses for non-teaching staff
clsd02b2	91	-8.9	1.0	-9	1	2) school you supported: b) salary and / or bonuses for non-teaching
clsd02c1	91	0.0	0.1	0	1	1) Application: c) Compensation for teachers
clsd02c2	91	-8.9	1.0	-9	1	2) school you supported: c) Compensation for teachers

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clsd02d1	91	0.1	0.2	0	1	1) Application: d) Providing of food, in cash for the school canteen
clsd02d2	91	-8.5	2.3	-9	2	2) school you supported: d) Providing of food, cash for canteen
clsd02e1	91	0.5	0.5	0	1	1) Application: e) Construction of additional classrooms
clsd02e2	91	-4.1	5.7	-9	7	2) school you supported: e) Construction of additional classrooms
clsd02f1	91	0.1	0.2	0	1	1) Application: f) School Grant (school projects in Senegal
clsd02f2	91	-8.3	3.1	-9	13	2) school you supported: f) School Grant (school projects in Senegal
clsd03a1	91	-0.2	1.5	-8	1	1) Training workshop: a) WFP Assistance
clsd03a2	91	-0.2	1.5	-8	1	2) Equipment: a) WFP Assistance
clsd03a3	91	-0.2	1.4	-8	1	3) Materials: a) WFP Assistance
clsd03a4	91	-0.3	1.4	-8	0	4) Construction: a) WFP Assistance
clsd03a5	91	0.5	1.4	-8	1	5) Food: a) WFP Assistance
clsd03a6	91	-3.9	4.5	-9	1	6 Other 1: a) WFP Assistance
clsd03a7	91	-3.1	4.3	-9	0	7 Other 2: a) WFP Assistance
clsd03b1	91	-1.0	2.7	-8	1	1) Training workshop: b) UNICEF
clsd03b2	91	-1.0	2.7	-8	1	2) Equipment: b) UNICEF
clsd03b3	91	-1.0	2.7	-8	1	3) Materials: b) UNICEF
clsd03b4	91	-1.0	2.7	-8	1	4) Construction: b) UNICEF
clsd03b5	91	-1.0	2.7	-8	1	5) Food: b) UNICEF
clsd03b6	91	-6.9	3.7	-9	1	6 Other 1: b) UNICEF
clsd03b7	91	-5.3	4.3	-9	0	7 Other 2: b) UNICEF
clsd03c1	91	-1.1	2.8	-8	0	1) Training workshop: c) World Bank
clsd03c2	91	-1.1	2.8	-8	1	2) Equipment: c) World Bank
clsd03c3	91	-1.1	2.8	-8	0	3) Materials: c) World Bank
clsd03c4	91	-1.1	2.9	-8	1	4) Construction: c) World Bank
clsd03c5	91	-1.2	2.9	-8	0	5) Food: c) World Bank
clsd03c6	91	-7.2	3.5	-9	0	6 Other 1: c) World Bank
clsd03c7	91	-5.6	4.3	-9	0	7 Other 2 c) World Bank
clsd03d1	91	-1.0	2.9	-8	1	1) Training workshop: d) CIDA, Canada
clsd03d2	91	-1.1	2.8	-8	1	2) Equipment: d) CIDA, Canada
clsd03d3	91	-1.1	2.8	-8	0	3) Materials: d) CIDA, Canada
clsd03d4	91	-1.1	2.8	-8	0	4) Design:) CIDA, Canada
clsd03d5	91	-1.1	2.8	-8	0	5) Food: d) CIDA, Canada
clsd03d6	91	-7.2	3.5	-9	0	6 Other 1: d) CIDA, Canada
clsd03d7	91	-5.7	4.2	-9	0	7 Other 2: d) CIDA, Canada
clsd03e1	91	-1.1	2.9	-8	1	1) Training workshop: e) USAID, U. S.
clsd03e2	91	-1.1	2.8	-8	1	2) Equipment: e) USAID, U. S.
clsd03e3	91	-1.1	2.9	-8	1	3) Materials: e) USAID, U. S.
clsd03e4	91	-1.1	2.9	-8	1	4) Construction: e) USAID, U. S.
clsd03e5	91	-1.0	2.9	-8	1	5) Food e) USAID, U. S.
clsd03e6	91	-6.2	4.1	-9	1	6 Other 1 e) USAID, U. S.
clsd03e7	91	-4.7	4.4	-9	0	7 Other 2 e) USAID, U. S.
clsd03f1	91	-1.0	2.9	-8	1	1) Training workshop: f) JICA, Japan
clsd03f2	91	-1.1	2.8	-8	1	2) Equipment: f) JICA, Japan
clsd03f3	91	-1.1	2.8	-8	1	3) Materials: f) JICA, Japan
clsd03f4	91	-1.1	2.9	-8	1	4) Construction: f) JICA, Japan
clsd03f5	91	-1.1	2.8	-8	1	5) Food: f) JICA, Japan
clsd03f6	91	-6.7	3.8	-9	0	6 Other 1: f) JICA, Japan
clsd03f7	91	-5.4	4.3	-9	0	7 Other 2 f) JICA, Japan
clsd03g1	91	-1.1	2.8	-8	0	1) Training workshop: g) AFD, France
clsd03g2	91	-1.1	2.8	-8	1	2) Equipment: g) AFD, France
clsd03g3	91	-1.1	2.8	-8	0	3) Materials: g) AFD, France
clsd03g4	91	-1.1	2.8	-8	1	4) Construction: g) AFD, France
clsd03g5	91	-1.1	2.8	-8	0	5) Food: g) AFD, France
clsd03g6	91	-6.8	3.7	-9	0	6 Other 1: g) AFD, France

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsd03g7	91	-5.3	4.3	-9	0	7 Other 2 g) AFD, France
clsd04a0	91	-0.7	2.5	-8	1	a) Purchase: Nobody
clsd04a1	91	-1.5	4.0	-9	1	a) Purchase: ME
clsd04a2	91	-1.8	3.9	-9	1	a) Purchase: IA, IDEN
clsd04a3	91	-2.2	3.8	-9	0	a) Purchase: CODEC
clsd04a4	91	-2.1	3.8	-9	1	a) Purchase: City / CR
clsd04a5	91	-2.2	3.8	-9	0	a) Purchase: Headmaster
clsd04a6	91	-2.2	3.8	-9	0	a) Purchase: APE
clsd04a7	91	-2.2	3.8	-9	0	a) Purchase: CGE
clsd04b0	91	-0.9	2.7	-9	1	b) Distribution to schools: Nobody
clsd04b1	91	-2.1	3.8	-9	1	b) Distribution to schools: ME
clsd04b2	91	-1.4	4.1	-9	1	b) Distribution to schools: IA, IDEN
clsd04b3	91	-2.0	3.9	-9	1	b) Distribution to schools CODEC
clsd04b4	91	-2.1	3.9	-9	1	b) Distribution to schools: City / CR
clsd04b5	91	-2.0	3.9	-9	1	b) Distribution to schools: School Director
clsd04b6	91	-2.1	3.8	-9	1	b) Distribution to schools: APE
clsd04b7	91	-2.2	3.8	-9	1	b) Distribution to schools: CGE
clsd05a0	91	-0.2	1.5	-8	1	a) Purchase: Nobody
clsd05a1	91	-1.1	3.3	-9	1	a) Purchase: ME
clsd05a2	91	-1.0	3.3	-9	1	a) Purchase: IA, IDEN
clsd05a3	91	-1.3	3.2	-9	0	a) Purchase: CODEC
clsd05a4	91	-0.5	3.4	-9	1	a) Purchase: City / CR
clsd05a5	91	-1.3	3.1	-9	0	a) Purchase: Headmaster
clsd05a6	91	-1.2	3.1	-9	1	a) Purchase: APE
clsd05a7	91	-1.2	3.1	-9	1	a) Purchase: CGE
clsd05b0	91	-0.4	2.0	-9	1	b) Distribution to schools: Nobody
clsd05b1	91	-1.2	3.1	-9	1	b) Distribution to schools: ME
clsd05b2	91	-0.8	3.3	-9	1	b) Distribution to schools: IA, IDEN
clsd05b3	91	-0.7	3.2	-9	1	b) Distribution to schools CODEC
clsd05b4	91	-0.6	3.2	-9	1	b) Distribution to schools: City / CR
clsd05b5	91	-1.0	3.1	-9	1	b) Distribution to schools: School Director
clsd05b6	91	-1.1	3.0	-9	1	b) Distribution to schools: APE
clsd05b7	91	-1.1	3.0	-9	1	b) Distribution to schools: CGE
clsd06a0	91	-0.4	3.0	-8	1	a) Additional Funds: No
clsd06a1	91	-7.5	3.3	-9	1	a) Additional funding: ME
clsd06a2	91	-7.5	3.3	-9	1	a) Supplementary Fund IA, IDEN
clsd06a3	91	-7.5	3.2	-9	0	a) Additional Funds: CODEC
clsd06a4	91	-7.4	3.4	-9	1	a) Additional Funds: City / CR
clsd06a5	91	-7.5	3.2	-9	0	a) Additional Funds: School Director
clsd06a6	91	-7.4	3.5	-9	1	a) Additional Funds: APE
clsd06a7	91	-7.4	3.4	-9	1	a) Additional Funds: CGE
clsd07a0	91	-0.5	2.9	-9	1	a) Education allowance: No
clsd07a1	91	-6.8	3.9	-9	1	a) Education allowance: ME
clsd07a2	91	-6.8	3.8	-9	1	a) Education allowance: IA
clsd07a3	91	-6.8	3.9	-9	1	a) Education allowance: IDEN
clsd07a4	91	-6.8	3.8	-9	1	a) Education allowance: City / CR
clsd07a5	91	-6.7	4.0	-9	1	a) Education allowance: Headmaster
clsd07a6	91	-6.8	3.9	-9	1	a) Education allowance: APE
clsd07a7	91	-6.7	4.0	-9	1	a) Education allowance: CGE
clsd08a0	91	-0.1	0.9	-8	1	a) Assignment: No
clsd08a1	91	0.5	1.7	-9	1	a) Assignment: ME
clsd08a2	91	0.2	1.7	-9	1	a) Assignment: IA
clsd08a3	91	0.4	1.7	-9	1	a) Assignment: IDEN
clsd08a4	91	-0.3	1.6	-9	0	a) Assignment: City / CR
clsd08a5	91	-0.3	1.6	-9	0	a) Assignment: Headmaster
clsd08a6	91	-0.3	1.6	-9	0	a) Assignment: APE
clsd08a7	91	-0.3	1.6	-9	0	a) Assignment: CGE
clsd08b0	91	-0.1	0.9	-8	1	b) Deployment: No
clsd08b1	91	0.2	1.7	-9	1	b) Deployment: ME

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsd08b2	91	0.4	1.7	-9	1	b) Deployment: IA
clsd08b3	91	0.6	1.7	-9	1	b) Deployment: IDEN
clsd08b4	91	-0.3	1.6	-9	0	b) Deployment: City / CR
clsd08b5	91	-0.3	1.6	-9	1	b) Deployment: Headmaster
clsd08b6	91	-0.3	1.6	-9	0	b) Deployment: APE
clsd08b7	91	-0.3	1.6	-9	0	b) Deployment: CGE
clsd09a0	91	-0.1	0.9	-8	1	a) Assignment: No
clsd09a1	91	0.4	1.7	-9	1	a) Assignment: ME
clsd09a2	91	0.2	1.7	-9	1	a) Assignment: IA
clsd09a3	91	0.4	1.7	-9	1	a) Assignment: IDEN
clsd09a4	91	-0.3	1.6	-9	0	a) Assignment: City / CR
clsd09a5	91	-0.3	1.6	-9	0	a) Assignment: Headmaster
clsd09a6	91	-0.3	1.6	-9	0	a) Assignment: APE
clsd09a7	91	-0.3	1.6	-9	0	a) Assignment: CGE
clsd09b0	91	-0.1	0.9	-8	1	b) Deployment: No
clsd09b1	91	0.1	1.7	-9	1	b) Deployment: ME
clsd09b2	91	0.4	1.7	-9	1	b) Deployment: IA
clsd09b3	91	0.6	1.7	-9	1	b) Deployment: IDEN
clsd09b4	91	-0.3	1.6	-9	0	b) Deployment: City / CR
clsd09b5	91	-0.3	1.6	-9	0	b) Deployment: Headmaster
clsd09b6	91	-0.3	1.6	-9	0	b) Deployment: APE
clsd09b7	91	-0.3	1.6	-9	0	b) Deployment: CGE
clsd10a	91	1.3	0.9	1	4	(A) APE
clsd10b	91	1.3	0.9	1	4	(B) CGE
clsd11a0	91	-0.2	1.2	-8	1	a) Assignment: No
clsd11a1	91	0.6	1.7	-9	1	a) Assignment: ME
clsd11a2	91	0.3	1.7	-9	1	a) Assignment: IA, IDEN
clsd11a3	91	-0.2	1.5	-9	1	a) Assignment: CODEC
clsd11a4	91	-0.3	1.5	-9	0	a) Assignment: City / CR
clsd11a5	91	-0.3	1.5	-9	0	a) Assignment: Headmaster
clsd11a6	91	-0.3	1.5	-9	0	a) Assignment: APE
clsd11a7	91	-0.3	1.5	-9	0	a) Assignment: CGE
clsd11b0	91	-0.2	1.2	-8	1	b) Redeployment: Nobody
clsd11b1	91	0.2	1.7	-9	1	b) Redeployment: ME
clsd11b2	91	0.6	1.7	-9	1	b) Redeployment: IA, IDEN
clsd11b3	91	-0.2	1.5	-9	1	b) Redeployment: CODEC
clsd11b4	91	-0.3	1.5	-9	0	b) Redeployment: City / CR
clsd11b5	91	-0.3	1.5	-9	0	b) Redeployment: Headmaster
clsd11b6	91	-0.3	1.5	-9	0	b) Redeployment: APE
clsd11b7	91	-0.3	1.5	-9	0	b) Redeployment: CGE
clsd11c0	91	-0.2	1.2	-8	1	c) Performance Evaluation: Person
clsd11c1	91	-0.1	1.6	-9	1	c) Performance Evaluation: ME
clsd11c2	91	0.7	1.7	-9	1	c) Performance Evaluation: IA, IDEN
clsd11c3	91	-0.2	1.5	-9	1	c) Performance Evaluation: CODEC
clsd11c4	91	-0.3	1.5	-9	0	c) Evaluation of performance: City / CR
clsd11c5	91	-0.2	1.5	-9	1	c) Performance Evaluation: Headmaster
clsd11c6	91	-0.3	1.5	-9	0	c) Performance Evaluation: APE
clsd11c7	91	-0.3	1.5	-9	0	c) Performance Evaluation: CGE
clse1a	91	18.3	9.4	0	54	Number of schools: Public Primary Schools
clse1b	91	0.3	1.0	0	7	Number of schools: Private primary schools
clse1c	91	1.7	1.5	0	7	Number of schools: Public colleges
clse1d	91	0.1	0.4	0	2	Number of schools: Private schools
clse1e	91	0.3	0.6	0	3	Number of schools: Public schools
clse1f	91	0.0	0.2	0	1	Number of schools: Private schools
clse1g	91	2.6	4.3	0	21	Number of schools: nursery schools or child care
clse2a	91	1.8	0.9	1	3	QSE2_en Number of public primary schools in your CL: Number of students

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clse2b	91	1.9	0.8	1	3	QSE2_en Number of public primary schools in your CL: number of teachers
clse2c	91	1.9	0.8	1	3	QSE2_en Number of public primary schools in your CL: Exam Results (CFEE)
clse2d	91	1.3	0.6	1	3	QSE2_en Number of public primary schools in your CL: Presence / Absence of teachers
clse2e	91	2.4	0.6	1	3	QSE2_en Number of public primary schools in your CL: Name and contact manager
clse2f	91	2.0	0.7	1	3	QSE2_en Number of public primary schools in your CL: Name the President of CGE
clse2g	91	2.1	0.7	1	3	QSE2_en Number of public primary schools in your CL: Name the President of the APE
clse3	91	0.1	0.2	0	1	QSE3_en 3. she has? physical or electronic copy
clse4	91	0.3	0.5	0	1	QSE4_en Does 4. has d? Own procedure for
clse5	91	0.9	0.3	0	1	QSE5_en 5a. Êtes you generally informed about schools and students?
clse6a	91	0.3	0.6	0	2	QS6_en 5b. Frequency: Reports from Local Education Authorities (IA, IDEN)
clse6b	91	0.6	0.7	0	2	QS6_en 5b. Frequency: Phone call / email the local school authorities
clse6c	91	0.7	0.6	0	2	QS6_en 5b. Frequency: Meetings with local authorities, school authorities
clse6d	91	0.3	0.7	0	2	QS6_en 5b. Frequency: Reports of Principals
clse6e	91	1.1	0.7	0	2	QS6_en 5b. Frequency: Phone call principals
clse6f	91	1.0	0.7	0	2	QS6_en 5b. Frequency: Meetings with principals
clse6g	91	0.6	0.7	0	2	QS6_en 5b. Frequency: Meetings with representatives of school councils
clse6h	91	0.8	0.7	0	2	QS6_en 5b. Frequency: Meeting with representatives of associations of parents
clse6i	91	1.0	0.6	0	2	QS6_en 5b. Frequency
clsf01a	91	2.9	0.3	2	3	QSF01_en Approximate 1. proportion public primary schools with the
clsf01b	91	2.6	0.6	1	3	QSF01_en Approximate 1. proportion public primary schools with the
clsf02a	91	0.3	0.5	0	1	QSF02_en 2. is there a union or federation structure
clsf02b	91	0.3	0.4	0	1	QSF02_en 2. is there a union or federation structure
clsf03	91	0.9	3.7	-9	3	QSF03_en 3. NB When do you think the CGE hold assemblies gen
clsf04	91	1.0	3.3	-9	3	QSF04_en 4. A Frequency officials are present at your local assembled
clsf05	91	1.2	3.0	-9	3	QSF05_en 5. What is the approximate proportion of CGE include a representative

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsf06a	91	0.7	2.6	-9	3	QSF06_en 6. Number of School Councils (CGE) submitted or presented documents
clsf06b	91	0.4	2.5	-9	3	QSF06_en 6. Number of School Councils (CGE) submitted or presented documents
clsf06c	91	0.4	2.5	-9	3	QSF06_en 6. Number of School Councils (CGE) submitted or presented documents
clsf07	91	-0.3	1.9	-9	1	QSF07_en 7. Your common / CR she provided financial support for the CGE?
clsf08a	91	3.1	2.2	-8	4	a) APE
clsf08b	91	2.1	3.8	-9	4	b) CGE
clsf09a1	91	3.0	2.7	-8	4	a) APE: (a) APE: 1) President
clsf09a2	91	3.0	2.7	-8	4	a) APE: (a) APE: 2) Vice President
clsf09a3	91	2.9	2.7	-8	4	a) APE: (a) APE: 3) Secretary General / Executive / Administrative
clsf09a4	91	3.0	2.7	-8	4	a) APE: (a) APE: 4) Treasurer
clsf09a5	91	2.8	2.7	-8	4	a) APE: (a) APE: 5) Auditor / Financial Control / Auditor
clsf09b1	91	2.1	4.1	-9	4	b) CGE (b) CGE: 1) President
clsf09b2	91	2.0	4.1	-9	4	b) CGE (b) CGE 2) Vice President
clsf09b3	91	0.9	3.7	-9	4	b) CGE (b) CGE 3) Secretary General / Executive / Administrative
clsf09b4	91	2.0	4.1	-9	4	b) CGE (b) CGE 4) Treasurer
clsf09b5	91	1.8	4.1	-9	4	b) CGE (b) CGE: 5) Auditor / Financial Control / Auditor
clsf10a1	91	-0.6	2.5	-8	1	a) APE: No budget or funds
clsf10a2	91	0.2	2.2	-8	1	a) APE: Parents of students
clsf10a3	91	-0.6	2.3	-8	1	a) APE: Members of the non-parent community
clsf10a4	91	-0.7	2.3	-8	1	a) APE: School authorities (eg IA, IDEN, CODEC).
clsf10a5	91	-0.6	2.3	-8	1	a) APE: Local authorities (eg, Common)
clsf10a6	91	-0.6	2.3	-8	1	a) APE: Other (eg NGOs, donors).
clsf10b1	91	-1.0	3.2	-9	1	b) CGE: No budget or funds
clsf10b2	91	-0.8	3.3	-9	1	b) CGE: Parents of students
clsf10b3	91	-1.2	3.1	-9	1	b) CGE: The members of the non-parent community
clsf10b4	91	-1.2	2.9	-9	1	b) CGE: School authorities (eg IA, IDEN, CODEC).
clsf10b5	91	-1.1	3.0	-9	1	b) CGE: Local authorities (eg, Common)
clsf10b6	91	-1.1	3.0	-9	1	b) CGE: Other (eg NGOs, donors).
clsf11a1	91	-0.2	2.9	-8	1	a) APE: APE / EMC does not have such a plan
clsf11a2	91	-1.1	2.8	-8	1	a) APE: The action plan includes operating expenditures
clsf11a3	91	-1.1	2.9	-8	1	a) APE: The action plan included spending on aux' infrastructures
clsf11a4	91	-1.1	2.8	-8	1	a) APE: The action plan includes allowances and salaries of teachers
clsf11b1	91	-1.2	3.7	-9	1	b) CGE: APE / EMC does not have such a plan
clsf11b2	91	-1.5	3.4	-9	1	b) CGE: The action plan included expenses related to operation
clsf11b3	91	-1.4	3.4	-9	1	b) CGE: The action plan includes spending on infrastructure

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsf11b4	91	-1.6	3.3	-9	1	b) CGE: The action plan includes allowances and salaries of teachers
clsf12a1	91	-0.1	2.8	-8	1	a) APE: APE / EMC does not have such a plan.
clsf12a2	91	-1.0	2.7	-8	1	a) APE: The action plan and the budget does not include target indicators
clsf12a3	91	-1.0	2.8	-8	1	a) APE: Action Plan / Budget includes target indicators in terms of access
clsf12a4	91	-1.0	2.8	-8	1	a) APE: Action Plan / Budget include output indicators
clsf12b1	91	-1.1	3.6	-9	1	b) CGE: APE / EMC does not have such a plan.
clsf12b2	91	-1.4	3.3	-9	1	b) CGE: The budget plan / do not include target indicators
clsf12b3	91	-1.3	3.4	-9	1	b) CGE: The budget plan / includes indicators in terms of access
clsf12b4	91	-1.4	3.4	-9	1	b) CGE: Action Plan / Budget include output indicators
clsf13a	91	0.5	3.1	-8	4	QSF13_en (13) Who has access to the financial report of the APE / CGE:? A) APE
clsf13b	91	-0.1	4.1	-9	4	QSF13_en (13) Who has access to the financial report? APE / CGE? B) CGE
clsf14a	91	0.3	3.2	-8	4	QSF14_en 14) Who has access to the periodic progress of APE / CGE report: a) APE
clsf14b	91	-0.3	4.1	-9	4	QSF14_en 14) Who has access to the periodic progress of APE / CGE report: b) CGE
clsf15a	91	0.0	4.2	-9	4	QSF15_en 15) What type of follow-up were the IDEN, CODEC, and / or joint /: a) Codec
clsf15b	91	1.0	3.3	-9	4	QSF15_en 15) What type of follow-up were the IDEN, CODEC, and / or joint / CR: b) common
clsf15c	91	0.0	4.1	-9	4	QSF15_en 15) What type of follow-up were the IDEN, CODEC, and / or joint / CR? C) IDEN
clsf16a	91	0.1	3.0	-8	3	QSF16_en ? (16) How the action plan of the APE / EMC has been used in: a) APE
clsf16b	91	-0.3	3.8	-9	4	QSF16_en ? (16) How the action plan of the APE / EMC has been used in the: b) CGE
clsg01a	91	17146.9	11467.2	-9	60000	1. Approximativement, what is the population of the municipality / CR: Rural
clsg01b	91	430.5	2897.2	-9	20688	1. Approximativement, what is the population of the municipality / CR: Urban
clsg02a	91	26.8	31.9	-9	99	2. Distribution of the population by main language spoken: Wolof
clsg02b	91	35.9	32.4	-9	100	2. Distribution of the population by main language spoken: Pulaar
clsg02c	91	12.0	25.2	-9	97	2. Distribution of the population by main language spoken: Serere
clsg02d	91	0.1	0.6	0	5	2. Distribution of the population by main language spoken: Diola
clsg02e	91	6.3	15.1	0	80	2. Distribution of the population by main language spoken: Mandingo

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsg02f	91	1.3	3.0	0	20	2. Distribution of the population by main language spoken? Maure
clsg02g	91	0.0	0.1	0	1	2. Distribution of the population by main language spoken: French
clsg02h	91	2.0	6.2	0	30	2. Distribution of the population by main language spoken: Other
clsg03a	91	78.4	40.7	-9	100	3. Répartition of the population of the CL by religion: Muslims
clsg03b	91	3.8	13.2	0	92	3. Répartition of the population of the CL by religion: Christian
clsg03c	91	0.2	1.2	0	10	3. Répartition of the population of the CL by religion: Animist
clsg03d	91	0.0	0.1	0	1	3. Répartition of the population of the CL by religion: Other
clsg03e	91	-0.1	1.0	-9	1	3. Répartition of the population of the CL by religion: No religion
clsg04	91	25.1	24.4	-9	95	4. What is the percentage of adult literacy in the common / CR?
clsg05	91	-1.1	5.1	-8	4	QSG05_en 5. Environ what percentage of households are economically disadvantaged?
clsg05b	91	-9.0	0.1	-9	-8	5b. Most
clsg06	91	0.9	2.7	-8	4	QSG06_en 6. Environ what percentage of households are economically prosperous?
clsg06b	91	-9.0	0.0	-9	-9	6b. Most
clsh2b11a	43	1.3	2.1	0	14	b1) Photocopies: Nominal list of personnel CL *
clsh2b11b	57	1.1	1.0	0	3	b1) Photocopies: List of Advisors
clsh2b11c	55	1.2	1.6	0	10	b1) Photocopies: List of technical committees
clsh2b12	38	1.3	2.7	-8	7	b1) Photocopies: Last local development plan of the CL
clsh2b13a	52	3.9	5.1	0	16	b1) Photocopies: Draft budget lacI (2012-2013)
clsh2b13b	47	1.1	1.3	0	4	b1) Photocopies: Income / Expenditure of Endowment Fund 2013/2012
clsh2b13c	27	1.8	2.4	0	10	b1) Photocopies: extra-budgetary expenditure in 2013 if 2012
clsh2b14	38	2.5	3.0	0	11	b1) Photocopies: Last administrative account
clsh2b15	39	1.0	1.0	0	3	b1) Photocopies: Materials / supplies cost 2012-2013/2011-2012
clsh2b16	22	1.4	2.1	0	10	b1) Photocopies: Supplies / Equipment 2012-2013/2011-2012
clsh2b17	6	1.8	0.4	1	2	b1) Photocopies: Decree establishing the UCGE (Union CGE) *
clsh2b18	15	2.7	3.8	0	13	b1) Photocopies: Orders establishing the school CGE
clsh2b21a	26	0.6	0.8	0	3	b2) Photo: State of the registered staff CL *
clsh2b21b	44	0.8	0.9	0	3	b2) Photo: List of Advisors
clsh2b21c	41	1.3	1.3	0	5	b2) Photo: List of technical committees
clsh2b22	44	1.8	2.2	0	11	b2) Photo: Last local development plan of the CL
clsh2b23a	52	2.3	2.9	0	14	b2) Photo: Proposed budget for lacI (2012-2013)
clsh2b23b	49	1.3	2.0	-8	6	b2) Photo: Income / Expenditure of Endowment Fund 2013/2012

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsh2b23c	28	1.2	1.2	0	4	b2) Photo: extra-budgetary expenditure in 2013 if 2012
clsh2b24	39	1.6	1.7	0	7	b2) Photo: Last administrative account
clsh2b25	37	0.8	0.6	0	2	b2) Photo: Materials / supplies cost 2012-2013/2011-2012
clsh2b26	21	1.6	3.1	0	14	b2) Photo: Supplies / Equipment 2012-2013/2011-2012
clsh2b27	2	0.5	0.7	0	1	b2) Photo: Decree establishing the UCGE (Union CGE) *
clsh2b28	13	0.0	4.0	-8	6	b2) Photo: Orders establishing the school CGE
clsh2b31a	25	0.4	1.2	0	6	b3) USB: State registered staff CL *
clsh2b31b	45	0.1	1.5	-9	1	b3) USB: List of Advisors
clsh2b31c	36	0.1	0.3	0	1	b3) USB: List of technical committees
clsh2b32	45	0.4	0.6	0	3	b3) USB: Last local development plan of the CL
clsh2b33a	54	-0.1	1.8	-9	1	b3) USB: Draft budget lacI (2012-2013)
clsh2b33b	47	0.0	1.4	-9	1	b3) USB: Revenue / expenses Endowment Fund 2013/2012
clsh2b33c	26	-0.2	1.8	-9	1	b3) USB: extra-budgetary expenditure in 2013 if 2012
clsh2b34	34	-0.1	1.6	-9	1	b3) USB: Last administrative account
clsh2b35	32	0.0	0.0	0	0	b3) USB: Materials / supplies cost 2012-2013/2011-2012
clsh2b36	19	-0.5	2.1	-9	0	b3) USB: Supplies / Equipment 2012-2013/2011-2012
clsh2b37	3	0.3	0.6	0	1	b3) USB: Decree establishing the UCGE (Union CGE) *
clsh2b38	12	0.1	0.3	0	1	b3) USB: Orders establishing the school CGE
clsh4d1a	25	26.7	41.6	1	99	d) Note: Nominal list of personnel CL *
clsh4d1b	5	5.8	3.2	1	10	d) Note: List of Advisors
clsh4d1c	8	4.9	2.9	1	10	d) Note: List of technical committees
clsh4d2	5	8.6	6.5	1	18	d) Notes: Last local development plan of the CL
clsh4d3a	0					d) Notes: Draft budget lacI (2012-2013)
clsh4d3b	4	10.3	5.3	4	17	d) Note: Income / Expenditure of Endowment Fund 2013/2012
clsh4d3c	13	5.2	5.3	1	17	d) Note: Extra-budgetary expenditure in 2013 if 2012
clsh4d4	10	7.2	5.9	1	16	d) Notes: Last administrative account
clsh4d5	14	7.6	4.4	2	17	d) Note: Materials / supplies cost 2012-2013/2011-2012
clsh4d6	27	6.8	4.8	1	17	d) Note: Supplies / Equipment 2012-2013/2011-2012
clsh4d7	31	1.9	2.8	1	14	d) Remarks: Decree establishing the UCGE (Union CGE) *
clsh4d8	22	3.8	3.5	1	10	d) Note: Orders establishing the school CGE
clsh4e1a	1	4.0		4	4	d) Note: Nominal list of personnel CL *
clsh4e1b	0					d) Note: List of Advisors
clsh4e1c	0					d) Note: List of technical committees
clsh4e2	0					d) Notes: Last local development plan of the CL
clsh4e3a	0					d) Notes: Draft budget lacI (2012-2013)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clsh4e3b	0					d) Note: Income / Expenditure of Endowment Fund 2013/2012
clsh4e3c	0					d) Note: Extra-budgetary expenditure in 2013 if 2012
clsh4e4	0					d) Notes: Last administrative account
clsh4e5	0					d) Note: Materials / supplies cost 2012-2013/2011-2012
clsh4e6	0					d) Note: Supplies / Equipment 2012-2013/2011-2012
clsh4e7	0					d) Remarks: Decree establishing the UCGE (Union CGE) *
clsh4e8	1	4.0		4	4	d) Note: Orders establishing the school CGE
clsha1a	89	1.3	0.9	0	2	QSH1_en A) Availability / collection: Nominal list of personnel CL *
clsha1b	91	1.8	0.6	0	2	QSH1_en A) Availability / collection: List of advisors
clsha1c	91	1.7	0.7	0	2	QSH1_en A) Availability / collection: List of technical committees
clsha2	91	1.6	0.8	0	2	QSH1_en A) Availability / collection: Last local development plan for CL
clsha3a	91	2.0	0.3	0	2	QSH1_en A) Availability / collection: Draft Budget lacI (2012-2013)
clsha3b	91	1.8	0.6	0	2	QSH1_en A) Availability / collection: Income / Expenditure of Endowment Fund 2013/2012
clsha3c	91	1.0	1.0	0	2	QSH1_en A) Availability / collection: extra-budgetary expenditure in 2013 if 2012
clsha4	90	1.3	0.9	0	2	QSH1_en A) Availability / collection: Last administrative account
clsha5	90	1.3	0.9	0	2	QSH1_en A) Availability / collection: Materials / supplies cost 2012-2013/2011-2012
clsha6	90	0.9	0.9	0	2	QSH1_en A) Availability / collection: Supplies / Equipment 2012-2013/2011-2012
clsha7	88	0.2	0.6	0	2	QSH1_en A) Availability / collection: Decree establishing the UCGE (Union CGE) *
clsha8	87	0.7	0.9	0	2	QSH1_en A) Availability / collection: Orders establishing the CGE school
clshc1a	0					c) ID: Nominal list of staff of the CL *
clshc1b	0					c) ID: List of Advisors
clshc1c	0					c) ID: List of technical committees
clshc2	0					c) ID: Last local development plan of the CL
clshc3a	0					c) ID: Draft budget lacI (2012-2013)
clshc3b	0					c) ID: Income / Expenditure of Endowment Fund 2013/2012
clshc3c	0					c) ID: extra-budgetary expenditure in 2013 if 2012
clshc4	0					c) ID: Last administrative account

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
clshc5	0					c) ID: Materials / supplies cost 2012-2013/2011-2012
clshc6	0					c) ID: Supplies / Equipment 2012-2013/2011-2012
clshc7	0					c) ID: Decree establishing the UCGE (Union CGE) *
clshc8	0					c) ID: Orders establishing the school CGE
clshf1a	0					d) Note: Nominal list of personnel CL *
clshf1b	0					d) Note: List of Advisors
clshf1c	0					d) Note: List of technical committees
clshf2	0					d) Notes: Last local development plan of the CL
clshf3a	0					d) Notes: Draft budget lacI (2012-2013)
clshf3b	0					d) Note: Income / Expenditure of Endowment Fund 2013/2012
clshf3c	0					d) Note: Extra-budgetary expenditure in 2013 if 2012
clshf4	0					d) Notes: Last administrative account
clshf5	0					d) Note: Materials / supplies cost 2012-2013/2011-2012
clshf6	0					d) Note: Supplies / Equipment 2012-2013/2011-2012
clshf7	0					d) Remarks: Decree establishing the UCGE (Union CGE) *
clshf8	0					d) Note: Orders establishing the school CGE
clrv01	0					Day of visit
clrv02	0					Name of the team of interviewers
clrv03	0					ID de the target
clrv04	0					Type
clrv05A	0					Name of the target
clrv05B	0					Interviewed
clrv06A	0					Start time
clrv06B	0					End time
clrv07	0					Needs to be visit again and reason
clrv08	71	0.3	1.7	0	14	Number of responses (NP)
clrv09	71	7.8	2.6	3	14	Number of collected documents
clrv10	0					Comment by interviewees
clrv11	0					Difficulties and problems
clrv12	0					

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idid	13	28.3	12.2	11	44	Identification: IDEN:Code
idida1a	0					A.1.a) IA: Name
idida1an	13	2.6	1.2	1	4	IA:Code
idida1b	13	1.0	0.0	1	1	A.1.b) IA: Check if this is correct
idida2a	0					A.2.a) IDEN: Name
idida2b	13	1.0	0.0	1	1	A.2.b) IDEN: Check if this is correct
idida3	0					A.3. ID IDEN
idse14a	13	3.7	0.9	1	4	a) Schools
idse14b	13	3.8	0.6	2	4	b) Students
ididb1a	0					B.1.a) Name
ididb1b	13	1.0	0.0	1	1	B.1.b) Name: Check if this is correct
ididb2a	13	1.1	0.3	1	2	B.2.a) Gender
ididb2b	13	1.0	0.0	1	1	B.2.b) Gender: Check if this is correct
ididb3a	0					B.3.a) Mobile Phone Number: Name
ididb3b	13	1.0	0.0	1	1	B.3.b) Mobile Phone Number: Check if this is correct
ididb4a	0					B.4. Number phone IDEN
ididb4b	10	1.0	0.0	1	1	B.4. Number of School Phone: check if this is correct
ididca1	0					Name: Team Leader
ididca2	0					Name: Investigator 1
ididca3	0					Name: Investigator 2
ididca4	0					Name: Regional Coordinator
ididca5	0					Name: Member of the core team
ididcb1	13	170420.7	49821.4	100513	290413	Date of visit: Team Leader
ididcb2	13	170420.7	49821.4	100513	290413	Date of visit: Investigator 1
ididcb3	13	170420.7	49821.4	100513	290413	Date of visit: Investigator 2
ididcb4	13	175805.3	51241.3	100513	290413	Date of visit: Regional Coordinator
ididcb5	7	176127.3	39940.4	150413	260413	Date of visit: Member of the core team
ididcc1	11	1.0	0.0	1	1	Verification: Team Leader
ididcc2	11	1.0	0.0	1	1	Verification: Investigator 1
ididcc3	11	1.0	0.0	1	1	Verification: Investigator 2
ididcc4	11	1.0	0.0	1	1	Verification: Regional Coordinator
ididcc5	7	1.0	0.0	1	1	Verification: Member of the core team
ididcd1	0					Notes: Team Leader
ididcd2	0					Notes: Investigator 1
ididcd3	0					Notes: Investigator 2
ididcd4	0					Note: Regional Coordinator
ididcd5	0					Notes: Member of the core team
ididda1	0					Name: Data Verification
ididda2	0					Name: Verification of documents
ididda3	0					Name: Data Entry
ididda4	0					Name: Verify data entry
ididdb1	13	60613.0	0.0	60613	60613	Date: Data Verification
ididdb2	0					Date: Document Verification
ididdb3	12	140613.0	0.0	140613	140613	Date: Data Entry
ididdb4	0					Date: Check data entry
ididdc1	0					Note: Data Verification
ididdc2	0					Note: Verification of documents
ididdc3	0					Notes: Data Entry

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
ididdc4	0					Note: Check the data entry
idsa01	13	55.6	1.8	53	58	1. What is the age of the IDEN
idsa02	13	2.8	1.3	1	6	2. During how many years have you (IDEN) this position?
idsa03	13	4.9	1.7	3	7	3. What is the level of business education of the highest? IDEN?
idsa05a	13	0.6	0.5	0	1	5. IDEN positions held: Agent of the school administration
idsa05b	13	0.1	0.3	0	1	5. IDEN positions held: Agent other jurisdictions
idsa05c	13	0.5	0.5	0	1	5. IDEN positions held: Director of School
idsa05d	13	1.0	0.0	1	1	5. IDEN positions held: Teacher
idsa05e	13	0.1	0.3	0	1	5. IDEN positions held: Formal Private Sector
idsa05f	13	0.0	0.0	0	0	5. IDEN positions held: Agriculture Sector or livestock
idsa06	13	1.0	0.0	1	1	6. What is the status? IDEN as employee?
idsa07	13	0.6	0.5	0	1	7. Avez you (IDEN) received initial training related to your current position?
idsa08	13	0.8	0.4	0	1	8. Parlez you (IDEN) the main local language?
idsa09	13	1.5	0.5	1	2	You 9. Use a mobile phone to communicate with directors
idsa041	13	0.0	0.0	0	0	4. Diplômes professionnels obtained: 1. APEC
idsa042	13	0.4	0.5	0	1	4. Diplômes professionnels obtained: 2. CAP
idsa043	13	0.0	0.0	0	0	4. Diplômes professionnels obtained: 3. CMEA
idsa044	13	0.2	0.4	0	1	4. Diplômes professionnels obtained 4. CAES
idsa045	13	0.4	0.5	0	1	4. Diplômes professionnels obtained 5. CAIAEE
idsa046	13	0.8	0.4	0	1	4. Diplômes professionnels obtained 6. CAIEE / CAIEP
idsb01a	13	18.7	4.5	10	24	1. What is the number of staff by gender?
idsb01b	13	4.1	2.1	0	7	1. What is the number of staff by gender?
idsb02a	13	20.0	6.7	7	27	2. What is the number of employees by employment status?
idsb02b	13	2.6	1.8	0	5	2. What is the number of employees by employment status?
idsb02c	13	0.2	0.6	0	2	2. What is the number of employees by employment status?
idsb03a	13	5.5	5.0	1	16	3. Nb employees in Service: Service Secretariat or general administration
idsb03b	13	2.2	1.1	1	5	3. Nb employees in dAPertment: Division / Office of Finance and Budget
idsb03c	13	2.3	1.1	1	5	3. Nb employees in dAPertment: Division / Office of Human Resources
idsb03d	13	1.5	0.5	1	2	3. Nb employees in Service: Division de Statistics and Planning

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsb03e	13	2.7	1.3	1	5	3.Nb employees in dAPertment: Division / Office of examinations and competition
idsb03f	13	1.7	2.7	0	8	3.Nb employees in dAPertment: Division / Office Services
idsb03g	13	5.7	4.8	1	18	3.Nb employees in Service: Other.
idsb04a1	13	0.3	0.5	0	1	1.IDEN training received: a) Community participation
idsb04a2	13	-3.9	8.8	-9	19	2.Nbde persons trained: a) Community participation
idsb04b1	13	0.6	0.5	0	1	1.IDEN training received: b) The equity and inclusion
idsb04b2	13	-2.8	5.9	-9	6	2.Nbde persons trained: b) The equity and inclusion
idsb04c1	13	0.8	0.4	0	1	1.IDEN training received: c) The planning, management and / or monitoring
idsb04c2	12	-0.1	5.6	-9	6	2.Nbde persons trained c) planning / management / monitoring
idsb05	13	0.1	0.3	0	1	5.Registre absences and presences person
idsb06	13	918.7	1017.9	-8	2002	6.When do your IDEN began operation?
idsb07a	13	0.6	0.5	0	1	7.Actions companies: Provide an operating budget / grants
idsb07b	13	1.0	0.0	1	1	7.Actions companies: provide educational resources for schools
idsb07c	13	0.6	0.5	0	1	7.Actions companies: Ensure teachers' salaries
idsb07d	13	0.0	0.0	0	0	7.Actions companies: Hiring permanent teachers
idsb07e	13	0.0	0.0	0	0	7.Actions companies: Hiring contract teachers
idsb07f	13	0.0	0.0	0	0	7.Actions companies: Hire / Recruit volunteer teachers
idsb07g	13	1.0	0.0	1	1	7.Actions companies: Monitoring of schools and teachers
idsb07h	13	1.0	0.0	1	1	7.Actions companies: Supporting School Councils (CGE)
idsb07i	13	1.0	0.0	1	1	7.Actions companies: Soutienir Association Student Parents (APE)
idsb07j	13	-0.8	3.2	-8	1	7.Actions companies: Other,
idsb07k	13	-5.0	5.3	-9	5	7.Autre precision: Other,
idsb07l	13	-0.6	2.2	-8	0	7.Autre precision: Other,
idsb07m	13	-0.6	2.2	-8	0	7.Autre precision: Other,
idsb8a	13	1.0	0.0	1	1	8a. following facilities and equipment: a) Lighting System
idsb8b	13	1.0	0.0	1	1	8a. following facilities and equipment: b) Current Water
idsb8c	13	0.7	0.5	0	1	8a. following facilities and amenities: c) Air Conditioners
idsb8d1	13	0.0	0.0	0	0	1. following facilities and amenities: d) Small Cars
idsb8d2	13	-9.0	0.0	-9	-9	2. Number at: d) Small car number
idsb8e1	13	1.0	0.0	1	1	1. following facilities and amenities: e) 4X4 vehicle
idsb8e2	13	1.5	0.7	1	3	2. Number at: e) 4X4 Vehicle: number
idsb8f1	13	1.0	0.0	1	1	1. following facilities and amenities: f) Motorcycles / Bikes

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsb8f2	13	1.4	2.9	-8	3	2. Number at f) Motorcycles / Bikes: number
idsb8g1	13	1.0	0.0	1	1	1. following facilities and amenities: g) Phone
idsb8g2	13	1.5	1.4	1	6	2. Number at: g) Telephone: number
idsb8h1	13	0.5	0.5	0	1	1. facilities and equipment:? h) Fax
idsb8h2	13	-3.6	5.2	-9	1	2. Number at: h) Fax number
idsb8i1	13	0.8	0.4	0	1	1. following facilities and equipment: i) Photocopy
idsb8i2	13	-1.1	4.5	-9	2	2. Number at: i) Copier: number
idsb8j1	13	1.0	0.0	1	1	1. following facilities and amenities: j) PC / Computer
idsb8j2	13	9.6	4.4	3	18	2. Number at: j) PC / Computer: number
idsc01a1	13	170000000.0	512000000.0	-8	1.87E+09	1) Estimated Budget (CFA): a) Ministry of Education
idsc01a2	13	153000000.0	483000000.0	-8	1.76E+09	2) real Budget (CFA): a) Ministry of Education
idsc01a3	13	158000000.0	492000000.0	7439175	1.80E+09	3) Planned Budget (CFA): a) Ministry of Education
idsc01a4	13	146000000.0	474000000.0	7000000	1.72E+09	4) real Budget (CFA): a) Ministry of Education
idsc01b1	13	920230.2	3317939.0	-8	1.20E+07	1) Estimated Budget (CFA): b) Other
idsc01b2	13	608329.3	2193365.0	-8	7908289	2) real Budget (CFA): b) Other
idsc01b3	13	1142307.0	4118649.0	-8	1.49E+07	3) Planned Budget (CFA): b) Other
idsc01b4	13	1142307.0	4118649.0	-8	1.49E+07	4) real Budget (CFA): b) Other
idsc01c1	13	-1.2	3.0	-8	0	1) Estimated Budget (CFA): IA / IDEN
idsc01c2	13	-1.2	3.0	-8	0	2) real Budget (CFA): IA / IDEN
idsc01c3	13	1699845.0	4578844.0	-8	1.58E+07	3) Planned Budget (CFA): IA / IDEN
idsc01c4	13	1055634.0	2586740.0	-8	7417260	4) real Budget (CFA): IA / IDEN
idsc01d1	13	1515383.0	4195603.0	-8	1.47E+07	1) Estimated Budget (CFA): Public and rural communities
idsc01d2	13	1515383.0	4195603.0	-8	1.47E+07	2) real Budget (CFA): Public and rural communities
idsc01d3	13	3166380.0	5574694.0	-8	1.60E+07	3) Planned Budget (CFA): Public and rural communities
idsc01d4	13	2992299.0	5330781.0	-8	1.60E+07	4) real Budget (CFA): Public and rural communities
idsc01e1	13	1699876.0	6128994.0	-8	2.21E+07	1) Estimated Budget (CFA): e) Technical and Financial Partners
idsc01e2	13	1699876.0	6128994.0	-8	2.21E+07	2) real Budget (CFA): e) Technical and Financial Partners
idsc01e3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): e) Technical and Financial Partners
idsc01e4	13	-0.6	2.2	-8	0	4) real Budget (CFA): e) Technical and Financial Partners
idsc01f1	13	-0.6	2.2	-8	0	1) Estimated Budget (CFA): f) Parents
idsc01f2	13	-0.6	2.2	-8	0	2) real Budget (CFA): f) Parents
idsc01f3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): f) Parents
idsc01f4	13	-0.6	2.2	-8	0	4) real Budget (CFA): f) Parents
idsc01g1	13	-0.6	2.2	-8	0	1) Estimated Budget (CFA): g) APE
idsc01g2	13	-0.6	2.2	-8	0	2) real Budget (CFA): g) APE
idsc01g3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): g) APE
idsc01g4	13	-0.6	2.2	-8	0	4) real Budget (CFA): g) APE

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsc01h1	13	-0.6	2.2	-8	0	1) Estimated Budget (CFA): h) CGE
idsc01h2	13	-0.6	2.2	-8	0	2) real Budget (CFA): h) CGE
idsc01h3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): h) CGE
idsc01h4	13	-0.6	2.2	-8	0	4) real Budget (CFA): h) CGE
idsc01i1	13	-0.6	2.2	-8	0	1) Estimated Budget (CFA): i) Religious Institutions
idsc01i2	13	-0.6	2.2	-8	0	2) real Budget (CFA): i) Religious Institutions
idsc01i3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): i) Religious Institutions
idsc01i4	13	-0.6	2.2	-8	0	4) real Budget (CFA): i) Religious Institutions
idsc01j1	13	-0.6	2.2	-8	0	1) Estimated Budget (CFA): j) Businesses
idsc01j2	13	-0.6	2.2	-8	0	2) real Budget (CFA): j) Businesses
idsc01j3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): j) Businesses
idsc01j4	13	-0.6	2.2	-8	0	4) real Budget (CFA): j) Businesses
idsc01k1	13	-0.6	2.2	-8	0	1) Estimated Budget (CFA): k) NGOs and other CSOs
idsc01k2	13	-0.6	2.2	-8	0	2) real Budget (CFA): k) NGOs and other CSOs
idsc01k3	13	-0.6	2.2	-8	0	3) Planned Budget (CFA): k) NGOs and other CSOs
idsc01k4	13	-0.6	2.2	-8	0	4) real Budget (CFA): k) NGOs and other CSOs
idsc01l1	13	-1.2	3.0	-8	0	1) Estimated Budget (CFA): l) Other
idsc01l2	13	-1.2	3.0	-8	0	2) real Budget (CFA): l) Other
idsc01l3	13	-1.2	3.0	-8	0	3) Planned Budget (CFA): l) Other
idsc01l4	13	-1.2	3.0	-8	0	4) real Budget (CFA): l) Other
idsc02a1	13	137000000.0	338000000.0	-8	1.01E+09	1) Planned Spending (CFA): a) Total
idsc02a2	13	66000000.0	208000000.0	-8	7.52E+08	2) Actual (CFA): a) Total
idsc02a3	13	536000000.0	722000000.0	0	2.14E+09	3) Planned Spending (CFA): a) Total
idsc02a4	13	655000000.0	843000000.0	0	2.12E+09	4) Actual (CFA): a) Total
idsc02aa1	13	329690.5	454787.0	-8	1250000	1) Planned Spending (CFA): Cultural and sports activities
idsc02aa2	13	308063.5	433645.9	-8	1250000	2) Actual (CFA): Cultural and sports activities
idsc02aa3	13	290537.8	409665.5	-8	1250000	3) Planned Spending (CFA): Cultural and sports activities
idsc02aa4	13	281410.9	409291.6	-8	1250000	4) Actual (CFA): Cultural and sports activities
idsc02ab1	12	-2.0	3.6	-8	0	1) Planned Spending (CFA): Training
idsc02ab2	12	-2.0	3.6	-8	0	2) Actual (CFA): Training
idsc02ab3	12	3813999.0	9322446.0	-8	2.93E+07	3) Planned Spending (CFA): Training
idsc02ab4	12	3791083.0	9288879.0	-8	2.93E+07	4) Actual (CFA): Training
idsc02ac1	12	4916665.0	6993840.0	-8	1.48E+07	1) Planned Spending (CFA): Health and Nutrition
idsc02ac2	12	4916665.0	6993840.0	-8	1.48E+07	2) Actual (CFA): Health and Nutrition
idsc02ac3	13	7998846.0	7250298.0	-8	1.49E+07	3) Planned Spending (CFA): Health and Nutrition

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsc02ac4	13	8992126.0	7160069.0	-8	1.49E+07	4) Actual (CFA): Health and Nutrition
idsc02ad1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): Other (specify)
idsc02ad2	13	-1.8	3.5	-8	0	2) Actual (CFA): Other (specify)
idsc02ad3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): Other (specify)
idsc02ad4	13	-1.8	3.5	-8	0	4) Actual (CFA): Other (specify)
idsc02b1	13	10000000.0	36100000.0	-8	1.30E+08	1) Planned Spending (CFA): b) Officials
idsc02b2	13	915127.6	3299544.0	-8	1.19E+07	2) Actual (CFA): b) Officials
idsc02b3	13	10100000.0	36300000.0	0	1.31E+08	3) Planned Spending (CFA): b) Officials
idsc02b4	13	8530513.0	30800000.0	0	1.11E+08	4) Actual (CFA): b) Officials
idsc02c1	13	65900000.0	237000000.0	-8	8.56E+08	1) Planned Spending (CFA): c) Contractual
idsc02c2	13	65100000.0	235000000.0	-8	8.46E+08	2) Actual (CFA): c) Contractual
idsc02c3	12	648000000.0	734000000.0	0	2.02E+09	3) Planned Spending (CFA): c) Contractual
idsc02c4	12	620000000.0	704000000.0	0	1.90E+09	4) Actual (CFA): c) Contractual
idsc02d1	13	13400000.0	48200000.0	-8	1.74E+08	1) Planned Spending (CFA): d) Volunteers
idsc02d2	13	12400000.0	44600000.0	-8	1.61E+08	2) Actual (CFA): d) Volunteers
idsc02d3	12	179000000.0	318000000.0	0	1.13E+09	3) Planned Spending (CFA): d) Volunteers
idsc02d4	12	171000000.0	293000000.0	0	1.03E+09	4) Actual (CFA): d) Volunteers
idsc02e1	13	129383.4	316002.8	-8	867000	1) Planned Spending (CFA): e) Total
idsc02e2	13	129383.4	316002.8	-8	867000	2) Actual (CFA): e) Total
idsc02e3	13	21615.4	77935.4	0	281000	3) Planned Spending (CFA): e) Total
idsc02e4	13	5403.7	19483.3	0	70248	4) Actual (CFA): e) Total
idsc02f1	13	-1.2	3.0	-8	0	1) Planned Spending (CFA) f) Other administrative and teaching staff
idsc02f2	13	-1.2	3.0	-8	0	2) Actual (CFA) f) Other administrative and teaching staff
idsc02f3	13	-0.6	2.2	-8	0	3) Planned Spending (CFA) f) Other administrative and teaching staff
idsc02f4	13	-0.6	2.2	-8	0	4) Actual (CFA) f) Other administrative and teaching staff
idsc02g1	12	306165.3	459621.5	-8	1152000	1) Planned Spending (CFA): g) Support Staff
idsc02g2	12	291165.3	431590.2	-8	972000	2) Actual (CFA): g) Support Staff
idsc02g3	12	217416.7	464549.1	0	1440000	3) Planned Spending (CFA): g) Support Staff
idsc02g4	12	101440.7	223338.6	0	642000	4) Actual (CFA): g) Support Staff
idsc02h1	13	-0.6	2.2	-8	0	1) Planned Spending (CFA): h) Other
idsc02h2	13	-0.6	2.2	-8	0	2) Actual (CFA): h) Other
idsc02h3	13	-0.6	2.2	-8	0	3) Planned Spending (CFA): h) Other
idsc02h4	13	-0.6	2.2	-8	0	4) Actual (CFA): h) Other
idsc02i1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): i) Total
idsc02i2	13	-1.8	3.5	-8	0	2) Actual (CFA): i) Total
idsc02i3	13	69300000.0	250000000.0	-8	9.02E+08	3) Planned Spending (CFA): i) Total
idsc02i4	13	69300000.0	250000000.0	-8	9.02E+08	4) Actual (CFA): i) Total

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsc02j1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): j) Schools
idsc02j2	13	-1.8	3.5	-8	0	2) Actual (CFA): j) Schools
idsc02j3	13	69300000.0	250000000.0	-8	9.02E+08	3) Planned Spending (CFA): j) Schools
idsc02j4	13	69300000.0	250000000.0	-8	9.02E+08	4) Actual (CFA): j) Schools
idsc02k1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): k) classrooms
idsc02k2	13	-1.8	3.5	-8	0	2) Actual (CFA): k) classrooms
idsc02k3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): k) classrooms
idsc02k4	13	-1.8	3.5	-8	0	4) Actual (CFA): k) classrooms
idsc02l1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): l) other
idsc02l2	13	-1.8	3.5	-8	0	2) Actual (CFA): l) other
idsc02l3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): l) other
idsc02l4	13	-1.8	3.5	-8	0	4) Actual (CFA): l) other
idsc02m1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): m) unclear
idsc02m2	13	-1.8	3.5	-8	0	2) Actual (CFA): m) unclear
idsc02m3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): m) unclear
idsc02m4	13	-1.8	3.5	-8	0	4) Actual (CFA): m) unclear
idsc02n1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): n) Mtotal
idsc02n2	13	-1.8	3.5	-8	0	2) Actual (CFA): n) Mtotal
idsc02n3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): n) Mtotal
idsc02n4	13	-1.8	3.5	-8	0	4) Actual (CFA): n) Mtotal
idsc02o1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): o) Schools
idsc02o2	13	-1.8	3.5	-8	0	2) Actual (CFA): o) Schools
idsc02o3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): o) Schools
idsc02o4	13	-1.8	3.5	-8	0	4) Actual (CFA): o) Schools
idsc02p1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): p) classrooms
idsc02p2	13	-1.8	3.5	-8	0	2) Actual (CFA): p) classrooms
idsc02p3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): p) classrooms
idsc02p4	13	-1.8	3.5	-8	0	4) Actual (CFA): p) classrooms
idsc02q1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): q) other
idsc02q2	13	-1.8	3.5	-8	0	2) Actual (CFA): q) other
idsc02q3	13	-1.8	3.5	-8	0	3) Planned Spending (CFA): q) other
idsc02q4	13	-1.8	3.5	-8	0	4) Actual (CFA): q) other
idsc02r1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): r) unclear
idsc02r2	13	-1.8	3.5	-8	0	2) Actual (CFA): r) unclear
idsc02r3	13	444075.7	1601142.0	-8	5773000	3) Planned Spending (CFA): r) unclear
idsc02r4	13	155295.8	559931.9	-8	2018862	4) Actual (CFA): r) unclear
idsc02s1	12	3569790.0	4061695.0	-8	1.18E+07	1) Planned Spending (CFA): s) Total
idsc02s2	12	3550373.0	3867818.0	-8	1.16E+07	2) Actual (CFA): s) Total
idsc02s3	13	6524840.0	5138433.0	-8	1.57E+07	3) Planned Spending (CFA): s) Total
idsc02s4	13	5410548.0	4635662.0	-8	1.50E+07	4) Actual (CFA): s) Total

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsc02t1	13	-2.5	3.8	-8	0	1) Planned Spending (CFA): t) Textbooks
idsc02t2	13	-2.5	3.8	-8	0	2) Actual (CFA): t) Textbooks
idsc02t3	13	1021806.0	1942867.0	-8	4595500	3) Planned Spending (CFA): t) Textbooks
idsc02t4	13	593762.2	1335847.0	-8	4595500	4) Actual (CFA): t) Textbooks
idsc02u1	13	314074.5	1132421.0	-8	4083000	1) Planned Spending (CFA): u) Educational Manuals
idsc02u2	13	176536.0	636519.2	-8	2295000	2) Actual (CFA): u) Educational Manuals
idsc02u3	13	377357.8	1136387.0	-8	4083000	3) Planned Spending (CFA): u) Educational Manuals
idsc02u4	13	340204.5	715439.0	-8	2295000	4) Actual (CFA): u) Educational Manuals
idsc02v1	13	3385575.0	4951236.0	-8	1.72E+07	1) Planned Spending (CFA): v) School Supplies
idsc02v2	13	2716608.0	3649527.0	-8	1.16E+07	2) Actual (CFA): v) School Supplies
idsc02v3	13	3439499.0	4525708.0	-8	1.57E+07	3) Planned Spending (CFA): v) School Supplies
idsc02v4	13	3224592.0	3590465.0	0	1.06E+07	4) Actual (CFA): v) School Supplies
idsc02w1	13	-2.5	3.8	-8	0	1) Planned Spending (CFA): w) Equipment classrooms
idsc02w2	13	-2.5	3.8	-8	0	2) Actual (CFA): w) Equipment classrooms
idsc02w3	13	-1.2	3.0	-8	0	3) Planned Spending (CFA): w) Equipment classrooms
idsc02w4	13	-1.2	3.0	-8	0	4) Actual (CFA): w) Equipment classrooms
idsc02x1	13	-1.2	3.0	-8	0	1) Planned Spending (CFA): x) Other
idsc02x2	13	-1.2	3.0	-8	0	2) Actual (CFA): x) Other
idsc02x3	13	-1.2	3.0	-8	0	3) Planned Spending (CFA): x) Other
idsc02x4	13	-1.2	3.0	-8	0	4) Actual (CFA): x) Other
idsc02y1	13	1144114.0	1629265.0	-8	5334000	1) Planned Spending (CFA): y) Total
idsc02y2	13	819123.5	1217667.0	-8	3598939	2) Actual (CFA): y) Total
idsc02y3	13	994584.0	1739710.0	-8	5960000	3) Planned Spending (CFA): y) Total
idsc02y4	13	639715.3	1192070.0	-8	4023000	4) Actual (CFA): y) Total
idsc02z1	13	384614.2	1386751.0	-8	5000000	1) Planned Spending (CFA): z) other
idsc02z2	13	384614.2	1386751.0	-8	5000000	2) Actual (CFA): z) other
idsc02z3	13	259075.7	934115.5	-8	3368000	3) Planned Spending (CFA): z) other
idsc02z4	13	259075.7	934115.5	-8	3368000	4) Actual (CFA): z) other
idsc03a1	13	88614.2	319507.7	-8	1152000	1) Planned Spending (CFA): Administrative
idsc03a2	13	74768.0	269584.7	-8	972000	2) Actual (CFA): Administrative
idsc03au0m1	13	0.0	0.0	0	0	3a. Label
idsc03au0n2	13	0.0	0.0	0	0	3a. Label
idsc03au0o3	13	0.0	0.0	0	0	3a. Label
idsc03au1m1	13	5880327.0	8423061.0	2245000	3.38E+07	3b. Expenditure provided (CFA): m) Fuel
idsc03au1n2	12	3177220.0	9241062.0	-8	3.24E+07	3b. Expenditure provided (CFA): Other
idsc03au1o3	13	0.0	0.0	0	0	3b. Expenditure provided (CFA): Other

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsc03au2m1	13	3560933.0	4878294.0	912912	1.96E+07	3c. Expenditure provided (CFA): m Fuel
idsc03au2n2	12	2987812.0	9277908.0	-8	3.24E+07	3c. Expenditure provided (CFA): Other
idsc03au2o3	13	0.0	0.0	0	0	3c. Expenditure provided (CFA): Other
idsc03b1	13	145767.4	309731.0	-8	840000	1) Planned Spending (CFA): Other
idsc03b2	13	114420.5	251504.1	-8	840000	2) Actual (CFA): Other
idsc03c1	13	-1.8	3.5	-8	0	1) Planned Spending (CFA): Construction
idsc03c2	13	-1.8	3.5	-8	0	2) Actual (CFA): Construction
idsc03d1	13	137460.3	298111.5	-8	844000	1) Planned Spending (CFA) rehabilitatio
idsc03d2	13	130037.2	297814.6	-8	844000	2) Actual (CFA) rehabilitatio
idsc03e1	13	1701769.0	765217.2	315000	3004000	1) Planned Spending (CFA): computer equipment and supplies
idsc03e2	13	966534.5	517346.1	175000	1794500	2) Actual (CFA): computer equipment and supplies
idsc03f1	13	1278923.0	523297.5	572000	2294000	1) Planned Spending (CFA) Vehicles
idsc03f2	13	772226.2	372748.1	344250	1548450	2) Actual (CFA) Vehicles
idsc03g1	13	3076377.0	2641599.0	0	1.08E+07	1) Planned Spending (CFA): Materials and supplies
idsc03g2	13	1998851.0	1378034.0	0	5145652	2) Actual (CFA): Materials and supplies
idsc03h1	11	513381.8	789508.6	0	2676000	1) Planned Spending (CFA): Other
idsc03h2	11	260693.4	323321.3	0	934914	2) Actual (CFA): Other
idsc03i1	12	8146103.0	23400000.0	-8	8.10E+07	1) Planned Spending (CFA): i) Total
idsc03i2	12	4143545.0	10200000.0	-8	3.29E+07	2) Actual (CFA): i) Total
idsc03j1	13	628882.2	2178916.0	-8	7875500	1) Planned Spending (CFA): j) National Examinations
idsc03j2	13	628882.2	2178916.0	-8	7875500	2) Actual (CFA): j) National Examinations
idsc03k1	13	15382.8	55470.6	-8	200000	1) Planned Spending (CFA): k) Standardized Tests
idsc03k2	13	15382.8	55470.6	-8	200000	2) Actual (CFA): k) Standardized Tests
idsc03l1	12	9689082.0	20700000.0	-8	6.74E+07	1) Planned Spending (CFA): Transport and travel expenses / travel
idsc03l2	12	4669770.0	8242126.0	-8	2.13E+07	2) Actual (CFA): Transport and travel expenses / travel
idsd01a0	13	0.0	0.0	0	0	a) Purchase: Nobody
idsd01a1	13	0.8	0.4	0	1	a) Purchase: ME
idsd01a2	13	0.1	0.3	0	1	a) Purchase: IA
idsd01a3	13	0.6	0.5	0	1	a) Purchase: IDEN
idsd01a4	13	0.1	0.3	0	1	a) Purchase: City / Rural Community
idsd01a5	13	0.0	0.0	0	0	a) Purchase: Headmaster
idsd01a6	13	0.0	0.0	0	0	a) Purchase: APE
idsd01a7	13	0.1	0.3	0	1	a) Purchase: CGE
idsd01b0	13	0.0	0.0	0	0	b) Distribution to schools: Nobody
idsd01b1	13	0.0	0.0	0	0	b) Distribution to schools: ME
idsd01b2	13	0.2	0.4	0	1	b) Distribution to schools IA
idsd01b3	13	1.0	0.0	1	1	b) Distribution to schools: IDEN
idsd01b4	13	0.0	0.0	0	0	b) Distribution to schools: City / Rural Community

SN-IDEN Full Sample (Data_IDEN_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd01b5	13	0.2	0.4	0	1	b) Distribution to schools: School Director
idsd01b6	13	0.0	0.0	0	0	b) Distribution to schools: APE
idsd01b7	13	0.0	0.0	0	0	b) Distribution to schools: CGE
idsd02a0	13	0.1	0.3	0	1	a) Purchase: Nobody
idsd02a1	13	-0.4	2.6	-9	1	a) Purchase: ME
idsd02a2	13	-0.6	2.5	-9	1	a) Purchase: IA
idsd02a3	13	-0.1	2.7	-9	1	a) Purchase: IDEN
idsd02a4	13	-0.1	2.7	-9	1	a) Purchase: City / Rural Community
idsd02a5	13	-0.7	2.5	-9	0	a) Purchase: Headmaster
idsd02a6	13	-0.5	2.6	-9	1	a) Purchase: APE
idsd02a7	13	-0.5	2.6	-9	1	a) Purchase: CGE
idsd02b0	13	0.1	0.3	0	1	b) Distribution to schools: Nobody
idsd02b1	13	-0.6	2.5	-9	1	b) Distribution to schools: ME
idsd02b2	13	-0.7	2.5	-9	0	b) Distribution to schools: IA
idsd02b3	13	0.0	2.7	-9	1	b) Distribution to schools: IDEN
idsd02b4	13	-0.1	2.7	-9	1	b) Distribution to schools: City / Rural Community
idsd02b5	13	-0.4	2.6	-9	1	b) Distribution to schools: School Director
idsd02b6	13	-0.7	2.5	-9	0	b) Distribution to schools: APE
idsd02b7	13	-0.6	2.5	-9	1	b) Distribution to schools: CGE
idsd03a0	13	0.5	0.5	0	1	a) Additional Funds: No
idsd03a1	13	-4.8	4.7	-9	0	a) Additional funding: ME
idsd03a2	13	-4.8	4.7	-9	0	a) Supplementary Fund IA
idsd03a3	13	-4.8	4.7	-9	0	a) Additional Funds: IDEN
idsd03a4	13	-4.5	5.1	-9	1	a) Additional Funds: City / Rural Community
idsd03a5	13	-4.8	4.7	-9	0	a) Additional Funds: School Director
idsd03a6	13	-4.5	5.0	-9	1	a) Additional Funds: APE
idsd03a7	13	-4.6	4.9	-9	1	a) Additional Funds: CGE
idsd04a0	13	-2.3	4.0	-8	1	a) Education allowance: No
idsd04a1	13	-4.4	4.4	-9	1	a) Education allowance: ME
idsd04a2	13	-4.4	4.4	-9	1	a) Education allowance: IA
idsd04a3	13	-4.4	4.4	-9	1	a) Education allowance: IDEN
idsd04a4	13	-4.5	4.3	-9	0	a) Education allowance: City / Rural Community
idsd04a5	13	-4.2	4.7	-9	1	a) Education allowance: Headmaster
idsd04a6	13	-4.5	4.3	-9	0	a) Education allowance: APE
idsd04a7	13	-3.4	4.8	-9	1	a) Education allowance: CGE
idsd05a0	13	0.0	0.0	0	0	a) Hiring / Recruiting: No
idsd05a1	13	1.0	0.0	1	1	a) Hiring / Recruiting: ME
idsd05a2	13	0.2	0.4	0	1	a) Hiring / Recruiting: HRD Ministry
idsd05a3	13	0.1	0.3	0	1	a) Hiring / Recruiting: IA
idsd05a4	13	0.1	0.3	0	1	a) Hiring / Recruiting: IDEN
idsd05a5	13	0.0	0.0	0	0	a) Hiring / Recruitment: City / Rural Community
idsd05a6	13	0.0	0.0	0	0	a) Hiring / Recruiting: Headmaster
idsd05a7	13	0.0	0.0	0	0	a) Hiring / Recruiting: APE
idsd05a8	13	0.0	0.0	0	0	a) Hiring / Recruiting: CGE
idsd05b0	13	0.0	0.0	0	0	b) Deployment: No
idsd05b1	13	0.4	0.5	0	1	b) Deployment: ME
idsd05b2	13	0.7	0.5	0	1	b) Deployment: HRD Ministry
idsd05b3	13	0.8	0.4	0	1	b) Deployment: IA

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd05b4	13	1.0	0.0	1	1	b) Deployment: IDEN
idsd05b5	13	0.0	0.0	0	0	b) Deployment: City / Rural Community
idsd05b6	13	0.0	0.0	0	0	b) Deployment: Headmaster
idsd05b7	13	0.0	0.0	0	0	b) Deployment: APE
idsd05b8	13	0.0	0.0	0	0	b) Deployment: CGE
idsd06a0	13	0.0	0.0	0	0	a) Hiring / Recruiting: No
idsd06a1	13	1.0	0.0	1	1	a) Hiring / Recruiting: ME
idsd06a2	13	0.3	0.5	0	1	a) Hiring / Recruiting: HRD Ministry
idsd06a3	13	0.1	0.3	0	1	a) Hiring / Recruiting: IA
idsd06a4	13	0.0	0.0	0	0	a) Hiring / Recruiting: IDEN
idsd06a5	13	0.0	0.0	0	0	a) Hiring / Recruitment: City / Rural Community
idsd06a6	13	0.0	0.0	0	0	a) Hiring / Recruiting: Headmaster
idsd06a7	13	0.0	0.0	0	0	a) Hiring / Recruiting: APE
idsd06a8	13	0.0	0.0	0	0	a) Hiring / Recruiting: CGE
idsd06b0	13	0.0	0.0	0	0	b) Deployment / Assignment: No
idsd06b1	13	0.5	0.5	0	1	b) Deployment / Assignment: ME
idsd06b2	13	0.8	0.4	0	1	b) Deployment / Assignment: HRD Ministry
idsd06b3	13	0.7	0.5	0	1	b) Deployment / Assignment: IA
idsd06b4	13	0.9	0.3	0	1	b) Deployment / Assignment: IDEN
idsd06b5	13	0.0	0.0	0	0	b) Deployment / Assignment: City / Rural Community
idsd06b6	13	0.0	0.0	0	0	b) Deployment / Assignment: Headmaster
idsd06b7	13	0.0	0.0	0	0	b) Deployment / Assignment: APE
idsd06b8	13	0.0	0.0	0	0	b) Deployment / Assignment: CGE
idsd07a	13	1.3	0.9	1	4	a) APE: a) APE
idsd07b	13	1.3	0.9	1	4	b) CGE: b) CGE
idsd08a1	13	1.0	0.0	1	1	a) Hiring / Recruiting: ME
idsd08a2	13	0.4	0.5	0	1	a) Hiring / Recruiting: HRD Ministry
idsd08a3	13	0.0	0.0	0	0	a) Hiring / Recruiting: IA
idsd08a4	13	0.0	0.0	0	0	a) Hiring / Recruiting: IDEN
idsd08a5	13	0.0	0.0	0	0	a) Hiring / Recruitment: City / Rural Community
idsd08a6	13	0.0	0.0	0	0	a) Hiring / Recruiting: Headmaster
idsd08a7	13	0.0	0.0	0	0	a) Hiring / Recruiting: APE
idsd08a8	13	0.0	0.0	0	0	a) Hiring / Recruiting: CGE
idsd08b1	13	0.5	0.5	0	1	b) Deployment / Assignment: ME
idsd08b2	13	0.8	0.4	0	1	b) Deployment / Assignment: HRD Ministry
idsd08b3	13	0.7	0.5	0	1	b) Deployment / Assignment: IA
idsd08b4	13	0.8	0.4	0	1	b) Deployment / Assignment: IDEN
idsd08b5	13	0.0	0.0	0	0	b) Deployment / Assignment: City / Rural Community
idsd08b6	13	0.0	0.0	0	0	b) Deployment / Assignment: Headmaster
idsd08b7	13	0.0	0.0	0	0	b) Deployment / Assignment: APE
idsd08b8	13	0.0	0.0	0	0	b) Deployment / Assignment: CGE
idsd08c1	13	0.1	0.3	0	1	c) Evaluation of the performance: ME
idsd08c2	13	0.1	0.3	0	1	c) Evaluation of the performance: HRD Ministry
idsd08c3	13	0.4	0.5	0	1	c) Evaluation of the performance: IA

SN-IDEN Full Sample (Data_IDEN_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd08c4	13	1.0	0.0	1	1	c) Evaluation of the performance: IDEN
idsd08c5	13	0.0	0.0	0	0	c) Evaluation of performance: City / Rural Community
idsd08c6	13	0.2	0.4	0	1	c) Evaluation of the performance: Headmaster
idsd08c7	13	0.0	0.0	0	0	c) Performance evaluation: APE
idsd08c8	13	0.0	0.0	0	0	c) Evaluation of the performance: CGE
idsd08d1	13	0.9	0.3	0	1	d) Reference: ME
idsd08d2	13	0.2	0.4	0	1	d) Reference: HRD Ministry
idsd08d3	13	0.0	0.0	0	0	d) Reference: IA
idsd08d4	13	0.0	0.0	0	0	d) Reference: IDEN
idsd08d5	13	0.0	0.0	0	0	d) Reference: City / Rural Community
idsd08d6	13	0.0	0.0	0	0	d) Re Headmaster
idsd08d7	13	0.0	0.0	0	0	d) Reference: APE
idsd08d8	13	0.0	0.0	0	0	d) Re CGE
idsd09a	13	2.7	1.4	0	5	a) CP-Play
idsd09b	13	2.1	3.4	-8	5	b) CP-Math
idsd09c	13	2.7	1.8	0	5	c) CM2-Play
idsd09d	13	2.7	1.8	0	5	d) CM2-Math
idsd10a	12	0.8	0.4	0	1	a) CP
idsd10b	12	0.8	0.4	0	1	b) CM2
idsd11a	13	447.7	1310.1	0	4680	a) Math CP
idsd11b	13	160.9	580.2	0	2092	b) Math CM2
idsd11c	13	1139.8	1217.5	0	3351	c) Reading CP
idsd11d	13	565.3	673.8	0	2140	d) Read the CM2
idsd12a	13	2407.5	2358.2	0	7498	a): Manuals
idsd12b	13	2011.0	3877.4	0	14493	b) Manual-PC, Reading
idsd12c	13	447.7	1310.1	0	4680	c) Manual-CP Math
idsd12d	13	576.0	482.4	0	1493	d) Reading for CM2: CM2-Manuel, Reading
idsd12e	13	26.0	93.7	0	338	e) Manual-CM2, Math
idsd12f	13	146.3	179.0	-8	458	f) Study Guides
idsd13a	13	2.1	1.3	0	4	a) Math for CP: Manual-CM2, Math
idsd13b	13	1.8	1.5	0	4	b) Math for CM2: Teaching Guides
idsd13c	13	1.9	1.2	1	4	c) French for CP
idsd13d	13	2.0	1.3	0	4	d) French for CM2
idsd14a	13	2.0	0.0	2	2	a) Math for CP
idsd14b	13	1.6	0.5	1	2	b) for the Math CM2
idsd14c	13	2.0	0.0	2	2	c) French for CP
idsd14d	13	1.6	0.5	1	2	d) French for CM2
idsd15a1	13	0.4	0.5	0	1	1) Application received: a) Papers
idsd15a2	12	0.3	0.5	0	1	2) Supplied: a) Papers
idsd15a3	12	700.3	1562.4	-9	5000	3) How (supplied): a) Papers
idsd15b1	13	0.2	0.4	0	1	1) Application received: b) Gums
idsd15b2	13	0.0	0.0	0	0	2) Supplied: b) Gums
idsd15b3	13	-5.4	4.4	-9	0	3) How (supplied): b) Gums
idsd15c1	13	0.3	0.5	0	1	1) Application received: c) pencils / pens
idsd15c2	13	0.2	0.4	0	1	2) Provides: c) pencils / pens
idsd15c3	13	533.1	1666.0	-9	6000	3) How (supplied): c) pencils / pens
idsd15d1	13	0.2	0.4	0	1	1) Application received: d) Slate
idsd15d2	13	0.0	0.0	0	0	2) Supplied: d) Slate
idsd15d3	13	-5.4	4.4	-9	0	3) How (supplied): d) Slate
idsd15e1	13	0.8	0.4	0	1	1) Application received: e) Chalk
idsd15e2	12	0.8	0.4	0	1	2) Supplied: e) Chalk

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd15e3	12	978.9	1178.8	-8	2707	3) How (supplied): e) Chalk
idsd15f1	13	0.6	0.5	0	1	1) Application received: f) Angle
idsd15f2	12	0.5	0.5	0	1	2) Supplied: f) Angle
idsd15f3	12	61.0	202.5	-9	702	3) How (supplied): f) Angle
idsd15g1	13	0.6	0.5	0	1	1) Application received: g) Compass
idsd15g2	12	0.3	0.5	0	1	2) Supplied: g) Compass
idsd15g3	12	28.4	110.8	-9	380	3) How (supplied): g) Compass
idsd15h1	13	0.5	0.5	0	1	1) Application received: h) Rapporteurs
idsd15h2	12	0.3	0.5	0	1	2) Supplied: h) Rapporteurs
idsd15h3	12	57.1	206.4	-9	712	3) How (supplied): h) Rapporteurs
idsd15i1	13	0.5	0.5	0	1	1) Application received: i) Office furniture
idsd15i2	13	0.5	0.5	0	1	2) Supplied: i) Office furniture
idsd15i3	13	6.9	20.9	-9	51	3) How (supplied): i) Office furniture
idsd15j1	13	0.2	0.4	0	1	1) Application received: j) Computers
idsd15j2	13	0.0	0.0	0	0	2) Supplied: j) Computers
idsd15j3	13	-5.4	4.4	-9	0	3) How (supplied): j) Computers
idsd16a	12	2.5	3.4	-8	4	a) Pencils, pens
idsd16b	12	2.5	3.4	-8	4	b) Papers
idsd16c	12	2.5	3.4	-8	4	c) personal chalk and slate
idsd17a	12	466.1	562.9	-8	1701	a) Number? teachers and principals? school (2011/2012)
idsd17b	12	356.0	535.8	-8	1746	b) Number? teachers and principals? school (2012/2013)
idsd18a	12	20.7	37.4	-8	116	a) Number? teachers and principals? school (2011/2012)
idsd18b	12	15.7	35.4	-8	116	b) Number? teachers and principals? school (2012/2013)
idsd19a	12	-0.7	2.3	-8	0	a) Number? teachers and principals? school (2011/2012)
idsd19b	12	-0.7	2.3	-8	0	b) Number? teachers and principals? school (2012/2013)
idsd20a	12	-0.5	3.5	-8	1	20a. Combien d? Teachers participated in lessons? Test / model
idsd20b	12	576.2	635.6	-8	1800	20b. Nb teachers
idsd21a1	13	0.2	0.4	0	1	1) Application received: a) Recruitment of non-teaching staff
idsd21a2	13	-2.5	5.7	-9	10	2) Number of supported school: a) Recruitment of non-teaching staff
idsd21b1	13	0.0	0.0	0	0	1) Application received: b) Salary and / or premiums for non-teaching staff
idsd21b2	13	-4.7	4.5	-9	0	2) Number of supported school: b) Salary / rewards for non-teaching staff
idsd21c1	13	0.2	0.4	0	1	1) Application received: Benefits for teachers
idsd21c2	13	-4.6	4.5	-9	0	2) Number of supported school: Benefits for teachers
idsd21d1	13	0.5	0.5	0	1	1) Application received: Supply of food or money to the school canteen
idsd21d2	13	11.5	28.7	-9	89	2) Number of supported school: Provision of food or money for the canteen

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd21e1	13	0.6	0.5	0	1	1) Application received: e) Construction of additional classrooms
idsd21e2	13	12.7	34.5	-9	106	2) Number of supported school: e) Construction of additional classrooms
idsd21f1	13	0.3	0.5	0	1	1) Application received: f) Provision of grants for school projects 1ES
idsd21f2	13	17.8	69.9	-9	248	2) Number of supported school: f) Providing grants for school projects 1ES
idsd21g1	13	0.5	0.5	0	1	1) Application received: g) Continuation or workshop for teachers
idsd21g2	13	37.8	89.4	-9	248	2) Number of supported school: g) Continuation or workshop for teachers
idsd21h1	13	0.5	0.5	0	1	1) Application received: h) training or workshop for principals
idsd21h2	13	21.9	70.1	-9	250	2) Number of supported school: h) training or workshop for principals
idsd21i1	13	0.2	0.4	0	1	1) Application received: i) training or workshop for parents and communities
idsd21i2	13	-1.4	9.2	-9	20	2) Number of supported school: i) training / workshop for Parents or communiti
idsd22a1	13	0.1	2.5	-8	1	1) Training workshop: a) Help WFP (World Food Programme)
idsd22a2	13	-2.8	4.3	-8	1	1) Training workshop: b) UNICEF
idsd22a3	13	-4.8	4.2	-8	1	1) Training workshop: c) World Bank
idsd22a4	13	-2.1	4.1	-8	1	1) Training workshop: d) CIDA, Canada
idsd22a5	13	-1.2	3.9	-8	1	1) Training workshop :) USAID, U. S.
idsd22a6	13	-2.1	4.1	-8	1	1) Training workshop: f) JICA, Japan
idsd22a7	13	-4.9	4.1	-8	0	1) Training workshop: g) AFD, France
idsd22au01	13	-1.8	3.5	-8	0	Code Other
idsd22au02	13	-1.8	3.5	-8	0	Code Other
idsd22au03	13	-1.8	3.5	-8	0	Code Other
idsd22au11	13	-1.8	3.5	-8	0	a: a) Help WFP (World Food Programme)
idsd22au12	13	-1.8	3.5	-8	0	a: a) Help WFP (World Food Programme)
idsd22au13	13	-1.8	3.5	-8	0	a: a) Help WFP (World Food Programme)
idsd22au21	13	-1.8	3.5	-8	0	b: b) UNICEF
idsd22au22	13	-1.8	3.5	-8	0	b: b) UNICEF
idsd22au23	13	-1.8	3.5	-8	0	b: b) UNICEF
idsd22au31	13	-1.8	3.5	-8	0	c: c) World Bank
idsd22au32	13	-1.8	3.5	-8	0	c: c) World Bank
idsd22au33	13	-1.8	3.5	-8	0	c: c) World Bank
idsd22au41	13	-1.8	3.5	-8	0	d: d) CIDA, Canada
idsd22au42	13	-1.8	3.5	-8	0	d: d) CIDA, Canada

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd22au43	13	-1.8	3.5	-8	0	d: d) CIDA, Canada
idsd22au51	13	-1.8	3.5	-8	0	e :) USAID, U.S.
idsd22au52	13	-1.8	3.5	-8	0	e :) USAID, U.S.
idsd22au53	13	-1.8	3.5	-8	0	e :) USAID, U.S.
idsd22au61	13	-1.8	3.6	-8	1	f: f) JICA, Japan
idsd22au62	13	-1.8	3.5	-8	0	f: f) JICA, Japan
idsd22au63	13	-1.8	3.5	-8	0	f: f) JICA, Japan
idsd22au71	13	-1.8	3.5	-8	0	g: g) AFD, France
idsd22au72	13	-1.8	3.5	-8	0	g: g) AFD, France
idsd22au73	13	-1.8	3.5	-8	0	g: g) AFD, France
idsd22b1	13	-0.4	2.3	-8	1	2) Equipment: a) Help WFP (World Food Programme)
idsd22b2	13	-2.8	4.3	-8	1	2) Equipment: b) UNICEF
idsd22b3	13	-4.9	4.1	-8	0	2) Equipment: c) World Bank
idsd22b4	13	-2.9	4.2	-8	1	2) Equipment: d) CIDA, Canada
idsd22b5	13	-2.3	4.0	-8	1	2) Equipment :) USAID, U.S.
idsd22b6	13	-3.0	4.1	-8	1	2) Equipment: f) JICA, Japan
idsd22b7	13	-4.9	4.1	-8	0	2) Equipment: g) AFD, France
idsd22c1	13	-0.5	2.3	-8	1	3) Materials: a) Help WFP (World Food Programme)
idsd22c2	13	-2.9	4.2	-8	1	3) Materials: b) UNICEF
idsd22c3	13	-5.5	3.8	-8	0	3) Materials: c) World Bank
idsd22c4	13	-3.6	4.2	-8	1	3) Materials: d) CIDA, Canada
idsd22c5	13	-2.2	4.0	-8	1	3) Supplies :) USAID, U.S.
idsd22c6	13	-3.0	4.1	-8	1	3) Materials: f) JICA, Japan
idsd22c7	13	-5.5	3.8	-8	0	3) Materials: g) AFD, France
idsd22d1	13	-0.5	2.3	-8	1	4) Construction: a) Help WFP (World Food Programme)
idsd22d2	13	-2.8	4.3	-8	1	4) Construction: b) UNICEF
idsd22d3	13	-5.5	4.0	-8	1	4) Construction: c) World Bank
idsd22d4	13	-4.3	4.2	-8	0	4) Design:) CIDA, Canada
idsd22d5	13	-2.3	4.0	-8	1	4) Construction :) USAID, U.S.
idsd22d6	13	-1.5	3.7	-8	1	4) Construction: f) JICA, Japan
idsd22d7	13	-5.5	3.8	-8	0	4) Construction: g) AFD, France
idsd22e1	13	0.2	2.5	-8	1	5) Food: a) Help WFP (World Food Programme)
idsd22e2	13	-3.0	4.1	-8	1	5) Food: b) UNICEF
idsd22e3	13	-5.5	4.0	-8	1	5) Food: c) World Bank
idsd22e4	13	-4.3	4.2	-8	0	5) Food: d) CIDA, Canada
idsd22e5	13	-3.0	4.1	-8	1	5) Food :) USAID, U.S.
idsd22e6	13	-3.7	4.2	-8	0	5) Food: f) JICA, Japan
idsd22e7	13	-5.5	3.8	-8	0	5) Food: g) AFD, France
idsd22f1	13	-1.1	3.1	-8	1	6) Others: a) Help WFP (World Food Programme)
idsd22f2	13	-2.8	4.3	-8	1	6) Other: b) UNICEF
idsd22f3	13	-5.5	4.0	-8	1	6) Other: c) World Bank
idsd22f4	13	-4.2	4.2	-8	1	6) Other: d) CIDA, Canada
idsd22f5	13	-3.1	4.1	-8	0	6) Other :) USAID, U.S.
idsd22f6	13	-3.6	4.2	-8	1	6) Other f) JICA, Japan
idsd22f7	13	-5.5	3.8	-8	0	6) Other: g) AFD, France
idsd23a	13	1.5	0.7	1	3	23. Quality Education: Educational materials (eg manuals)
idsd23b	13	1.6	1.0	0	3	23. Quality Education: b) Budget for supplies
idsd23c	13	1.2	0.4	1	2	23. Quality Education: c) Teachers
idsd23d	13	1.6	1.0	0	3	23. Quality Education: d) Buildings and School Grounds
idsd23e	13	1.5	0.8	1	3	23. Quality Education: e) educational space (eg classrooms)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsd23f	13	1.5	1.0	0	3	23. Quality Education: f) lighting systems
idsd23g	13	1.5	1.0	0	3	23. Quality Education: g) Drinking Water
idsd23h	13	1.5	0.9	0	3	23. Quality Education: h) Toilets
idsd23i	13	1.3	0.8	0	3	23. Quality Education: i) Safety
idsd23j	13	0.8	0.6	0	2	23. Quality Education: j) Special equipment for disabled students
idse1a	13	193.0	77.3	83	361	1. Number of schools: Public Primary Schools
idse1b	13	25.6	74.6	0	273	1. Number of schools: private primary schools
idse1c	13	19.8	10.8	6	35	1. Number of schools: Public Schools
idse1d	13	6.0	11.7	0	44	1. Number of schools: Private Colleges
idse1e	13	4.2	4.5	0	17	1. Number of schools: Public Schools
idse1f	13	8.6	27.2	0	99	1. Number of schools: Private Schools
idse1g	13	23.4	16.1	3	65	1. Number of schools: nursery schools or day care
idse2a	13	2.0	0.0	2	2	Number of public primary schools: Number of pupils
idse2b	13	2.0	0.0	2	2	Number of public primary schools: Number of teachers
idse2c	13	2.0	0.0	2	2	Number of public elementary schools: Results of the examination (CFEE)
idse2d	13	1.4	0.8	0	2	Number of public primary schools: Presence / teacher absenteeism
idse2e	13	2.0	0.0	2	2	Number of public primary schools: Name of the school principal and contact infor
idse2f	13	1.2	0.6	0	2	Number of public primary schools: Name the President of CGE
idse2g	13	1.2	0.7	0	2	Number of public primary schools: Name the President of the APE
idse3	13	1.0	0.0	1	1	3 Annual Report of Educational Statistics
idse4	13	0.8	0.4	0	1	Does 4.dispose d? Own procedure for
idse5a	13	1.9	0.3	1	2	5. Inform schools / students: Reports from principals
idse5b	13	1.7	0.5	1	2	5. Inform schools / students: Phone calls from principals
idse5c	13	1.5	0.5	1	2	5. Inform schools / students: Meetings with principals
idse5d	13	1.1	0.5	0	2	5. Inform schools / students: Meetings with representatives of the EC
idse5e	13	1.2	0.6	0	2	5. Inform schools / students: Meetings with representatives of the APE
idse5f	13	1.9	0.3	1	2	5. Inform schools / students: School Visits
idse6a	13	64.9	73.2	1	255	6.Distance between your organization the following services: Regional Council

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idse6b	13	16.2	55.2	0	200	6.Distance between your service structure: the town hall / house elected
idse7	13	2.6	0.8	1	3	7. Number of times the directors or inspectors of your struct
idse8	13	2.3	0.6	1	3	8.Proportion public primary schools that have received at least one
idse9a	13	0.9	0.3	0	1	9.The objectives visits to schools: School Inspection
idse9b	13	1.0	0.0	1	1	9.The objectives visits to schools: Inspection teachers
idse9c	13	0.9	0.3	0	1	9.The objectives visits to schools: Infrastructure Inspection
idse9d	13	1.0	0.0	1	1	9.The objectives visits to schools: Inspection canteens
idse9e	13	0.9	0.3	0	1	9.The objectives visits to schools: Monitoring the participation of CL
idse9f	13	1.0	0.0	1	1	9.The objectives visits to schools: Monitoring educational development activiti
idse9g	13	1.0	0.0	1	1	9.The objectives visits to schools: Professional Examinations
idse10a1	13	0.1	0.3	0	1	CI CP: Number of days present
idse10a2	13	0.1	0.3	0	1	CM1au of CM2: Number of days present
idse10b1	13	0.0	0.0	0	0	CI CP: daily behavior in class
idse10b2	13	0.0	0.0	0	0	CM1au of CM2: Behaviour daily classroom
idse10c1	13	0.2	0.4	0	1	CI CP: Results exercises or homework
idse10c2	13	0.2	0.4	0	1	CM1au of CM2: Results exercises or homework
idse10d1	13	0.7	0.5	0	1	CI CP: Results quarterly reviews
idse10d2	13	0.7	0.5	0	1	CM1au of CM2: Results quarterly reviews
idse10e1	13	0.4	0.5	0	1	CI CP: Results exam season
idse10e2	13	0.5	0.5	0	1	CM1au of CM2: Results Exam season
idse10f1	13	-4.8	4.8	-9	1	CI CP: Other, please specify
idse10f2	13	-4.8	4.8	-9	1	CM1au of CM2: Other, please specify
idse10g1	13	-5.5	4.7	-9	1	CI CP: Other, please specify
idse10g2	13	-5.5	4.7	-9	1	CM1au of CM2: Other, please specify
idse10h1	13	-5.5	4.7	-9	1	CI CP: Other, please specify
idse10h2	13	-5.5	4.7	-9	1	CM1au of CM2: Other, please specify
idse11a	13	5.0	0.0	5	5	a) CP
idse11b	13	5.0	0.0	5	5	b) CM2
idse12a	13	0.0	0.0	0	0	12.Preparation exam content: a. There are no exams season
idse12b	13	1.0	0.0	1	1	12.Preparation exam content: b. Themselves with textbooks
idse12c	13	0.9	0.3	0	1	12.Preparation exam content: c. Duty provided by others
idse12d	13	0.8	0.4	0	1	12.Preparation exam content: d. From publications on the market
idse12e	13	-0.6	2.5	-9	1	12.Preparation exam content: e. Other, please specify

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idse13a	13	0.9	0.3	0	1	13. Mesures taken: a) increase teaching hours
idse13b	13	0.9	0.3	0	1	13. Mesures taken: b) improve the quality of lessons / extra lessons
idse13c	13	1.0	0.0	1	1	13. Mesures taken c) Possibility for students to pass exams
idse13d	13	0.2	0.4	0	1	13. Mesures taken: d) increase the number of teachers
idse13e	13	1.0	0.0	1	1	13. Mesures taken e) train teachers
idse13f	13	1.0	0.0	1	1	13. Mesures taken f) Making trial lessons (teaching animation)
idse13g	13	0.9	0.3	0	1	13. Mesures taken: g) Change the style of teaching in the classroom
idse13h	13	1.0	0.0	1	1	13. Mesures taken: h) improve the content of the exercises / assignments
idse13i	13	0.9	0.3	0	1	13. Mesures taken: i) increase the number of duties
idse13j	13	0.7	0.5	0	1	13. Mesures taken: j) to provide supplies for students
idse13k	13	0.5	0.5	0	1	13. Mesures taken k) provide workbooks for students
idse15d1a	13	2.4	0.7	1	3	a) CFEE
idse15d1b	13	1.3	0.8	1	3	b) National System? Assessment of Educational Performance (SNERS)
idse15d1c	13	1.0	0.0	1	1	c) Program? Sector Analysis and education systems? Evaluation
idse15d1d	13	1.6	3.0	-8	3	d) standardized ratings of? IDEN
idse15d2a	13	2.8	0.9	1	4	a) CFEE
idse15d2b	13	1.4	1.0	1	4	b) SNERS
idse15d2c	13	1.2	0.8	1	4	c) PASEC
idse15d2d	13	1.5	3.1	-8	4	d) standardized ratings of? IDEN
idse16a1	13	0.0	0.0	0	0	a) CFEE: Comparisons are never made between
idse16a2	13	0.8	0.4	0	1	a) CFEE: Comparisons are made between the different types of schools
idse16a3	13	0.2	2.5	-8	1	a) CFEE: Some comparisons with previous years for each school.
idse16a4	13	-1.0	3.1	-8	1	a) CFEE: Schools have produced reports (transcripts) of students.
idse16b1	13	-0.5	3.3	-8	1	b) SNERS: Comparisons are never made between
idse16b2	13	-1.2	3.1	-8	1	b) SNERS: Comparisons are made between the different types of schools
idse16b3	13	-9.0	0.0	-9	-9	b) SNERS: Some comparisons with previous years for each school
idse16b4	13	-9.0	0.0	-9	-9	b) SNERS: Schools have produced reports (transcripts) of students.
idse16c1	13	-0.5	3.4	-8	1	c) PASEC: Comparisons are never made between
idse16c2	13	-1.2	3.0	-8	0	c) PASEC: Comparisons are made between the different types of schools
idse16c3	13	-9.0	0.0	-9	-9	c) PASEC: Some comparisons with previous years for each school
idse16c4	13	-9.0	0.0	-9	-9	c) PASEC: Schools have produced reports (transcripts) of students.

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idse16d1	13	-0.9	3.2	-8	1	d) Standardized Evaluations: Never make comparisons between different
idse16d2	13	-0.8	3.2	-8	1	d) Standardized Evaluations: comparisons made between different schools
idse16d3	13	-2.2	4.1	-8	1	d) Standardized Evaluations: Comparisons made with previous years
idse16d4	13	-1.6	3.7	-8	1	d) Standardized Evaluations: Schools produces newsletters grade reports
idse16e1	13	-1.8	3.5	-8	0	e) Other: Comparisons are never made between
idse16e2	13	-1.8	3.5	-8	0	e) Other: Comparisons are made between the different types of schools
idse16e3	13	-3.0	4.1	-8	1	e) Other: Comparisons made with previous years
idse16e4	13	-3.0	4.1	-8	1	e) Other: Schools have produced reports (transcripts) of students.
idse17a0	13	1.0	0.0	1	1	a) CFEE: Administration of Inspection
idse17a1	13	1.0	0.0	1	1	a) CFEE: Headmaster
idse17a2	13	1.0	0.0	1	1	a) CFEE: Teachers
idse17a3	13	1.0	0.0	1	1	a) CFEE: Parents or students
idse17a4	13	0.9	0.3	0	1	a) CFEE: Any member of the community
idse17b0	13	-0.6	3.3	-8	1	b) SNERS: Administration of Inspection
idse17b1	13	-1.7	3.6	-8	1	b) SNERS: Headmaster
idse17b2	13	-1.8	3.6	-8	1	b) SNERS: Teachers
idse17b3	13	-1.8	3.5	-8	0	b) SNERS: Parents or students
idse17b4	13	-1.8	3.5	-8	0	b) SNERS: Any member of the community
idse17c0	13	-1.3	3.8	-8	1	c) PASEC: Administration of Inspection
idse17c1	13	-2.5	3.8	-8	0	c) PASEC: Headmaster
idse17c2	13	-2.5	3.8	-8	0	c) PASEC: Teachers
idse17c3	13	-2.5	3.8	-8	0	c) PASEC: Parents or students
idse17c4	13	-2.5	3.8	-8	0	c) PASEC: Any member of the community
idse17d0	13	-0.4	3.4	-8	1	d) standardized the IDEN Evaluations: The administration of the inspection
idse17d1	13	-0.5	3.4	-8	1	d) standardized the IDEN Evaluations: Headmaster
idse17d2	13	-0.5	3.4	-8	1	d) standardized the IDEN Evaluations: Teachers
idse17d3	13	-0.6	3.3	-8	1	d) standardized the IDEN Evaluations: Parents or students
idse17d4	13	-1.0	3.1	-8	1	d) standardized the IDEN Evaluations: Any member of the community
idse17e0	13	-2.5	3.8	-8	0	e) Other: Administration of Inspection
idse17e1	13	-3.1	4.1	-8	0	e) Other: Headmaster
idse17e2	13	-3.1	4.1	-8	0	e) Other: Teachers
idse17e3	13	-3.1	4.1	-8	0	e) Other: Parents or students

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idse17e4	13	-3.1	4.1	-8	0	e) Other: Any member of the community
idse1811	13	1.0	0.0	1	1	1) School Calendar: ME
idse1812	13	0.2	0.4	0	1	1) School Calendar: IA
idse1813	13	0.2	0.4	0	1	1) School Calendar: IDEN
idse1814	13	0.0	0.0	0	0	1) School Calendar: Community / Rural Community
idse1815	13	0.0	0.0	0	0	1) School Calendar: School Director
idse1816	13	0.0	0.0	0	0	1) School Calendar: APE
idse1817	13	0.0	0.0	0	0	1) School Calendar: CGE
idse1818	13	0.0	0.0	0	0	1) School Calendar: Teachers Union
idse1821	13	1.0	0.0	1	1	2) Number of Hours of Contents: ME
idse1822	13	0.3	0.5	0	1	2) Number of Hours of Contents: IA
idse1823	13	0.3	0.5	0	1	2) Number of Hours of Contents: IDEN
idse1824	13	0.0	0.0	0	0	2) Number of Hours of Contents: City / Rural Community
idse1825	13	0.1	0.3	0	1	2) Number of Hours of Contents: Headmaster
idse1826	13	0.0	0.0	0	0	2) Number of hours of content: APE
idse1827	13	0.0	0.0	0	0	2) Number of Hours of Contents: CGE
idse1828	13	0.0	0.0	0	0	2) Number of Hours of Contents: Teachers Union
idsf01a	13	1.9	0.3	1	2	Approximate 1. Proportion public primary schools with the: APE
idsf01b	13	0.8	0.6	0	2	Approximate 1. Proportion public primary schools having: AME
idsf01c	13	1.7	0.5	1	2	Approximate 1. Proportion public primary schools having: CGE
idsf02a	13	0.8	0.4	0	1	2. Union Federation or structures: Union of Associations of Parents of Students
idsf02b	13	0.2	0.4	0	1	2. Union Federation or structures: Association of Students mothers (AME)
idsf02c	13	0.3	0.5	0	1	2. Union Federation or structures: Union Management Committees schools
idsf03	13	1.5	0.5	1	2	3. Nb times on average do they take the CGE Gen. meetings
idsf04	13	0.8	0.7	0	2	4. A Frequency officials are present at your local assembled
idsf05	13	0.5	0.8	0	2	Approximate 5. Proportion CGE which include a representative
idsf06a	13	0.8	0.7	0	2	6. Number of school councils have submitted or presented documents: Plan of Act
idsf06b	13	0.8	0.8	0	2	6. Number of school councils have submitted or presented documents: Financial R
idsf06c	13	0.8	0.8	0	2	6. Number of school councils have submitted or presented documents: Report Stag

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsf07	13	0.1	0.3	0	1	7. Your common / CR she provided financial support for the CGE?
idsf08a	13	2.8	3.3	-8	4	a) APE
idsf08b	13	3.7	0.5	3	4	b) CGE
idsf09a1	13	4.0	1.3	3	8	a) APE: APE: 1) President
idsf09a2	13	4.0	1.3	3	8	a) APE: APE: 2) Vice President
idsf09a3	13	4.0	1.3	3	8	a) APE: APE: 3) Secretary General / Executive or Administrative Secretary
idsf09a4	13	4.0	1.3	3	8	a) APE: APE: 4) Treasurer
idsf09a5	13	3.9	1.3	3	8	a) APE: APE: 5) Auditor / Financial Control / Auditor
idsf09b1	13	3.7	0.5	3	4	b) EMC: EMC: 1) President
idsf09b2	13	3.7	0.5	3	4	b) CGE: CGE 2) Vice President
idsf09b3	13	2.8	0.7	2	4	b) CGE: CGE: 3) Secretary General / Executive Secretary or Administrative
idsf09b4	13	3.7	0.5	3	4	b) CGE: CGE 4) Treasurer
idsf09b5	13	3.5	0.5	3	4	b) CGE: CGE: 5) Auditor / Financial Control / Auditor
idsf10a1	13	0.1	0.3	0	1	a) APE: No budget or funds
idsf10a2	13	0.2	2.8	-9	1	a) APE: Parent
idsf10a3	13	-0.5	2.6	-9	1	a) APE: Members of the non-parent community
idsf10a4	13	-0.7	2.5	-9	0	a) APE: School authorities (eg IA, IDEN
idsf10a5	13	-0.5	2.6	-9	1	a) APE: Local authorities (eg the Commune)
idsf10a6	13	-0.5	2.6	-9	1	a) APE: Other (eg NGOs, donors)
idsf10b1	13	0.0	0.0	0	0	b) CGE: No budget or funds
idsf10b2	13	0.7	0.5	0	1	b) CGE: Parent
idsf10b3	13	0.3	0.5	0	1	b) CGE: Members of the non-parent community
idsf10b4	13	0.0	0.0	0	0	b) CGE: School authorities (eg IA, IDEN
idsf10b5	13	0.2	0.4	0	1	b) CGE: Local authorities (eg the Commune)
idsf10b6	13	0.5	0.5	0	1	b) CGE: Other (eg NGOs, donors)
idsf11a1	13	0.0	2.4	-8	1	a) APE: APE / the SMC does not have such a plan.
idsf11a2	13	-0.5	2.3	-8	1	a) APE: The plan integrates spending in the operating budget
idsf11a3	13	-0.4	2.3	-8	1	a) APE: The plan integrates spending civil engineering infrastructure
idsf11a4	13	-0.6	2.2	-8	0	a) APE: The plan integrates the salaries and allowances of teachers.
idsf11b1	13	-0.3	2.4	-8	1	b) CGE: APE / the SMC does not have such a plan.
idsf11b2	13	-2.9	4.9	-9	1	b) CGE: Action Plan integrates spending operating budget
idsf11b3	13	-2.8	4.9	-9	1	b) CGE: The plan integrates spending for infrastructure work
idsf11b4	13	-3.4	4.5	-9	0	b) CGE: The plan integrates the salaries and allowances
idsf12a1	13	-0.6	3.3	-8	1	a) APE: APE / the SMC does not have such a plan
idsf12a2	13	-1.2	3.1	-8	1	a) APE: Action Plan no reference to target indicators

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsf12a3	13	-1.2	3.0	-8	0	a) APE: The budget plan / includes indicators in terms of access
idsf12a4	13	-1.0	3.1	-8	1	a) APE: Action plans refers to indicators of educational outcomes
idsf12b1	13	-0.4	2.3	-8	1	b) CGE: APE / the SMC does not have such a plan
idsf12b2	13	-2.4	4.4	-9	1	b) CGE: Action Plan no reference to target indicators
idsf12b3	13	-2.3	4.5	-9	1	b) CGE: The budget plan / includes indicators in terms of access
idsf12b4	13	-2.1	4.6	-9	1	b) CGE: The action plans refers to school performance indicators
idsf13a	13	0.7	2.8	-8	4	(13) Financial Report for? APE / CGE? Providing information: a) APE
idsf13b	13	1.9	3.2	-8	4	(13) Financial Report for? APE / CGE? Providing information: b) CGE
idsf14a	13	1.6	2.2	1	9	14) Report periodic progress of APE / CGE, which includes the: a) APE
idsf14b	13	2.2	1.5	1	4	14) Report periodic progress of APE / CGE, which includes the: b) CGE
idsf15a	13	3.2	1.1	1	4	15) Followed were the IDEN, CODEC, and / or joint / CR for e: a) IDEN
idsf15b	13	3.6	2.9	1	9	15) Follow the IDEN have the CODEC / common / CR for e: b) Common / CL
idsf16a	13	1.1	0.3	1	2	: (16) action of APE / CGE Plan was used in the application and the p: a) APE
idsf16b	13	1.7	1.0	1	4	: (16) action of APE / CGE Plan was used in the application and the p: b) CGE
idsg01a	12	59137.0	80371.4	-8	237695	1. Approximativement, what is the population of the municipality / CR: Rural
idsg01b	11	47197.1	103096.1	-8	344444	1. Approximativement, what is the population of the municipality / CR: Urban
idsg02a	13	28.7	29.6	-8	80	2. Distribution population by main language spoken: Wolof
idsg02b	13	23.5	26.0	-8	70	2. Distribution population by main language spoken: Pulaar
idsg02c	13	16.5	29.6	-8	86	2. Distribution population by main language spoken: Serere
idsg02d	13	0.0	2.6	-8	3	2. Distribution population by main language spoken: Diola
idsg02e	13	9.3	17.0	-8	50	2. Distribution population by main language spoken: Mandingo
idsg02f	13	1.0	3.4	-8	6	2. Distribution population by main language spoken? Maure
idsg02g	13	-0.1	2.6	-8	3	2. Distribution population by main language spoken: French
idsg02h	13	-0.2	12.7	-9	37	2. Distribution population by main language spoken?

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsg03a	13	95.7	5.8	80	100	3. Distribution of the population of your town / CR by religion: Muslims
idsg03b	13	4.2	5.7	0	20	3. Distribution of the population of your town / CR by religion: Christian
idsg03c	13	0.2	0.6	0	2	3. Distribution of the population of your town / CR by religion: Animist
idsg03d	13	0.0	0.0	0	0	3. Distribution of the population of your town / CR by religion: Other
idsg03e	13	0.0	0.0	0	0	3. Distribution population by Religion: No religion
idsg04	13	28.9	30.6	-8	100	4. What is the percentage of adult literacy in the common / CR?
idsg05	13	2.6	3.3	-8	4	5. Environ what percentage of households are economically disadvantaged?
idsg06	13	0.6	2.7	-8	3	6. Environ what percentage of households are economically prosperous?
idsh2a1a	9	9.0	10.9	0	31	b1) Photocopy of State personnel IDEN
idsh2a1b	10	0.9	0.3	0	1	b1) Photocopy: List of administrative personnel and their functions IDEN
idsh2a2a	5	17.0	22.4	0	43	b1) Copy: A copy of PDDE
idsh2a2b	4	1.8	2.9	0	6	b1) Photocopy Only PDDE
idsh2a3	5	5.0	5.2	0	12	b1) Copy: A copy of POBA 2013 if 2012
idsh2a4	8	5.5	8.1	0	23	b1) Photocopy report year-end 2011 to 2012 *
idsh2a5	6	5.8	4.4	0	11	b1) Photocopy of return * General Report 2012-2013
idsh2a6	11	2.2	2.0	0	8	b1) Photocopy statistical report or data from 2011 to 2012 schools (IDEN)
idsh2a7	11	6.1	9.9	0	35	b1) Photocopy: Annual Budget IDEN * -2012
idsh2a8	3	0.7	0.6	0	1	b1) Photocopy paper presenting the results of the school in 2012 by GFEE
idsh2a9	2	0.5	0.7	0	1	b1) Photocopy Results standardized by school assessments
idsh2a10a	6	5.0	5.1	0	14	b1) Photocopy Results failing standardized assessments 2011-2012
idsh2a10b	5	3.0	2.4	1	7	b1) Photocopy: Bulletin Inspection Director
idsh2a11	5	1.8	1.3	1	4	b1) Photocopy Newsletter inspection of all schools visited
idsh2a12	7	1.9	1.1	0	3	b1) Photocopy Quantum schedule for the year (2011-2012)
idsh2a13	9	7.8	11.1	0	36	b1) Photocopy slip receipt / delivery of curriculum manuals
idsh2a14	5	1.2	1.1	0	3	b1) Photocopy manuals guides and curriculum documents by school 2012-2013

SN-IDEN Full Sample (Data_IDEN_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsh2a15	9	1.7	1.2	0	4	b1) Photocopy expression in material need IDENs school supplies
idsh2a16	6	4.0	4.9	0	13	b1) Photocopy Order / Delivery supplies / instructional materials
idsh2a17	4	0.8	1.0	0	2	b1) Photocopy: List of supplies / learning materials for school *
idsh2a18	3	1.0	1.0	0	2	b1) Photocopy summary sheets action plans SMCs
idsh2a19	4	4.5	4.1	1	9	b1) Photocopy: Summary sheet from the most recent school projects
idsh2a20	4	2.5	3.0	1	7	b1) Photocopy: Other
idsh2a21	3	1.0	0.0	1	1	b1) Photocopy: Other
idsh2a22	0					b1) Photocopy: Other
idsh2a23	0					b1) Photocopy: Other
idsh2a24	0					b1) Photocopy: Other
idsh2a25	0					b1) Photocopy: Other
idsh2a26	0					b1) Photocopy: Other
idsh2b11a	4	0.3	0.5	0	1	b2) Photo: State personnel IDEN
idsh2b11b	3	0.3	0.6	0	1	b2) Photo: List of administrative personnel and their functions IDEN
idsh2b12a	4	0.5	1.0	0	2	b2) Photo: A copy of PDDE
idsh2b12b	2	0.0	0.0	0	0	b2) Photo: Only PDDE
idsh2b13	2	0.0	0.0	0	0	b2) Photo: A copy of the default POBA 2013 2012
idsh2b14	4	0.0	0.0	0	0	b2) Photo: Year End Report 2011-2012 *
idsh2b15	3	0.3	0.6	0	1	b2) Photo: General Report 2012-2013 Back to School *
idsh2b16	3	0.7	1.2	0	2	b2) Photo: statistical report or data from 2011 to 2012 schools (IDEN)
idsh2b17	2	0.5	0.7	0	1	b2) Photo: Annual Budget IDEN * - 2012
idsh2b18	1	0.0		0	0	b2) Photo: Paper presentation of results by CFEE School 2012 *
idsh2b19	1	0.0		0	0	b2) Photo: Results standardized by school assessments
idsh2b21a	6	0.8	0.4	0	1	b3) USB: State personnel IDEN
idsh2b21b	4	0.8	0.5	0	1	b3) USB: List of administrative personnel and their functions IDEN
idsh2b22a	7	0.9	0.4	0	1	b3) USB: A copy of PDDE
idsh2b22b	2	1.0	0.0	1	1	b3) USB: Only PDDE
idsh2b23	5	0.8	0.4	0	1	b3) USB: A copy of POBA 2013 if 2012
idsh2b24	8	0.8	0.5	0	1	b3) USB: Year End Report 2011-2012 *
idsh2b25	9	0.9	0.3	0	1	b3) USB: General Report 2012-2013 Back to School *
idsh2b26	2	0.5	0.7	0	1	b3) USB: statistical report or data from 2011 to 2012 schools (IDEN)
idsh2b27	4	0.8	0.5	0	1	b3) USB: Annual Budget IDEN * - 2012
idsh2b28	2	1.0	0.0	1	1	b3) USB: Document presenting the results of the CFEE by school * 2012
idsh2b29	2	1.0	0.0	1	1	b3) USB: Results standardized by school assessments

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsh2b110a	2	0.5	0.7	0	1	b2) Photo: Results of failing standardized assessments 2011-2012
idsh2b110b	0					b2) Photo: Bulletin Inspection Director
idsh2b111	3	1.0	1.7	0	3	b2) Photo: Bulletin inspection of all schools visited
idsh2b112	4	0.8	1.0	0	2	b2) Photo: Quantum schedule for the year (2011-2012)
idsh2b113	5	1.6	2.1	0	5	b2) Photo: Slip receipt / delivery of curriculum manuals
idsh2b114	2	0.0	0.0	0	0	b2) Photo: Manuals guides and curriculum documents by school * 201 2-2013
idsh2b115	4	0.5	1.0	0	2	b2) Photo: Expression of need IDENs material in school supplies
idsh2b116	3	0.0	0.0	0	0	b2) Photo: Order / delivery / teaching materials
idsh2b117	3	0.3	0.6	0	1	b2) Photo: List of supplies / learning materials for school *
idsh2b118	2	0.5	0.7	0	1	b2) Photo: Summary sheet of the action plans of SMCs
idsh2b119	3	0.7	1.2	0	2	b2) Photo: Summary report of the most recent school projects
idsh2b210a	1	1.0		1	1	b3) USB: Results of failing standardized assessments 2011-2012
idsh2b210b	1	1.0		1	1	b3) USB: Bulletin Inspection Director
idsh2b211	5	0.6	0.5	0	1	b3) USB: Bulletin inspection of all schools visited
idsh2b212	2	0.5	0.7	0	1	b3) USB: Quantum schedule for the year (2011-2012)
idsh2b213	3	0.0	0.0	0	0	b3) USB: Slip receipt / delivery of curriculum manuals
idsh2b214	3	0.7	0.6	0	1	b3) USB: Manuals guides and curriculum documents by school * 201 2-2013
idsh2b215	3	0.3	0.6	0	1	b3) USB: Expression of need IDENs material in school supplies
idsh2b216	4	0.5	0.6	0	1	b3) USB: Order / delivery / teaching materials
idsh2b217	2	0.5	0.7	0	1	b3) USB: List of supplies / learning materials for school *
idsh2b218	1	0.0		0	0	b3) USB: Summary sheet of the action plans of SMCs
idsh2b219	3	0.3	0.6	0	1	b3) USB: Summary report of the most recent school projects
idsh2b220	3	0.3	0.6	0	1	b3) USB: Other
idsh2b221	1	0.0		0	0	b3) USB: Other
idsh2b222	0					b3) USB: Other
idsh2b223	0					b3) USB: Other
idsh2b224	0					b3) USB: Other
idsh2b225	0					b3) USB: Other
idsh2b226	0					b3) USB: Other
idsh4c1a	1	10.0		10	10	d) Note: State personnel IDEN
idsh4c1b	1	10.0		10	10	d) Note: List of administrative personnel and their functions IDEN
idsh4c2a	2	7.5	3.5	5	10	d) Note: A copy of PDDE
idsh4c2b	4	7.5	2.9	5	10	d) Note: Only PDDE
idsh4c3	2	7.0	8.5	1	13	d) Note: A copy of the default POBA 2013 2012

SN-IDEN Full Sample (Data_IDEN_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsh4c4	0					d) Note: Report year-end 2011-2012 *
idsh4c5	0					d) Note: General Report 2012-2013 Back to School *
idsh4c6	1	8.0		8	8	d) Note: Statistical Report or data 2011-2012 school (IDEN)
idsh4c7	1	2.0		2	2	d) Note: Annual budget of the IDEN * -2012
idsh4c8	5	6.2	3.5	2	10	d) Note: Document presenting the results of the CFEE by school * 2012
idsh4c9	4	7.0	3.5	2	10	d) Note: Results of standardized assessments by school
idsh4c10a	2	7.5	4.9	4	11	d) Note: Results in the absence of standardized assessments 2011-2012
idsh4c10b	2	6.5	3.5	4	9	d) Notes: Bulletin Inspection Director
idsh4c11	2	9.5	0.7	9	10	d) Notes: Bulletin inspection of all schools visited
idsh4c12	2	5.0	0.0	5	5	d) Note: Quantum schedule for the year (2011-2012)
idsh4c13	0					d) Note: Slip receipt / delivery of curriculum manuals
idsh4c14	1	10.0		10	10	d) Note: Manuals and guides curriculum documents by school * 201 2-2013
idsh4c15	1	12.0		12	12	d) Note: Expression in material need IDENs school supplies
idsh4c16	1	12.0		12	12	d) Note: Order / delivery / teaching materials
idsh4c17	1	6.0		6	6	d) Notes: List of supplies / educational materials * by school
idsh4c18	0					d) Note: Data synthesis action plans SMCs
idsh4c19	0					d) Notes: Summary sheet from the most recent school projects
idsh4d1a	0					d) Note: State personnel IDEN
idsh4d1b	0					d) Note: List of administrative personnel and their functions IDEN
idsh4d2a	0					d) Note: A copy of PDDE
idsh4d2b	0					d) Note: Only PDDE
idsh4d3	0					d) Note: A copy of the default POBA 2013 2012
idsh4d4	0					d) Note: Report year-end 2011-2012 *
idsh4d5	0					d) Note: General Report 2012-2013 Back to School *
idsh4d6	0					d) Note: Statistical Report or data 2011-2012 school (IDEN)
idsh4d7	0					d) Note: Annual budget of the IDEN * -2012
idsh4d8	0					d) Note: Document presenting the results of the CFEE by school * 2012
idsh4d9	0					d) Note: Results of standardized assessments by school
idsh4d10a	0					d) Note: Results in the absence of standardized assessments 2011-2012

SN-IDEN Full Sample (Data_IDEN_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsh4d10b	0					d) Notes: Bulletin Inspection Director
idsh4d11	0					d) Notes: Bulletin inspection of all schools visited
idsh4d12	0					d) Note: Quantum schedule for the year (2011-2012)
idsh4d13	0					d) Note: Slip receipt / delivery of curriculum manuals
idsh4d14	0					d) Note: Manuals and guides curriculum documents by school * 201 2-2013
idsh4d15	0					d) Note: Expression in material need IDENs school supplies
idsh4d16	0					d) Note: Order / delivery / teaching materials
idsh4d17	0					d) Notes: List of supplies / educational materials * by school
idsh4d18	0					d) Note: Data synthesis action plans SMCs
idsh4d19	0					d) Notes: Summary sheet from the most recent school projects
idsha1a	13	1.7	0.8	0	2	Availability: State personnel IDEN
idsha1b	13	1.8	0.6	0	2	Availability: List of administrative personnel and their functions IDEN
idsha2a	13	1.4	1.0	0	2	Availability: A copy PDDE
idsha2b	13	0.7	0.9	0	2	Availability: A copy of the default POBA 2013 2012
idsha3	13	1.2	1.0	0	2	Availability: Year-End Report 2011-2012 *
idsha4	13	2.0	0.0	2	2	Availability: General Report 2012-2013 Back to School *
idsha5	13	1.7	0.8	0	2	Availability: statistical report or data 2011-2012 school (IDEN)
idsha6	13	1.8	0.6	0	2	Availability: Annual Budget IDEN * -2012
idsha7	13	1.8	0.6	0	2	Availability: Document presenting the results of the CFEE by school * 2012
idsha8	13	0.6	1.0	0	2	Availability: Results standardized by school assessments
idsha9	13	0.6	1.0	0	2	Availability: Results of failing standardized assessments 2011-2012
idsha10a	13	1.1	1.0	0	2	Availability: Bulletin Inspection Director
idsha10b	13	0.9	1.0	0	2	Availability: Bulletin inspection of all schools visited
idsha11	13	1.2	1.0	0	2	Availability: Quantum schedule for the year (2011-2012)
idsha12	13	1.5	0.9	0	2	Availability: Slip receipt / delivery of curriculum manuals
idsha13	13	1.7	0.8	0	2	Availability: Manuals guides and curriculum documents by school * 201 2-2013
idsha14	13	0.9	1.0	0	2	Availability: Expression of need IDENs material in school supplies
idsha15	13	1.7	0.8	0	2	Availability: Order / delivery / teaching materials
idsha16	13	1.4	1.0	0	2	Availability: List of supplies / learning materials for school *

SN-IDEN Full Sample (Data_IDEN_0315.dta) En

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idsha17	13	0.8	1.0	0	2	Availability: summary sheets action plans SMCs
idsha18	13	0.8	1.0	0	2	Availability: Data summary of the most recent school projects
idsha19	7	2.0	0.0	2	2	Availability: Other document
idshb31a	0					c) ID: Status of personnel IDEN
idshb31b	0					c) ID: List of administrative personnel and their functions IDEN
idshb32a	0					c) ID: A copy of PDDE
idshb32b	0					c) ID: Only PDDE
idshb33	0					c) ID: A copy of the default POBA 2013 2012
idshb34	0					c) ID: Year End Report 2011-2012 *
idshb35	0					c) ID: general report back * 2012-2013
idshb36	0					c) ID: statistical report or data 2011-2012 school (IDEN)
idshb37	0					c) ID: Annual Budget IDEN * -2012
idshb38	0					c) ID: Document presenting the results of the CFEE by school * 2012
idshb39	0					c) ID: Results of standardized by school
idshb310a	0					c) ID: Results of failing standardized assessments 2011-2012
idshb310b	0					c) ID: Bulletin Inspection Director
idshb311	0					c) ID: inspection of all schools visited News
idshb312	0					c) ID: Quantum schedule for the year (2011-2012)
idshb313	0					c) ID: Slip receipt / delivery of curriculum manuals
idshb314	0					c) ID: Manuals guides and curriculum documents by school * 201 2-2013
idshb315	0					c) ID: Expression of need IDENs material in school supplies
idshb316	0					c) ID: Order / delivery / teaching materials
idshb317	0					c) ID: List of supplies / learning materials for school *
idshb318	0					c) ID: Record summary of the action plans of SMCs
idshb319	0					c) ID: Record summary of the most recent school projects
idshe1a	0					d) Note: State personnel IDEN
idshe1b	0					d) Note: List of administrative personnel and their functions IDEN
idshe2a	0					d) Note: A copy of PDDE
idshe2b	0					d) Note: Only PDDE
idshe3	0					d) Note: A copy of the default POBA 2013 2012
idshe4	0					d) Note: Report year-end 2011-2012 *
idshe5	0					d) Note: General Report 2012-2013 Back to School *
idshe6	0					d) Note: Statistical Report or data 2011-2012 school (IDEN)

Variable	Obs	Mean	Std. Dev.	Min	Max	Variable Label
idshe7	0					d) Note: Annual budget of the IDEN * -2012
idshe8	0					d) Note: Document presenting the results of the CFEE by school * 2012
idshe9	0					d) Note: Results of standardized assessments by school
idshe10a	0					d) Note: Results in the absence of standardized assessments 2011-2012
idshe10b	0					d) Notes: Bulletin Inspection Director
idshe11	0					d) Notes: Bulletin inspection of all schools visited
idshe12	0					d) Note: Quantum schedule for the year (2011-2012)
idshe13	0					d) Note: Slip receipt / delivery of curriculum manuals
idshe14	0					d) Note: Manuals and guides curriculum documents by school * 201 2-2013
idshe15	0					d) Note: Expression in material need IDENs school supplies
idshe16	0					d) Note: Order / delivery / teaching materials
idshe17	0					d) Notes: List of supplies / educational materials * by school
idshe18	0					d) Note: Data synthesis action plans SMCs
idshe19	0					d) Notes: Summary sheet from the most recent school projects
idrv01	0					Day of visit
idrv02	0					Name of the team of interviewers
idrv03	0					ID de the target
idrv04	0					Type
idrv05A	0					Name of the target
idrv05B	0					Interviewed
idrv06A	0					Start time
idrv06B	0					End time
idrv07	0					Needs to be visit again and reason
idrv08	13	6.6	23.9	0	86	Number of responses (NP)
idrv09	13	14.5	3.3	10	21	Number of collected documents
idrv10	0					Comment by interviewees
idrv11	0					Difficulties and problems
idrv12	0					

Appendix 2 Senegal

Appendix 2-5
Tables of Variables
(SD: Section A, B, and G)

Contains data from Data_SD_RV_0310.dta

obs: 306
 vars: 1,288 10 Mar 2014 21:43
 size: 1,108,638
 Sorted by: sdid
 (en already current language)
 tab sdsa01 ,m nol

1. What is your age (Director of? School)?	Freq.	Percent	Cum.
24	2	0.65	0.65
25	1	0.33	0.98
26	3	0.98	1.96
27	6	1.96	3.92
28	2	0.65	4.58
29	4	1.31	5.88
30	8	2.61	8.50
31	9	2.94	11.44
32	8	2.61	14.05
33	14	4.58	18.63
34	6	1.96	20.59
35	20	6.54	27.12
36	13	4.25	31.37
37	18	5.88	37.25
38	17	5.56	42.81
39	19	6.21	49.02
40	21	6.86	55.88
41	12	3.92	59.80
42	20	6.54	66.34
43	17	5.56	71.90
44	9	2.94	74.84
45	12	3.92	78.76
46	12	3.92	82.68
47	10	3.27	85.95
48	5	1.63	87.58
49	7	2.29	89.87
50	3	0.98	90.85
51	1	0.33	91.18
52	3	0.98	92.16
53	2	0.65	92.81
54	6	1.96	94.77
55	4	1.31	96.08
56	1	0.33	96.41
57	6	1.96	98.37
58	2	0.65	99.02
59	2	0.65	99.67
66	1	0.33	100.00

Total | 306 100.00
 tab sdsa02 ,m nol

Director of 2. Etes you? Discharged school?	Freq.	Percent	Cum.
0	220	71.90	71.90
1	86	28.10	100.00

Total | 306 100.00
 tab sdsa03 ,m nol

3. What is your status? Job (Director of? School)?	Freq.	Percent	Cum.
1	179	58.50	58.50
2	3	0.98	59.48
3	70	22.88	82.35
4	1	0.33	82.68
5	48	15.69	98.37
6	5	1.63	100.00

Total | 306 100.00
 tab sdsa05a ,m nol

Time spent% |

Contains data from C:\00_SABER_01Work\0_TabSum\Data\Data_SD_RV_0310.dta

obs: 306
 vars: 1,288 10 Mar 2014 21:43
 size: 1,108,638
 Sorted by: sdid
 (en already current language)
 tab sdsa01 ,m

1. What is your age (Director of? School)?	Freq.	Percent	Cum.
24	2	0.65	0.65
25	1	0.33	0.98
26	3	0.98	1.96
27	6	1.96	3.92
28	2	0.65	4.58
29	4	1.31	5.88
30	8	2.61	8.50
31	9	2.94	11.44
32	8	2.61	14.05
33	14	4.58	18.63
34	6	1.96	20.59
35	20	6.54	27.12
36	13	4.25	31.37
37	18	5.88	37.25
38	17	5.56	42.81
39	19	6.21	49.02
40	21	6.86	55.88
41	12	3.92	59.80
42	20	6.54	66.34
43	17	5.56	71.90
44	9	2.94	74.84
45	12	3.92	78.76
46	12	3.92	82.68
47	10	3.27	85.95
48	5	1.63	87.58
49	7	2.29	89.87
50	3	0.98	90.85
51	1	0.33	91.18
52	3	0.98	92.16
53	2	0.65	92.81
54	6	1.96	94.77
55	4	1.31	96.08
56	1	0.33	96.41
57	6	1.96	98.37
58	2	0.65	99.02
59	2	0.65	99.67
66	1	0.33	100.00

Total | 306 100.00
 tab sdsa02 ,m

Director of 2. Etes you? Discharged school?	Freq.	Percent	Cum.
No, teaches a class	220	71.90	71.90
Yes, no? Teach it	86	28.10	100.00

Total | 306 100.00
 tab sdsa03 ,m

3. What is your status? Job (Director of? School)?	Freq.	Percent	Cum.
1. Schoolteacher	179	58.50	58.50
2. Trainee Teacher	3	0.98	59.48
3. Assistant Teacher	70	22.88	82.35
4. Assistant Teacher Intern contractual	1	0.33	82.68
5. ma 養 re	48	15.69	98.37
6. Volunteer of? Education	5	1.63	100.00

Total | 306 100.00
 tab sdsa05a ,m

Time spent% |

lead in the last quarter: a) Administrative tasks	Freq.	Percent	Cum.
0	5	1.63	1.63
1	15	4.90	6.54
2	13	4.25	10.78
3	19	6.21	16.99
4	1	0.33	17.32
5	73	23.86	41.18
6	4	1.31	42.48
7	3	0.98	43.46
8	4	1.31	44.77
10	60	19.61	64.38
12	4	1.31	65.69
15	23	7.52	73.20
18	1	0.33	73.53
20	25	8.17	81.70
25	10	3.27	84.97
30	15	4.90	89.87
35	2	0.65	90.52
37	1	0.33	90.85
40	6	1.96	92.81
45	1	0.33	93.14
50	8	2.61	95.75
51	1	0.33	96.08
55	1	0.33	96.41
60	3	0.98	97.39
65	2	0.65	98.04
70	2	0.65	98.69
75	1	0.33	99.02
80	1	0.33	99.35
90	1	0.33	99.67
100	1	0.33	100.00
Total	306	100.00	

tab sdsa05b , m nol

Time spent% lead in the last quarter: b) Instructional Leadership	Freq.	Percent	Cum.
0	24	7.84	7.84
.5	1	0.33	8.17
1	2	0.65	8.82
2	16	5.23	14.05
2.5	1	0.33	14.38
3	14	4.58	18.95
4	4	1.31	20.26
5	40	13.07	33.33
6	2	0.65	33.99
7	1	0.33	34.31
8	2	0.65	34.97
10	71	23.20	58.17
15	13	4.25	62.42
20	39	12.75	75.16
25	10	3.27	78.43
30	15	4.90	83.33
35	4	1.31	84.64
40	9	2.94	87.58
45	2	0.65	88.24
50	16	5.23	93.46
55	1	0.33	93.79
60	10	3.27	97.06
70	4	1.31	98.37
75	3	0.98	99.35
85	1	0.33	99.67
100	1	0.33	100.00
Total	306	100.00	

tab sdsa05c , m nol

Time% c) Supervision and evaluation of teachers and other

lead in the last quarter: a) Administrative tasks	Freq.	Percent	Cum.
0	5	1.63	1.63
1	15	4.90	6.54
2	13	4.25	10.78
3	19	6.21	16.99
4	1	0.33	17.32
5	73	23.86	41.18
6	4	1.31	42.48
7	3	0.98	43.46
8	4	1.31	44.77
10	60	19.61	64.38
12	4	1.31	65.69
15	23	7.52	73.20
18	1	0.33	73.53
20	25	8.17	81.70
25	10	3.27	84.97
30	15	4.90	89.87
35	2	0.65	90.52
37	1	0.33	90.85
40	6	1.96	92.81
45	1	0.33	93.14
50	8	2.61	95.75
51	1	0.33	96.08
55	1	0.33	96.41
60	3	0.98	97.39
65	2	0.65	98.04
70	2	0.65	98.69
75	1	0.33	99.02
80	1	0.33	99.35
90	1	0.33	99.67
100	1	0.33	100.00
Total	306	100.00	

tab sdsa05b , m

Time spent% lead in the last quarter: b) Instructional Leadership	Freq.	Percent	Cum.
0	24	7.84	7.84
.5	1	0.33	8.17
1	2	0.65	8.82
2	16	5.23	14.05
2.5	1	0.33	14.38
3	14	4.58	18.95
4	4	1.31	20.26
5	40	13.07	33.33
6	2	0.65	33.99
7	1	0.33	34.31
8	2	0.65	34.97
10	71	23.20	58.17
15	13	4.25	62.42
20	39	12.75	75.16
25	10	3.27	78.43
30	15	4.90	83.33
35	4	1.31	84.64
40	9	2.94	87.58
45	2	0.65	88.24
50	16	5.23	93.46
55	1	0.33	93.79
60	10	3.27	97.06
70	4	1.31	98.37
75	3	0.98	99.35
85	1	0.33	99.67
100	1	0.33	100.00
Total	306	100.00	

tab sdsa05c , m

Time% c) Supervision and evaluation of teachers and other

staff	Freq.	Percent	Cum.
0	35	11.44	11.44
1	14	4.58	16.01
2	7	2.29	18.30
3	16	5.23	23.53
4	5	1.63	25.16
5	62	20.26	45.42
6	1	0.33	45.75
7	4	1.31	47.06
8	3	0.98	48.04
10	71	23.20	71.24
15	19	6.21	77.45
18	1	0.33	77.78
20	32	10.46	88.24
25	14	4.58	92.81
30	8	2.61	95.42
40	3	0.98	96.41
50	2	0.65	97.06
52	1	0.33	97.39
70	3	0.98	98.37
75	1	0.33	98.69
80	3	0.98	99.67
90	1	0.33	100.00

Total
tab sdsa05d , m nol

Time spent%
lead in the
last
quarter: d)
Education

	Freq.	Percent	Cum.
0	11	3.59	3.59
2	5	1.63	5.23
3	2	0.65	5.88
5	29	9.48	15.36
10	21	6.86	22.22
15	10	3.27	25.49
20	11	3.59	29.08
23	1	0.33	29.41
25	3	0.98	30.39
30	7	2.29	32.68
35	2	0.65	33.33
40	7	2.29	35.62
45	1	0.33	35.95
50	12	3.92	39.87
55	3	0.98	40.85
60	23	7.52	48.37
65	2	0.65	49.02
70	48	15.69	64.71
74	1	0.33	65.03
75	16	5.23	70.26
79	1	0.33	70.59
80	31	10.13	80.72
85	6	1.96	82.68
90	29	9.48	92.16
94	1	0.33	92.48
95	12	3.92	96.41
96	1	0.33	96.73
98	6	1.96	98.69
99	1	0.33	99.02
100	3	0.98	100.00

Total
tab sdsa05e , m nol

Time spent%
lead in the
last
quarter: e)
Public
Relations

	Freq.	Percent	Cum.
0	17	5.56	5.56
.5	1	0.33	5.88
1	35	11.44	17.32
2	37	12.09	29.41
2.5	1	0.33	29.74
3	11	3.59	33.33
4	2	0.65	33.99
5	106	34.64	68.63
6	1	0.33	68.95

staff	Freq.	Percent	Cum.
0	35	11.44	11.44
1	14	4.58	16.01
2	7	2.29	18.30
3	16	5.23	23.53
4	5	1.63	25.16
5	62	20.26	45.42
6	1	0.33	45.75
7	4	1.31	47.06
8	3	0.98	48.04
10	71	23.20	71.24
15	19	6.21	77.45
18	1	0.33	77.78
20	32	10.46	88.24
25	14	4.58	92.81
30	8	2.61	95.42
40	3	0.98	96.41
50	2	0.65	97.06
52	1	0.33	97.39
70	3	0.98	98.37
75	1	0.33	98.69
80	3	0.98	99.67
90	1	0.33	100.00

Total
tab sdsa05d , m

Time spent%
lead in the
last
quarter: d)
Education

	Freq.	Percent	Cum.
0	11	3.59	3.59
2	5	1.63	5.23
3	2	0.65	5.88
5	29	9.48	15.36
10	21	6.86	22.22
15	10	3.27	25.49
20	11	3.59	29.08
23	1	0.33	29.41
25	3	0.98	30.39
30	7	2.29	32.68
35	2	0.65	33.33
40	7	2.29	35.62
45	1	0.33	35.95
50	12	3.92	39.87
55	3	0.98	40.85
60	23	7.52	48.37
65	2	0.65	49.02
70	48	15.69	64.71
74	1	0.33	65.03
75	16	5.23	70.26
79	1	0.33	70.59
80	31	10.13	80.72
85	6	1.96	82.68
90	29	9.48	92.16
94	1	0.33	92.48
95	12	3.92	96.41
96	1	0.33	96.73
98	6	1.96	98.69
99	1	0.33	99.02
100	3	0.98	100.00

Total
tab sdsa05e , m

Time spent%
lead in the
last
quarter: e)
Public
Relations

	Freq.	Percent	Cum.
0	17	5.56	5.56
.5	1	0.33	5.88
1	35	11.44	17.32
2	37	12.09	29.41
2.5	1	0.33	29.74
3	11	3.59	33.33
4	2	0.65	33.99
5	106	34.64	68.63
6	1	0.33	68.95

7	1	0.33	69.28
8	2	0.65	69.93
10	59	19.28	89.22
15	12	3.92	93.14
20	13	4.25	97.39
25	1	0.33	97.71
30	1	0.33	98.04
40	1	0.33	98.37
60	1	0.33	98.69
70	1	0.33	99.02
75	1	0.33	99.35
80	1	0.33	99.67
90	1	0.33	100.00

Total | 306 | 100.00
tab sdsa06 , m nol

6. What is your (principal) the highest academic degree?	Freq.	Percent	Cum.
2	110	35.95	35.95
3	159	51.96	87.91
4	34	11.11	99.02
5	3	0.98	100.00

Total | 306 | 100.00
tab sdsa07 , m nol

7. What is your highest professional degree?	Freq.	Percent	Cum.
1	209	68.30	68.30
2	81	26.47	94.77
3	16	5.23	100.00

Total | 306 | 100.00
tab sdsa08 , m nol

8. Pendant how many years have you (principal) was the director of this	Freq.	Percent	Cum.
0	2	0.65	0.65
1	54	17.65	18.30
2	31	10.13	28.43
3	37	12.09	40.52
4	33	10.78	51.31
5	30	9.80	61.11
6	18	5.88	66.99
7	21	6.86	73.86
8	19	6.21	80.07
9	16	5.23	85.29
10	9	2.94	88.24
11	9	2.94	91.18
12	4	1.31	92.48
13	6	1.96	94.44
14	5	1.63	96.08
15	3	0.98	97.06
17	6	1.96	99.02
18	1	0.33	99.35
20	1	0.33	99.67
24	1	0.33	100.00

Total | 306 | 100.00
tab sdsa09 , m nol

9. Pendant how many years have you worked in this school as

7	1	0.33	69.28
8	2	0.65	69.93
10	59	19.28	89.22
15	12	3.92	93.14
20	13	4.25	97.39
25	1	0.33	97.71
30	1	0.33	98.04
40	1	0.33	98.37
60	1	0.33	98.69
70	1	0.33	99.02
75	1	0.33	99.35
80	1	0.33	99.67
90	1	0.33	100.00

Total | 306 | 100.00
tab sdsa06 , m

6. What is your (principal) the highest academic degree?	Freq.	Percent	Cum.
2. BFEM first cycle of secondary school	110	35.95	35.95
3. 2nd cycle of secondary BA (11-13)	159	51.96	87.91
4. DUEL / DUE (14-16)	34	11.11	99.02
5 License.	3	0.98	100.00
Total	306	100.00	

tab sdsa07 , m

7. What is your highest professional degree?	Freq.	Percent	Cum.
1. CAP	209	68.30	68.30
2. APEC	81	26.47	94.77
None	16	5.23	100.00

Total | 306 | 100.00
tab sdsa08 , m

8. Pendant how many years have you (principal) was the director of this	Freq.	Percent	Cum.
0	2	0.65	0.65
1	54	17.65	18.30
2	31	10.13	28.43
3	37	12.09	40.52
4	33	10.78	51.31
5	30	9.80	61.11
6	18	5.88	66.99
7	21	6.86	73.86
8	19	6.21	80.07
9	16	5.23	85.29
10	9	2.94	88.24
11	9	2.94	91.18
12	4	1.31	92.48
13	6	1.96	94.44
14	5	1.63	96.08
15	3	0.98	97.06
17	6	1.96	99.02
18	1	0.33	99.35
20	1	0.33	99.67
24	1	0.33	100.00

Total | 306 | 100.00
tab sdsa09 , m

9. Pendant how many years have you worked in this school as

that? Teaching	Freq.	Percent	Cum.
0	138	45.10	45.10
1	23	7.52	52.61
2	17	5.56	58.17
3	25	8.17	66.34
4	24	7.84	74.18
5	16	5.23	79.41
6	17	5.56	84.97
7	12	3.92	88.89
8	12	3.92	92.81
9	5	1.63	94.44
10	3	0.98	95.42
11	2	0.65	96.08
12	1	0.33	96.41
13	3	0.98	97.39
14	3	0.98	98.37
16	1	0.33	98.69
17	3	0.98	99.67
19	1	0.33	100.00
Total tab sdsa10 ,m nol	306	100.00	

that? Teaching	Freq.	Percent	Cum.
0	138	45.10	45.10
1	23	7.52	52.61
2	17	5.56	58.17
3	25	8.17	66.34
4	24	7.84	74.18
5	16	5.23	79.41
6	17	5.56	84.97
7	12	3.92	88.89
8	12	3.92	92.81
9	5	1.63	94.44
10	3	0.98	95.42
11	2	0.65	96.08
12	1	0.33	96.41
13	3	0.98	97.39
14	3	0.98	98.37
16	1	0.33	98.69
17	3	0.98	99.67
19	1	0.33	100.00
Total tab sdsa10 ,m	306	100.00	

10. Pendant how many years have you (the manager? School) was director? Eco	Freq.	Percent	Cum.
0	19	6.21	6.21
1	29	9.48	15.69
2	21	6.86	22.55
3	20	6.54	29.08
4	18	5.88	34.97
5	25	8.17	43.14
6	19	6.21	49.35
7	28	9.15	58.50
8	26	8.50	66.99
9	14	4.58	71.57
10	12	3.92	75.49
11	15	4.90	80.39
12	9	2.94	83.33
13	10	3.27	86.60
14	11	3.59	90.20
15	4	1.31	91.50
16	2	0.65	92.16
17	7	2.29	94.44
18	4	1.31	95.75
19	2	0.65	96.41
20	5	1.63	98.04
21	1	0.33	98.37
24	2	0.65	99.02
25	2	0.65	99.67
31	1	0.33	100.00
Total tab sdsa11 ,m nol	306	100.00	

10. Pendant how many years have you (the manager? School) was director? Eco	Freq.	Percent	Cum.
0	19	6.21	6.21
1	29	9.48	15.69
2	21	6.86	22.55
3	20	6.54	29.08
4	18	5.88	34.97
5	25	8.17	43.14
6	19	6.21	49.35
7	28	9.15	58.50
8	26	8.50	66.99
9	14	4.58	71.57
10	12	3.92	75.49
11	15	4.90	80.39
12	9	2.94	83.33
13	10	3.27	86.60
14	11	3.59	90.20
15	4	1.31	91.50
16	2	0.65	92.16
17	7	2.29	94.44
18	4	1.31	95.75
19	2	0.65	96.41
20	5	1.63	98.04
21	1	0.33	98.37
24	2	0.65	99.02
25	2	0.65	99.67
31	1	0.33	100.00
Total tab sdsa11 ,m	306	100.00	

11. Au total, how many years have you (the manager? School) worked	Freq.	Percent	Cum.
0	2	0.65	0.65
1	6	1.96	2.61
2	1	0.33	2.94
3	9	2.94	5.88
4	6	1.96	7.84
5	8	2.61	10.46
6	10	3.27	13.73
7	18	5.88	19.61
8	18	5.88	25.49
9	9	2.94	28.43
10	14	4.58	33.01
11	12	3.92	36.93

11. Au total, how many years have you (the manager? School) worked	Freq.	Percent	Cum.
0	2	0.65	0.65
1	6	1.96	2.61
2	1	0.33	2.94
3	9	2.94	5.88
4	6	1.96	7.84
5	8	2.61	10.46
6	10	3.27	13.73
7	18	5.88	19.61
8	18	5.88	25.49
9	9	2.94	28.43
10	14	4.58	33.01
11	12	3.92	36.93

12	17	5.56	42.48
13	17	5.56	48.04
14	28	9.15	57.19
15	18	5.88	63.07
16	13	4.25	67.32
17	22	7.19	74.51
18	13	4.25	78.76
19	5	1.63	80.39
20	10	3.27	83.66
21	8	2.61	86.27
22	3	0.98	87.25
23	5	1.63	88.89
24	1	0.33	89.22
25	2	0.65	89.87
26	3	0.98	90.85
27	1	0.33	91.18
28	4	1.31	92.48
29	3	0.98	93.46
30	5	1.63	95.10
31	5	1.63	96.73
32	2	0.65	97.39
33	3	0.98	98.37
35	2	0.65	99.02
36	2	0.65	99.67
39	1	0.33	100.00

12	17	5.56	42.48
13	17	5.56	48.04
14	28	9.15	57.19
15	18	5.88	63.07
16	13	4.25	67.32
17	22	7.19	74.51
18	13	4.25	78.76
19	5	1.63	80.39
20	10	3.27	83.66
21	8	2.61	86.27
22	3	0.98	87.25
23	5	1.63	88.89
24	1	0.33	89.22
25	2	0.65	89.87
26	3	0.98	90.85
27	1	0.33	91.18
28	4	1.31	92.48
29	3	0.98	93.46
30	5	1.63	95.10
31	5	1.63	96.73
32	2	0.65	97.39
33	3	0.98	98.37
35	2	0.65	99.02
36	2	0.65	99.67
39	1	0.33	100.00

Total | 306 | 100.00
tab sdsa12 ,m nol

Total | 306 | 100.00
tab sdsa12 ,m

12. Have you (the manager? School) received initial training for managers	Freq.	Percent	Cum.
-8	2	0.65	0.65
0	210	68.63	69.28
1	94	30.72	100.00

12. Have you (the manager? School) received initial training for managers	Freq.	Percent	Cum.
NP	2	0.65	0.65
No	210	68.63	69.28
Yes	94	30.72	100.00

Total | 306 | 100.00
tab sdsa13 ,m nol

Total | 306 | 100.00
tab sdsa13 ,m

Do you 13. Est (director of? School) speak the main language of the comm	Freq.	Percent	Cum.
0	46	15.03	15.03
1	260	84.97	100.00

Do you 13. Est (director of? School) speak the main language of the comm	Freq.	Percent	Cum.
No	46	15.03	15.03
Yes	260	84.97	100.00

Total | 306 | 100.00
tab sdsa14 ,m nol

Total | 306 | 100.00
tab sdsa14 ,m

Do you often 14. Use a mobile phone to communicate with? Administrere d	Freq.	Percent	Cum.
0	4	1.31	1.31
1	17	5.56	6.86
2	285	93.14	100.00

Do you often 14. Use a mobile phone to communicate with? Administrere d	Freq.	Percent	Cum.
Never	4	1.31	1.31
Rarely	17	5.56	6.86
Yes	285	93.14	100.00

Total | 306 | 100.00
tab sdsa041 ,m nol

Total | 306 | 100.00
tab sdsa041 ,m

4. Diplomes professionna ls obtained: 1 CAP.	Freq.	Percent	Cum.
----------------------------------------------	-------	---------	------

4. Diplomes professionna ls obtained: 1 CAP.	Freq.	Percent	Cum.
----------------------------------------------	-------	---------	------

0	97	31.70	31.70
1	209	68.30	100.00

Total	306	100.00	
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4. Diplômes professionnels obtenus: 2. APEC	Freq.	Percent	Cum.
---------------------------------------------	-------	---------	------

0	169	55.23	55.23
1	137	44.77	100.00

Total	306	100.00	
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Number of students and repeaters and nb of classes. A) Students Boys 1. CI	Freq.	Percent	Cum.
----------------------------------------------------------------------------	-------	---------	------

-9	51	16.67	16.67
0	1	0.33	16.99
1	2	0.65	17.65
2	3	0.98	18.63
3	6	1.96	20.59
4	5	1.63	22.22
5	3	0.98	23.20
6	6	1.96	25.16
7	1	0.33	25.49
8	9	2.94	28.43
9	11	3.59	32.03
10	10	3.27	35.29
11	8	2.61	37.91
12	10	3.27	41.18
13	11	3.59	44.77
14	8	2.61	47.39
15	15	4.90	52.29
16	5	1.63	53.92
17	11	3.59	57.52
18	10	3.27	60.78
19	5	1.63	62.42
20	6	1.96	64.38
21	9	2.94	67.32
22	9	2.94	70.26
23	8	2.61	72.88
24	2	0.65	73.53
25	2	0.65	74.18
26	7	2.29	76.47
27	4	1.31	77.78
28	2	0.65	78.43
29	4	1.31	79.74
30	8	2.61	82.35
31	4	1.31	83.66
32	11	3.59	87.25
34	2	0.65	87.91
35	3	0.98	88.89
36	3	0.98	89.87
37	4	1.31	91.18
38	1	0.33	91.50
39	1	0.33	91.83
40	1	0.33	92.16
41	2	0.65	92.81
43	1	0.33	93.14
44	2	0.65	93.79
46	1	0.33	94.12
47	1	0.33	94.44
50	1	0.33	94.77
51	1	0.33	95.10
52	2	0.65	95.75
53	2	0.65	96.41
55	1	0.33	96.73
57	1	0.33	97.06
58	1	0.33	97.39
61	1	0.33	97.71
63	2	0.65	98.37
68	1	0.33	98.69
69	1	0.33	99.02

No	97	31.70	31.70
Yes	209	68.30	100.00

Total	306	100.00	
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4. Diplômes professionnels obtenus: 2. APEC	Freq.	Percent	Cum.
---------------------------------------------	-------	---------	------

No	169	55.23	55.23
Yes	137	44.77	100.00

Total	306	100.00	
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Number of students and repeaters and nb of classes. A) Students Boys 1. CI	Freq.	Percent	Cum.
----------------------------------------------------------------------------	-------	---------	------

-9	51	16.67	16.67
0	1	0.33	16.99
1	2	0.65	17.65
2	3	0.98	18.63
3	6	1.96	20.59
4	5	1.63	22.22
5	3	0.98	23.20
6	6	1.96	25.16
7	1	0.33	25.49
8	9	2.94	28.43
9	11	3.59	32.03
10	10	3.27	35.29
11	8	2.61	37.91
12	10	3.27	41.18
13	11	3.59	44.77
14	8	2.61	47.39
15	15	4.90	52.29
16	5	1.63	53.92
17	11	3.59	57.52
18	10	3.27	60.78
19	5	1.63	62.42
20	6	1.96	64.38
21	9	2.94	67.32
22	9	2.94	70.26
23	8	2.61	72.88
24	2	0.65	73.53
25	2	0.65	74.18
26	7	2.29	76.47
27	4	1.31	77.78
28	2	0.65	78.43
29	4	1.31	79.74
30	8	2.61	82.35
31	4	1.31	83.66
32	11	3.59	87.25
34	2	0.65	87.91
35	3	0.98	88.89
36	3	0.98	89.87
37	4	1.31	91.18
38	1	0.33	91.50
39	1	0.33	91.83
40	1	0.33	92.16
41	2	0.65	92.81
43	1	0.33	93.14
44	2	0.65	93.79
46	1	0.33	94.12
47	1	0.33	94.44
50	1	0.33	94.77
51	1	0.33	95.10
52	2	0.65	95.75
53	2	0.65	96.41
55	1	0.33	96.73
57	1	0.33	97.06
58	1	0.33	97.39
61	1	0.33	97.71
63	2	0.65	98.37
68	1	0.33	98.69
69	1	0.33	99.02

72	1	0.33	99.35
77	1	0.33	99.67
127	1	0.33	100.00

72	1	0.33	99.35
77	1	0.33	99.67
127	1	0.33	100.00

Total	306	100.00	
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Total	306	100.00	
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Number of students and repeaters and nb of classes. A) Students boys 2. CP	Freq.	Percent	Cum.
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Number of students and repeaters and nb of classes. A) Students boys 2. CP	Freq.	Percent	Cum.
----------------------------------------------------------------------------	-------	---------	------

-9	50	16.34	16.34
0	1	0.33	16.67
1	2	0.65	17.32
2	2	0.65	17.97
3	2	0.65	18.63
4	8	2.61	21.24
5	10	3.27	24.51
6	15	4.90	29.41
7	8	2.61	32.03
8	9	2.94	34.97
9	8	2.61	37.58
10	15	4.90	42.48
11	12	3.92	46.41
12	11	3.59	50.00
13	12	3.92	53.92
14	12	3.92	57.84
15	8	2.61	60.46
16	8	2.61	63.07
17	6	1.96	65.03
18	9	2.94	67.97
19	6	1.96	69.93
20	8	2.61	72.55
21	7	2.29	74.84
22	2	0.65	75.49
23	2	0.65	76.14
24	7	2.29	78.43
25	5	1.63	80.07
26	6	1.96	82.03
27	4	1.31	83.33
28	4	1.31	84.64
29	3	0.98	85.62
30	3	0.98	86.60
31	5	1.63	88.24
32	4	1.31	89.54
33	4	1.31	90.85
34	1	0.33	91.18
35	1	0.33	91.50
36	3	0.98	92.48
37	2	0.65	93.14
39	1	0.33	93.46
40	3	0.98	94.44
42	2	0.65	95.10
43	2	0.65	95.75
46	1	0.33	96.08
48	1	0.33	96.41
49	1	0.33	96.73
50	1	0.33	97.06
51	1	0.33	97.39
55	1	0.33	97.71
57	1	0.33	98.04
62	1	0.33	98.37
63	1	0.33	98.69
74	1	0.33	99.02
75	1	0.33	99.35
86	1	0.33	99.67
98	1	0.33	100.00

-9	50	16.34	16.34
0	1	0.33	16.67
1	2	0.65	17.32
2	2	0.65	17.97
3	2	0.65	18.63
4	8	2.61	21.24
5	10	3.27	24.51
6	15	4.90	29.41
7	8	2.61	32.03
8	9	2.94	34.97
9	8	2.61	37.58
10	15	4.90	42.48
11	12	3.92	46.41
12	11	3.59	50.00
13	12	3.92	53.92
14	12	3.92	57.84
15	8	2.61	60.46
16	8	2.61	63.07
17	6	1.96	65.03
18	9	2.94	67.97
19	6	1.96	69.93
20	8	2.61	72.55
21	7	2.29	74.84
22	2	0.65	75.49
23	2	0.65	76.14
24	7	2.29	78.43
25	5	1.63	80.07
26	6	1.96	82.03
27	4	1.31	83.33
28	4	1.31	84.64
29	3	0.98	85.62
30	3	0.98	86.60
31	5	1.63	88.24
32	4	1.31	89.54
33	4	1.31	90.85
34	1	0.33	91.18
35	1	0.33	91.50
36	3	0.98	92.48
37	2	0.65	93.14
39	1	0.33	93.46
40	3	0.98	94.44
42	2	0.65	95.10
43	2	0.65	95.75
46	1	0.33	96.08
48	1	0.33	96.41
49	1	0.33	96.73
50	1	0.33	97.06
51	1	0.33	97.39
55	1	0.33	97.71
57	1	0.33	98.04
62	1	0.33	98.37
63	1	0.33	98.69
74	1	0.33	99.02
75	1	0.33	99.35
86	1	0.33	99.67
98	1	0.33	100.00

Total	306	100.00	
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Total	306	100.00	
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Number of students and repeaters and nb of classes. A) Students 3 boys. CE1	Freq.	Percent	Cum.
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Number of students and repeaters and nb of classes. A) Students 3 boys. CE1	Freq.	Percent	Cum.
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-9	43	14.05	14.05
0	2	0.65	14.71
1	4	1.31	16.01
3	9	2.94	18.95
4	13	4.25	23.20
5	15	4.90	28.10
6	9	2.94	31.05
7	8	2.61	33.66
8	15	4.90	38.56
9	11	3.59	42.16
10	14	4.58	46.73
11	8	2.61	49.35
12	12	3.92	53.27
13	13	4.25	57.52
14	15	4.90	62.42
15	5	1.63	64.05
16	10	3.27	67.32
17	8	2.61	69.93
18	6	1.96	71.90
19	2	0.65	72.55
20	10	3.27	75.82
21	5	1.63	77.45
22	4	1.31	78.76
23	3	0.98	79.74
24	4	1.31	81.05
25	7	2.29	83.33
26	3	0.98	84.31
27	5	1.63	85.95
28	2	0.65	86.60
29	4	1.31	87.91
30	3	0.98	88.89
31	2	0.65	89.54
32	3	0.98	90.52
33	6	1.96	92.48
34	1	0.33	92.81
36	3	0.98	93.79
37	3	0.98	94.77
38	2	0.65	95.42
39	3	0.98	96.41
40	1	0.33	96.73
41	1	0.33	97.06
44	1	0.33	97.39
45	2	0.65	98.04
47	1	0.33	98.37
55	1	0.33	98.69
64	2	0.65	99.35
70	1	0.33	99.67
101	1	0.33	100.00

Total 306 100.00
tab sdsb01a4 , m nol

Number of students and repeaters and nb of classes. A) Students boys 4. CE2

	Freq.	Percent	Cum.
-9	59	19.28	19.28
1	2	0.65	19.93
2	5	1.63	21.57
3	4	1.31	22.88
4	10	3.27	26.14
5	10	3.27	29.41
6	11	3.59	33.01
7	12	3.92	36.93
8	10	3.27	40.20
9	11	3.59	43.79
10	17	5.56	49.35
11	12	3.92	53.27
12	11	3.59	56.86
13	8	2.61	59.48
14	13	4.25	63.73
15	8	2.61	66.34
16	9	2.94	69.28
17	10	3.27	72.55
18	5	1.63	74.18
19	5	1.63	75.82
20	6	1.96	77.78
21	8	2.61	80.39

-9	43	14.05	14.05
0	2	0.65	14.71
1	4	1.31	16.01
3	9	2.94	18.95
4	13	4.25	23.20
5	15	4.90	28.10
6	9	2.94	31.05
7	8	2.61	33.66
8	15	4.90	38.56
9	11	3.59	42.16
10	14	4.58	46.73
11	8	2.61	49.35
12	12	3.92	53.27
13	13	4.25	57.52
14	15	4.90	62.42
15	5	1.63	64.05
16	10	3.27	67.32
17	8	2.61	69.93
18	6	1.96	71.90
19	2	0.65	72.55
20	10	3.27	75.82
21	5	1.63	77.45
22	4	1.31	78.76
23	3	0.98	79.74
24	4	1.31	81.05
25	7	2.29	83.33
26	3	0.98	84.31
27	5	1.63	85.95
28	2	0.65	86.60
29	4	1.31	87.91
30	3	0.98	88.89
31	2	0.65	89.54
32	3	0.98	90.52
33	6	1.96	92.48
34	1	0.33	92.81
36	3	0.98	93.79
37	3	0.98	94.77
38	2	0.65	95.42
39	3	0.98	96.41
40	1	0.33	96.73
41	1	0.33	97.06
44	1	0.33	97.39
45	2	0.65	98.04
47	1	0.33	98.37
55	1	0.33	98.69
64	2	0.65	99.35
70	1	0.33	99.67
101	1	0.33	100.00

Total 306 100.00
tab sdsb01a4 , m

Number of students and repeaters and nb of classes. A) Students boys 4. CE2

	Freq.	Percent	Cum.
-9	59	19.28	19.28
1	2	0.65	19.93
2	5	1.63	21.57
3	4	1.31	22.88
4	10	3.27	26.14
5	10	3.27	29.41
6	11	3.59	33.01
7	12	3.92	36.93
8	10	3.27	40.20
9	11	3.59	43.79
10	17	5.56	49.35
11	12	3.92	53.27
12	11	3.59	56.86
13	8	2.61	59.48
14	13	4.25	63.73
15	8	2.61	66.34
16	9	2.94	69.28
17	10	3.27	72.55
18	5	1.63	74.18
19	5	1.63	75.82
20	6	1.96	77.78
21	8	2.61	80.39

22	6	1.96	82.35
23	4	1.31	83.66
24	5	1.63	85.29
25	3	0.98	86.27
26	5	1.63	87.91
27	3	0.98	88.89
28	3	0.98	89.87
29	3	0.98	90.85
30	1	0.33	91.18
31	2	0.65	91.83
33	1	0.33	92.16
34	3	0.98	93.14
35	4	1.31	94.44
36	3	0.98	95.42
37	2	0.65	96.08
39	1	0.33	96.41
40	1	0.33	96.73
41	1	0.33	97.06
43	2	0.65	97.71
45	1	0.33	98.04
50	1	0.33	98.37
51	1	0.33	98.69
55	1	0.33	99.02
63	1	0.33	99.35
90	1	0.33	99.67
97	1	0.33	100.00

22	6	1.96	82.35
23	4	1.31	83.66
24	5	1.63	85.29
25	3	0.98	86.27
26	5	1.63	87.91
27	3	0.98	88.89
28	3	0.98	89.87
29	3	0.98	90.85
30	1	0.33	91.18
31	2	0.65	91.83
33	1	0.33	92.16
34	3	0.98	93.14
35	4	1.31	94.44
36	3	0.98	95.42
37	2	0.65	96.08
39	1	0.33	96.41
40	1	0.33	96.73
41	1	0.33	97.06
43	2	0.65	97.71
45	1	0.33	98.04
50	1	0.33	98.37
51	1	0.33	98.69
55	1	0.33	99.02
63	1	0.33	99.35
90	1	0.33	99.67
97	1	0.33	100.00

Total 306 100.00
tab sdsb01a5 ,m nol

Total 306 100.00
tab sdsb01a5 ,m

Number of students and repeaters and nb of classes. A) Students boys 5. CM1	Freq.	Percent	Cum.
-9	71	23.20	23.20
0	2	0.65	23.86
1	2	0.65	24.51
2	5	1.63	26.14
3	10	3.27	29.41
4	12	3.92	33.33
5	12	3.92	37.25
6	13	4.25	41.50
7	8	2.61	44.12
8	11	3.59	47.71
9	17	5.56	53.27
10	11	3.59	56.86
11	11	3.59	60.46
12	12	3.92	64.38
13	10	3.27	67.65
14	5	1.63	69.28
15	10	3.27	72.55
16	10	3.27	75.82
17	3	0.98	76.80
18	9	2.94	79.74
19	6	1.96	81.70
20	1	0.33	82.03
21	6	1.96	83.99
22	4	1.31	85.29
23	5	1.63	86.93
24	3	0.98	87.91
25	3	0.98	88.89
26	1	0.33	89.22
27	3	0.98	90.20
30	2	0.65	90.85
31	5	1.63	92.48
32	2	0.65	93.14
33	4	1.31	94.44
34	1	0.33	94.77
35	3	0.98	95.75
36	1	0.33	96.08
37	3	0.98	97.06
39	1	0.33	97.39
41	1	0.33	97.71
42	1	0.33	98.04
46	1	0.33	98.37
47	1	0.33	98.69
64	1	0.33	99.02
70	1	0.33	99.35
73	1	0.33	99.67

Number of students and repeaters and nb of classes. A) Students boys 5. CM1	Freq.	Percent	Cum.
-9	71	23.20	23.20
0	2	0.65	23.86
1	2	0.65	24.51
2	5	1.63	26.14
3	10	3.27	29.41
4	12	3.92	33.33
5	12	3.92	37.25
6	13	4.25	41.50
7	8	2.61	44.12
8	11	3.59	47.71
9	17	5.56	53.27
10	11	3.59	56.86
11	11	3.59	60.46
12	12	3.92	64.38
13	10	3.27	67.65
14	5	1.63	69.28
15	10	3.27	72.55
16	10	3.27	75.82
17	3	0.98	76.80
18	9	2.94	79.74
19	6	1.96	81.70
20	1	0.33	82.03
21	6	1.96	83.99
22	4	1.31	85.29
23	5	1.63	86.93
24	3	0.98	87.91
25	3	0.98	88.89
26	1	0.33	89.22
27	3	0.98	90.20
30	2	0.65	90.85
31	5	1.63	92.48
32	2	0.65	93.14
33	4	1.31	94.44
34	1	0.33	94.77
35	3	0.98	95.75
36	1	0.33	96.08
37	3	0.98	97.06
39	1	0.33	97.39
41	1	0.33	97.71
42	1	0.33	98.04
46	1	0.33	98.37
47	1	0.33	98.69
64	1	0.33	99.02
70	1	0.33	99.35
73	1	0.33	99.67

107 | 1 | 0.33 | 100.00

Total | 306 | 100.00
tab sdsb01a6 , m nol

Number of students and repeaters and nb of classes. A) Students boys 6. CM2	Freq.	Percent	Cum.
-9	26	8.50	8.50
0	2	0.65	9.15
1	6	1.96	11.11
2	10	3.27	14.38
3	15	4.90	19.28
4	21	6.86	26.14
5	16	5.23	31.37
6	21	6.86	38.24
7	15	4.90	43.14
8	21	6.86	50.00
9	15	4.90	54.90
10	14	4.58	59.48
11	20	6.54	66.01
12	14	4.58	70.59
13	13	4.25	74.84
14	8	2.61	77.45
15	8	2.61	80.07
16	4	1.31	81.37
17	5	1.63	83.01
18	4	1.31	84.31
19	2	0.65	84.97
20	5	1.63	86.60
21	5	1.63	88.24
22	2	0.65	88.89
23	3	0.98	89.87
24	1	0.33	90.20
25	1	0.33	90.52
26	4	1.31	91.83
27	5	1.63	93.46
28	2	0.65	94.12
29	1	0.33	94.44
30	1	0.33	94.77
31	3	0.98	95.75
33	1	0.33	96.08
34	2	0.65	96.73
35	1	0.33	97.06
36	2	0.65	97.71
37	1	0.33	98.04
42	1	0.33	98.37
47	2	0.65	99.02
51	1	0.33	99.35
64	2	0.65	100.00

Total | 306 | 100.00
tab sdsb01a7 , m nol

Number of students and repeaters and nb of classes. A) Students Total 7 boys.	Freq.	Percent	Cum.
1	1	0.33	0.33
3	1	0.33	0.65
4	2	0.65	1.31
5	1	0.33	1.63
6	1	0.33	1.96
7	3	0.98	2.94
8	3	0.98	3.92
10	4	1.31	5.23
11	3	0.98	6.21
12	1	0.33	6.54
13	3	0.98	7.52
15	5	1.63	9.15
16	1	0.33	9.48
17	2	0.65	10.13

107 | 1 | 0.33 | 100.00

Total | 306 | 100.00
tab sdsb01a6 , m

Number of students and repeaters and nb of classes. A) Students boys 6. CM2	Freq.	Percent	Cum.
-9	26	8.50	8.50
0	2	0.65	9.15
1	6	1.96	11.11
2	10	3.27	14.38
3	15	4.90	19.28
4	21	6.86	26.14
5	16	5.23	31.37
6	21	6.86	38.24
7	15	4.90	43.14
8	21	6.86	50.00
9	15	4.90	54.90
10	14	4.58	59.48
11	20	6.54	66.01
12	14	4.58	70.59
13	13	4.25	74.84
14	8	2.61	77.45
15	8	2.61	80.07
16	4	1.31	81.37
17	5	1.63	83.01
18	4	1.31	84.31
19	2	0.65	84.97
20	5	1.63	86.60
21	5	1.63	88.24
22	2	0.65	88.89
23	3	0.98	89.87
24	1	0.33	90.20
25	1	0.33	90.52
26	4	1.31	91.83
27	5	1.63	93.46
28	2	0.65	94.12
29	1	0.33	94.44
30	1	0.33	94.77
31	3	0.98	95.75
33	1	0.33	96.08
34	2	0.65	96.73
35	1	0.33	97.06
36	2	0.65	97.71
37	1	0.33	98.04
42	1	0.33	98.37
47	2	0.65	99.02
51	1	0.33	99.35
64	2	0.65	100.00

Total | 306 | 100.00
tab sdsb01a7 , m

Number of students and repeaters and nb of classes. A) Students Total 7 boys.	Freq.	Percent	Cum.
1	1	0.33	0.33
3	1	0.33	0.65
4	2	0.65	1.31
5	1	0.33	1.63
6	1	0.33	1.96
7	3	0.98	2.94
8	3	0.98	3.92
10	4	1.31	5.23
11	3	0.98	6.21
12	1	0.33	6.54
13	3	0.98	7.52
15	5	1.63	9.15
16	1	0.33	9.48
17	2	0.65	10.13

18	1	0.33	10.46	18	1	0.33	10.46
19	2	0.65	11.11	19	2	0.65	11.11
20	4	1.31	12.42	20	4	1.31	12.42
21	1	0.33	12.75	21	1	0.33	12.75
22	5	1.63	14.38	22	5	1.63	14.38
23	1	0.33	14.71	23	1	0.33	14.71
24	4	1.31	16.01	24	4	1.31	16.01
25	2	0.65	16.67	25	2	0.65	16.67
26	2	0.65	17.32	26	2	0.65	17.32
27	4	1.31	18.63	27	4	1.31	18.63
28	5	1.63	20.26	28	5	1.63	20.26
29	5	1.63	21.90	29	5	1.63	21.90
30	5	1.63	23.53	30	5	1.63	23.53
31	3	0.98	24.51	31	3	0.98	24.51
32	4	1.31	25.82	32	4	1.31	25.82
33	3	0.98	26.80	33	3	0.98	26.80
34	2	0.65	27.45	34	2	0.65	27.45
35	3	0.98	28.43	35	3	0.98	28.43
36	3	0.98	29.41	36	3	0.98	29.41
37	1	0.33	29.74	37	1	0.33	29.74
38	2	0.65	30.39	38	2	0.65	30.39
39	1	0.33	30.72	39	1	0.33	30.72
40	3	0.98	31.70	40	3	0.98	31.70
41	4	1.31	33.01	41	4	1.31	33.01
42	1	0.33	33.33	42	1	0.33	33.33
43	2	0.65	33.99	43	2	0.65	33.99
44	1	0.33	34.31	44	1	0.33	34.31
45	3	0.98	35.29	45	3	0.98	35.29
46	3	0.98	36.27	46	3	0.98	36.27
47	1	0.33	36.60	47	1	0.33	36.60
48	4	1.31	37.91	48	4	1.31	37.91
49	1	0.33	38.24	49	1	0.33	38.24
50	4	1.31	39.54	50	4	1.31	39.54
51	3	0.98	40.52	51	3	0.98	40.52
52	3	0.98	41.50	52	3	0.98	41.50
53	2	0.65	42.16	53	2	0.65	42.16
54	2	0.65	42.81	54	2	0.65	42.81
55	1	0.33	43.14	55	1	0.33	43.14
56	3	0.98	44.12	56	3	0.98	44.12
57	2	0.65	44.77	57	2	0.65	44.77
58	2	0.65	45.42	58	2	0.65	45.42
60	3	0.98	46.41	60	3	0.98	46.41
61	4	1.31	47.71	61	4	1.31	47.71
62	1	0.33	48.04	62	1	0.33	48.04
63	5	1.63	49.67	63	5	1.63	49.67
65	1	0.33	50.00	65	1	0.33	50.00
67	1	0.33	50.33	67	1	0.33	50.33
68	1	0.33	50.65	68	1	0.33	50.65
69	2	0.65	51.31	69	2	0.65	51.31
71	8	2.61	53.92	71	8	2.61	53.92
72	1	0.33	54.25	72	1	0.33	54.25
73	1	0.33	54.58	73	1	0.33	54.58
74	7	2.29	56.86	74	7	2.29	56.86
75	3	0.98	57.84	75	3	0.98	57.84
77	3	0.98	58.82	77	3	0.98	58.82
78	1	0.33	59.15	78	1	0.33	59.15
79	1	0.33	59.48	79	1	0.33	59.48
80	3	0.98	60.46	80	3	0.98	60.46
81	2	0.65	61.11	81	2	0.65	61.11
83	2	0.65	61.76	83	2	0.65	61.76
84	2	0.65	62.42	84	2	0.65	62.42
85	2	0.65	63.07	85	2	0.65	63.07
86	3	0.98	64.05	86	3	0.98	64.05
87	2	0.65	64.71	87	2	0.65	64.71
88	1	0.33	65.03	88	1	0.33	65.03
89	1	0.33	65.36	89	1	0.33	65.36
90	1	0.33	65.69	90	1	0.33	65.69
91	1	0.33	66.01	91	1	0.33	66.01
92	3	0.98	66.99	92	3	0.98	66.99
93	2	0.65	67.65	93	2	0.65	67.65
94	2	0.65	68.30	94	2	0.65	68.30
95	3	0.98	69.28	95	3	0.98	69.28
96	2	0.65	69.93	96	2	0.65	69.93
97	1	0.33	70.26	97	1	0.33	70.26
99	1	0.33	70.59	99	1	0.33	70.59
100	1	0.33	70.92	100	1	0.33	70.92
101	2	0.65	71.57	101	2	0.65	71.57
102	1	0.33	71.90	102	1	0.33	71.90
103	1	0.33	72.22	103	1	0.33	72.22
104	2	0.65	72.88	104	2	0.65	72.88
106	1	0.33	73.20	106	1	0.33	73.20
107	2	0.65	73.86	107	2	0.65	73.86
108	1	0.33	74.18	108	1	0.33	74.18
109	1	0.33	74.51	109	1	0.33	74.51

110	2	0.65	75.16
111	2	0.65	75.82
112	1	0.33	76.14
114	2	0.65	76.80
115	1	0.33	77.12
116	1	0.33	77.45
117	1	0.33	77.78
118	1	0.33	78.10
120	1	0.33	78.43
124	3	0.98	79.41
125	1	0.33	79.74
126	1	0.33	80.07
128	1	0.33	80.39
130	1	0.33	80.72
131	1	0.33	81.05
134	2	0.65	81.70
135	1	0.33	82.03
137	1	0.33	82.35
141	2	0.65	83.01
142	1	0.33	83.33
144	1	0.33	83.66
146	1	0.33	83.99
147	1	0.33	84.31
149	1	0.33	84.64
153	1	0.33	84.97
154	1	0.33	85.29
155	1	0.33	85.62
156	1	0.33	85.95
157	1	0.33	86.27
160	1	0.33	86.60
161	1	0.33	86.93
162	1	0.33	87.25
163	2	0.65	87.91
165	1	0.33	88.24
168	2	0.65	88.89
171	1	0.33	89.22
174	1	0.33	89.54
176	1	0.33	89.87
177	2	0.65	90.52
179	2	0.65	91.18
182	1	0.33	91.50
183	1	0.33	91.83
185	1	0.33	92.16
187	1	0.33	92.48
188	1	0.33	92.81
195	2	0.65	93.46
196	2	0.65	94.12
200	1	0.33	94.44
203	1	0.33	94.77
216	1	0.33	95.10
217	1	0.33	95.42
224	1	0.33	95.75
235	1	0.33	96.08
242	1	0.33	96.41
248	1	0.33	96.73
257	1	0.33	97.06
259	1	0.33	97.39
262	1	0.33	97.71
266	1	0.33	98.04
277	1	0.33	98.37
294	1	0.33	98.69
358	1	0.33	99.02
366	1	0.33	99.35
446	1	0.33	99.67
594	1	0.33	100.00

Total 306 100.00
tab sdsb01b1 , m nol

Number of students and repeaters and nb of classes. B) Students girls 1. CI	Freq.	Percent	Cum.
-9	51	16.67	16.67
2	1	0.33	16.99
3	1	0.33	17.32
4	3	0.98	18.30
5	4	1.31	19.61
6	8	2.61	22.22

110	2	0.65	75.16
111	2	0.65	75.82
112	1	0.33	76.14
114	2	0.65	76.80
115	1	0.33	77.12
116	1	0.33	77.45
117	1	0.33	77.78
118	1	0.33	78.10
120	1	0.33	78.43
124	3	0.98	79.41
125	1	0.33	79.74
126	1	0.33	80.07
128	1	0.33	80.39
130	1	0.33	80.72
131	1	0.33	81.05
134	2	0.65	81.70
135	1	0.33	82.03
137	1	0.33	82.35
141	2	0.65	83.01
142	1	0.33	83.33
144	1	0.33	83.66
146	1	0.33	83.99
147	1	0.33	84.31
149	1	0.33	84.64
153	1	0.33	84.97
154	1	0.33	85.29
155	1	0.33	85.62
156	1	0.33	85.95
157	1	0.33	86.27
160	1	0.33	86.60
161	1	0.33	86.93
162	1	0.33	87.25
163	2	0.65	87.91
165	1	0.33	88.24
168	2	0.65	88.89
171	1	0.33	89.22
174	1	0.33	89.54
176	1	0.33	89.87
177	2	0.65	90.52
179	2	0.65	91.18
182	1	0.33	91.50
183	1	0.33	91.83
185	1	0.33	92.16
187	1	0.33	92.48
188	1	0.33	92.81
195	2	0.65	93.46
196	2	0.65	94.12
200	1	0.33	94.44
203	1	0.33	94.77
216	1	0.33	95.10
217	1	0.33	95.42
224	1	0.33	95.75
235	1	0.33	96.08
242	1	0.33	96.41
248	1	0.33	96.73
257	1	0.33	97.06
259	1	0.33	97.39
262	1	0.33	97.71
266	1	0.33	98.04
277	1	0.33	98.37
294	1	0.33	98.69
358	1	0.33	99.02
366	1	0.33	99.35
446	1	0.33	99.67
594	1	0.33	100.00

Total 306 100.00
tab sdsb01b1 , m

Number of students and repeaters and nb of classes. B) Students girls 1. CI	Freq.	Percent	Cum.
-9	51	16.67	16.67
2	1	0.33	16.99
3	1	0.33	17.32
4	3	0.98	18.30
5	4	1.31	19.61
6	8	2.61	22.22

7	5	1.63	23.86
8	4	1.31	25.16
9	9	2.94	28.10
10	7	2.29	30.39
11	11	3.59	33.99
12	15	4.90	38.89
13	6	1.96	40.85
14	7	2.29	43.14
15	10	3.27	46.41
16	8	2.61	49.02
17	12	3.92	52.94
18	8	2.61	55.56
19	9	2.94	58.50
20	6	1.96	60.46
21	2	0.65	61.11
22	8	2.61	63.73
23	12	3.92	67.65
24	5	1.63	69.28
25	7	2.29	71.57
26	2	0.65	72.22
27	4	1.31	73.53
28	4	1.31	74.84
29	3	0.98	75.82
30	5	1.63	77.45
31	1	0.33	77.78
32	4	1.31	79.08
33	5	1.63	80.72
34	3	0.98	81.70
35	2	0.65	82.35
37	5	1.63	83.99
38	1	0.33	84.31
39	4	1.31	85.62
40	3	0.98	86.60
41	1	0.33	86.93
43	1	0.33	87.25
44	2	0.65	87.91
45	4	1.31	89.22
46	6	1.96	91.18
47	1	0.33	91.50
48	2	0.65	92.16
49	1	0.33	92.48
50	3	0.98	93.46
52	3	0.98	94.44
53	2	0.65	95.10
54	1	0.33	95.42
58	3	0.98	96.41
59	2	0.65	97.06
60	1	0.33	97.39
63	1	0.33	97.71
65	1	0.33	98.04
66	1	0.33	98.37
68	2	0.65	99.02
70	1	0.33	99.35
77	2	0.65	100.00

Total 306 100.00
tab sdsb01b2 ,m nol

Number of students and repeaters and nb of classes. B) Students girls 2. CP	Freq.	Percent	Cum.
-9	50	16.34	16.34
0	1	0.33	16.67
2	2	0.65	17.32
3	5	1.63	18.95
4	3	0.98	19.93
5	3	0.98	20.92
6	7	2.29	23.20
7	12	3.92	27.12
8	11	3.59	30.72
9	10	3.27	33.99
10	7	2.29	36.27
11	13	4.25	40.52
12	11	3.59	44.12
13	6	1.96	46.08
14	14	4.58	50.65
15	11	3.59	54.25
16	9	2.94	57.19

7	5	1.63	23.86
8	4	1.31	25.16
9	9	2.94	28.10
10	7	2.29	30.39
11	11	3.59	33.99
12	15	4.90	38.89
13	6	1.96	40.85
14	7	2.29	43.14
15	10	3.27	46.41
16	8	2.61	49.02
17	12	3.92	52.94
18	8	2.61	55.56
19	9	2.94	58.50
20	6	1.96	60.46
21	2	0.65	61.11
22	8	2.61	63.73
23	12	3.92	67.65
24	5	1.63	69.28
25	7	2.29	71.57
26	2	0.65	72.22
27	4	1.31	73.53
28	4	1.31	74.84
29	3	0.98	75.82
30	5	1.63	77.45
31	1	0.33	77.78
32	4	1.31	79.08
33	5	1.63	80.72
34	3	0.98	81.70
35	2	0.65	82.35
37	5	1.63	83.99
38	1	0.33	84.31
39	4	1.31	85.62
40	3	0.98	86.60
41	1	0.33	86.93
43	1	0.33	87.25
44	2	0.65	87.91
45	4	1.31	89.22
46	6	1.96	91.18
47	1	0.33	91.50
48	2	0.65	92.16
49	1	0.33	92.48
50	3	0.98	93.46
52	3	0.98	94.44
53	2	0.65	95.10
54	1	0.33	95.42
58	3	0.98	96.41
59	2	0.65	97.06
60	1	0.33	97.39
63	1	0.33	97.71
65	1	0.33	98.04
66	1	0.33	98.37
68	2	0.65	99.02
70	1	0.33	99.35
77	2	0.65	100.00

Total 306 100.00
tab sdsb01b2 ,m

Number of students and repeaters and nb of classes. B) Students girls 2. CP	Freq.	Percent	Cum.
-9	50	16.34	16.34
0	1	0.33	16.67
2	2	0.65	17.32
3	5	1.63	18.95
4	3	0.98	19.93
5	3	0.98	20.92
6	7	2.29	23.20
7	12	3.92	27.12
8	11	3.59	30.72
9	10	3.27	33.99
10	7	2.29	36.27
11	13	4.25	40.52
12	11	3.59	44.12
13	6	1.96	46.08
14	14	4.58	50.65
15	11	3.59	54.25
16	9	2.94	57.19

17	9	2.94	60.13
18	11	3.59	63.73
19	9	2.94	66.67
20	9	2.94	69.61
21	1	0.33	69.93
22	11	3.59	73.53
23	5	1.63	75.16
24	8	2.61	77.78
25	4	1.31	79.08
26	3	0.98	80.07
27	2	0.65	80.72
28	4	1.31	82.03
29	3	0.98	83.01
30	1	0.33	83.33
31	2	0.65	83.99
32	5	1.63	85.62
33	1	0.33	85.95
34	4	1.31	87.25
35	6	1.96	89.22
36	2	0.65	89.87
37	1	0.33	90.20
38	1	0.33	90.52
39	2	0.65	91.18
41	2	0.65	91.83
42	1	0.33	92.16
43	2	0.65	92.81
44	2	0.65	93.46
45	3	0.98	94.44
46	3	0.98	95.42
47	1	0.33	95.75
48	2	0.65	96.41
49	1	0.33	96.73
52	1	0.33	97.06
57	3	0.98	98.04
59	1	0.33	98.37
62	1	0.33	98.69
65	1	0.33	99.02
67	1	0.33	99.35
75	1	0.33	99.67
78	1	0.33	100.00

Total | 306 | 100.00
 tab sdsb01b3 ,m nol

Number of students and repeaters and nb of classes. B) Students 3 girls. CE1	Freq.	Percent	Cum.
-9	43	14.05	14.05
0	1	0.33	14.38
2	3	0.98	15.36
3	4	1.31	16.67
4	7	2.29	18.95
5	9	2.94	21.90
6	11	3.59	25.49
7	8	2.61	28.10
8	17	5.56	33.66
9	13	4.25	37.91
10	7	2.29	40.20
11	13	4.25	44.44
12	15	4.90	49.35
13	7	2.29	51.63
14	9	2.94	54.58
15	14	4.58	59.15
16	10	3.27	62.42
17	11	3.59	66.01
18	8	2.61	68.63
19	5	1.63	70.26
20	6	1.96	72.22
21	9	2.94	75.16
22	4	1.31	76.47
23	4	1.31	77.78
24	5	1.63	79.41
25	5	1.63	81.05
26	7	2.29	83.33
27	3	0.98	84.31
28	2	0.65	84.97
29	3	0.98	85.95
30	2	0.65	86.60

17	9	2.94	60.13
18	11	3.59	63.73
19	9	2.94	66.67
20	9	2.94	69.61
21	1	0.33	69.93
22	11	3.59	73.53
23	5	1.63	75.16
24	8	2.61	77.78
25	4	1.31	79.08
26	3	0.98	80.07
27	2	0.65	80.72
28	4	1.31	82.03
29	3	0.98	83.01
30	1	0.33	83.33
31	2	0.65	83.99
32	5	1.63	85.62
33	1	0.33	85.95
34	4	1.31	87.25
35	6	1.96	89.22
36	2	0.65	89.87
37	1	0.33	90.20
38	1	0.33	90.52
39	2	0.65	91.18
41	2	0.65	91.83
42	1	0.33	92.16
43	2	0.65	92.81
44	2	0.65	93.46
45	3	0.98	94.44
46	3	0.98	95.42
47	1	0.33	95.75
48	2	0.65	96.41
49	1	0.33	96.73
52	1	0.33	97.06
57	3	0.98	98.04
59	1	0.33	98.37
62	1	0.33	98.69
65	1	0.33	99.02
67	1	0.33	99.35
75	1	0.33	99.67
78	1	0.33	100.00

Total | 306 | 100.00
 tab sdsb01b3 ,m

Number of students and repeaters and nb of classes. B) Students 3 girls. CE1	Freq.	Percent	Cum.
-9	43	14.05	14.05
0	1	0.33	14.38
2	3	0.98	15.36
3	4	1.31	16.67
4	7	2.29	18.95
5	9	2.94	21.90
6	11	3.59	25.49
7	8	2.61	28.10
8	17	5.56	33.66
9	13	4.25	37.91
10	7	2.29	40.20
11	13	4.25	44.44
12	15	4.90	49.35
13	7	2.29	51.63
14	9	2.94	54.58
15	14	4.58	59.15
16	10	3.27	62.42
17	11	3.59	66.01
18	8	2.61	68.63
19	5	1.63	70.26
20	6	1.96	72.22
21	9	2.94	75.16
22	4	1.31	76.47
23	4	1.31	77.78
24	5	1.63	79.41
25	5	1.63	81.05
26	7	2.29	83.33
27	3	0.98	84.31
28	2	0.65	84.97
29	3	0.98	85.95
30	2	0.65	86.60

31	5	1.63	88.24
32	1	0.33	88.56
33	2	0.65	89.22
34	1	0.33	89.54
35	1	0.33	89.87
36	1	0.33	90.20
37	1	0.33	90.52
39	3	0.98	91.50
40	1	0.33	91.83
42	2	0.65	92.48
44	1	0.33	92.81
45	4	1.31	94.12
46	1	0.33	94.44
47	1	0.33	94.77
48	2	0.65	95.42
51	1	0.33	95.75
52	1	0.33	96.08
53	3	0.98	97.06
54	2	0.65	97.71
57	2	0.65	98.37
61	1	0.33	98.69
63	1	0.33	99.02
65	1	0.33	99.35
67	1	0.33	99.67
83	1	0.33	100.00

Total 306 100.00
tab sdsb01b4 ,m nol

Number of students and repeaters and nb of classes. B) Students girls 4. CE2

	Freq.	Percent	Cum.
-9	59	19.28	19.28
1	1	0.33	19.61
2	3	0.98	20.59
3	2	0.65	21.24
4	8	2.61	23.86
5	13	4.25	28.10
6	8	2.61	30.72
7	10	3.27	33.99
8	16	5.23	39.22
9	9	2.94	42.16
10	10	3.27	45.42
11	8	2.61	48.04
12	9	2.94	50.98
13	13	4.25	55.23
14	11	3.59	58.82
15	8	2.61	61.44
16	9	2.94	64.38
17	12	3.92	68.30
18	13	4.25	72.55
19	6	1.96	74.51
20	6	1.96	76.47
21	6	1.96	78.43
22	4	1.31	79.74
23	4	1.31	81.05
24	1	0.33	81.37
25	3	0.98	82.35
26	5	1.63	83.99
27	4	1.31	85.29
28	3	0.98	86.27
29	3	0.98	87.25
30	1	0.33	87.58
31	1	0.33	87.91
32	1	0.33	88.24
33	2	0.65	88.89
34	4	1.31	90.20
35	1	0.33	90.52
36	1	0.33	90.85
37	1	0.33	91.18
38	3	0.98	92.16
39	2	0.65	92.81
40	4	1.31	94.12
42	1	0.33	94.44
44	1	0.33	94.77
45	1	0.33	95.10
46	1	0.33	95.42

31	5	1.63	88.24
32	1	0.33	88.56
33	2	0.65	89.22
34	1	0.33	89.54
35	1	0.33	89.87
36	1	0.33	90.20
37	1	0.33	90.52
39	3	0.98	91.50
40	1	0.33	91.83
42	2	0.65	92.48
44	1	0.33	92.81
45	4	1.31	94.12
46	1	0.33	94.44
47	1	0.33	94.77
48	2	0.65	95.42
51	1	0.33	95.75
52	1	0.33	96.08
53	3	0.98	97.06
54	2	0.65	97.71
57	2	0.65	98.37
61	1	0.33	98.69
63	1	0.33	99.02
65	1	0.33	99.35
67	1	0.33	99.67
83	1	0.33	100.00

Total 306 100.00
tab sdsb01b4 ,m

Number of students and repeaters and nb of classes. B) Students girls 4. CE2

	Freq.	Percent	Cum.
-9	59	19.28	19.28
1	1	0.33	19.61
2	3	0.98	20.59
3	2	0.65	21.24
4	8	2.61	23.86
5	13	4.25	28.10
6	8	2.61	30.72
7	10	3.27	33.99
8	16	5.23	39.22
9	9	2.94	42.16
10	10	3.27	45.42
11	8	2.61	48.04
12	9	2.94	50.98
13	13	4.25	55.23
14	11	3.59	58.82
15	8	2.61	61.44
16	9	2.94	64.38
17	12	3.92	68.30
18	13	4.25	72.55
19	6	1.96	74.51
20	6	1.96	76.47
21	6	1.96	78.43
22	4	1.31	79.74
23	4	1.31	81.05
24	1	0.33	81.37
25	3	0.98	82.35
26	5	1.63	83.99
27	4	1.31	85.29
28	3	0.98	86.27
29	3	0.98	87.25
30	1	0.33	87.58
31	1	0.33	87.91
32	1	0.33	88.24
33	2	0.65	88.89
34	4	1.31	90.20
35	1	0.33	90.52
36	1	0.33	90.85
37	1	0.33	91.18
38	3	0.98	92.16
39	2	0.65	92.81
40	4	1.31	94.12
42	1	0.33	94.44
44	1	0.33	94.77
45	1	0.33	95.10
46	1	0.33	95.42

47	2	0.65	96.08
48	1	0.33	96.41
49	2	0.65	97.06
50	1	0.33	97.39
54	2	0.65	98.04
55	1	0.33	98.37
57	1	0.33	98.69
58	1	0.33	99.02
60	1	0.33	99.35
62	1	0.33	99.67
71	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01b5 , m nol

Number of students and repeaters and nb of classes. B) Students girls 5. CM1

	Freq.	Percent	Cum.
-9	71	23.20	23.20
0	1	0.33	23.53
2	1	0.33	23.86
3	7	2.29	26.14
4	8	2.61	28.76
5	14	4.58	33.33
6	19	6.21	39.54
7	7	2.29	41.83
8	14	4.58	46.41
9	11	3.59	50.00
10	5	1.63	51.63
11	8	2.61	54.25
12	15	4.90	59.15
13	8	2.61	61.76
14	6	1.96	63.73
15	8	2.61	66.34
16	12	3.92	70.26
17	6	1.96	72.22
18	3	0.98	73.20
19	7	2.29	75.49
20	2	0.65	76.14
21	5	1.63	77.78
22	7	2.29	80.07
23	5	1.63	81.70
24	6	1.96	83.66
25	3	0.98	84.64
26	4	1.31	85.95
27	2	0.65	86.60
28	4	1.31	87.91
29	3	0.98	88.89
30	5	1.63	90.52
31	2	0.65	91.18
32	3	0.98	92.16
33	1	0.33	92.48
34	2	0.65	93.14
35	3	0.98	94.12
36	1	0.33	94.44
37	1	0.33	94.77
39	2	0.65	95.42
40	2	0.65	96.08
43	1	0.33	96.41
44	1	0.33	96.73
46	1	0.33	97.06
47	2	0.65	97.71
48	2	0.65	98.37
51	1	0.33	98.69
53	1	0.33	99.02
57	1	0.33	99.35
67	1	0.33	99.67
68	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01b6 , m nol

Number of students and repeaters and nb of

47	2	0.65	96.08
48	1	0.33	96.41
49	2	0.65	97.06
50	1	0.33	97.39
54	2	0.65	98.04
55	1	0.33	98.37
57	1	0.33	98.69
58	1	0.33	99.02
60	1	0.33	99.35
62	1	0.33	99.67
71	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01b5 , m

Number of students and repeaters and nb of classes. B) Students girls 5. CM1

	Freq.	Percent	Cum.
-9	71	23.20	23.20
0	1	0.33	23.53
2	1	0.33	23.86
3	7	2.29	26.14
4	8	2.61	28.76
5	14	4.58	33.33
6	19	6.21	39.54
7	7	2.29	41.83
8	14	4.58	46.41
9	11	3.59	50.00
10	5	1.63	51.63
11	8	2.61	54.25
12	15	4.90	59.15
13	8	2.61	61.76
14	6	1.96	63.73
15	8	2.61	66.34
16	12	3.92	70.26
17	6	1.96	72.22
18	3	0.98	73.20
19	7	2.29	75.49
20	2	0.65	76.14
21	5	1.63	77.78
22	7	2.29	80.07
23	5	1.63	81.70
24	6	1.96	83.66
25	3	0.98	84.64
26	4	1.31	85.95
27	2	0.65	86.60
28	4	1.31	87.91
29	3	0.98	88.89
30	5	1.63	90.52
31	2	0.65	91.18
32	3	0.98	92.16
33	1	0.33	92.48
34	2	0.65	93.14
35	3	0.98	94.12
36	1	0.33	94.44
37	1	0.33	94.77
39	2	0.65	95.42
40	2	0.65	96.08
43	1	0.33	96.41
44	1	0.33	96.73
46	1	0.33	97.06
47	2	0.65	97.71
48	2	0.65	98.37
51	1	0.33	98.69
53	1	0.33	99.02
57	1	0.33	99.35
67	1	0.33	99.67
68	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01b6 , m

Number of students and repeaters and nb of

classes. B) Students girls 6. CM2	Freq.	Percent	Cum.
-9	25	8.17	8.17
0	5	1.63	9.80
1	3	0.98	10.78
2	10	3.27	14.05
3	16	5.23	19.28
4	16	5.23	24.51
5	12	3.92	28.43
6	6	1.96	30.39
7	20	6.54	36.93
8	18	5.88	42.81
9	15	4.90	47.71
10	11	3.59	51.31
11	15	4.90	56.21
12	13	4.25	60.46
13	14	4.58	65.03
14	10	3.27	68.30
15	11	3.59	71.90
16	5	1.63	73.53
17	10	3.27	76.80
18	12	3.92	80.72
19	9	2.94	83.66
20	4	1.31	84.97
21	2	0.65	85.62
22	3	0.98	86.60
23	4	1.31	87.91
24	3	0.98	88.89
26	2	0.65	89.54
27	4	1.31	90.85
28	5	1.63	92.48
29	4	1.31	93.79
31	4	1.31	95.10
32	2	0.65	95.75
34	1	0.33	96.08
36	1	0.33	96.41
38	1	0.33	96.73
39	1	0.33	97.06
45	1	0.33	97.39
48	1	0.33	97.71
49	1	0.33	98.04
52	1	0.33	98.37
56	2	0.65	99.02
64	1	0.33	99.35
67	1	0.33	99.67
68	1	0.33	100.00

Total 306 100.00
tab sdsb01b7 , m nol

Number of students and repeaters and nb of classes. B) 7 Total Students girls.	Freq.	Percent	Cum.
5	3	0.98	0.98
7	1	0.33	1.31
8	1	0.33	1.63
9	1	0.33	1.96
10	1	0.33	2.29
11	1	0.33	2.61
12	1	0.33	2.94
13	1	0.33	3.27
14	1	0.33	3.59
15	3	0.98	4.58
16	2	0.65	5.23
17	5	1.63	6.86
18	3	0.98	7.84
19	3	0.98	8.82
20	1	0.33	9.15
21	3	0.98	10.13
22	8	2.61	12.75
23	3	0.98	13.73
24	1	0.33	14.05
25	3	0.98	15.03
26	2	0.65	15.69

classes. B) Students girls 6. CM2	Freq.	Percent	Cum.
-9	25	8.17	8.17
0	5	1.63	9.80
1	3	0.98	10.78
2	10	3.27	14.05
3	16	5.23	19.28
4	16	5.23	24.51
5	12	3.92	28.43
6	6	1.96	30.39
7	20	6.54	36.93
8	18	5.88	42.81
9	15	4.90	47.71
10	11	3.59	51.31
11	15	4.90	56.21
12	13	4.25	60.46
13	14	4.58	65.03
14	10	3.27	68.30
15	11	3.59	71.90
16	5	1.63	73.53
17	10	3.27	76.80
18	12	3.92	80.72
19	9	2.94	83.66
20	4	1.31	84.97
21	2	0.65	85.62
22	3	0.98	86.60
23	4	1.31	87.91
24	3	0.98	88.89
26	2	0.65	89.54
27	4	1.31	90.85
28	5	1.63	92.48
29	4	1.31	93.79
31	4	1.31	95.10
32	2	0.65	95.75
34	1	0.33	96.08
36	1	0.33	96.41
38	1	0.33	96.73
39	1	0.33	97.06
45	1	0.33	97.39
48	1	0.33	97.71
49	1	0.33	98.04
52	1	0.33	98.37
56	2	0.65	99.02
64	1	0.33	99.35
67	1	0.33	99.67
68	1	0.33	100.00

Total 306 100.00
tab sdsb01b7 , m

Number of students and repeaters and nb of classes. B) 7 Total Students girls.	Freq.	Percent	Cum.
5	3	0.98	0.98
7	1	0.33	1.31
8	1	0.33	1.63
9	1	0.33	1.96
10	1	0.33	2.29
11	1	0.33	2.61
12	1	0.33	2.94
13	1	0.33	3.27
14	1	0.33	3.59
15	3	0.98	4.58
16	2	0.65	5.23
17	5	1.63	6.86
18	3	0.98	7.84
19	3	0.98	8.82
20	1	0.33	9.15
21	3	0.98	10.13
22	8	2.61	12.75
23	3	0.98	13.73
24	1	0.33	14.05
25	3	0.98	15.03
26	2	0.65	15.69

27	2	0.65	16.34	27	2	0.65	16.34
28	1	0.33	16.67	28	1	0.33	16.67
29	2	0.65	17.32	29	2	0.65	17.32
30	2	0.65	17.97	30	2	0.65	17.97
31	6	1.96	19.93	31	6	1.96	19.93
32	3	0.98	20.92	32	3	0.98	20.92
33	3	0.98	21.90	33	3	0.98	21.90
34	2	0.65	22.55	34	2	0.65	22.55
35	6	1.96	24.51	35	6	1.96	24.51
36	6	1.96	26.47	36	6	1.96	26.47
37	1	0.33	26.80	37	1	0.33	26.80
38	2	0.65	27.45	38	2	0.65	27.45
39	2	0.65	28.10	39	2	0.65	28.10
40	3	0.98	29.08	40	3	0.98	29.08
41	3	0.98	30.07	41	3	0.98	30.07
42	3	0.98	31.05	42	3	0.98	31.05
43	2	0.65	31.70	43	2	0.65	31.70
45	3	0.98	32.68	45	3	0.98	32.68
46	4	1.31	33.99	46	4	1.31	33.99
47	4	1.31	35.29	47	4	1.31	35.29
48	2	0.65	35.95	48	2	0.65	35.95
49	5	1.63	37.58	49	5	1.63	37.58
50	1	0.33	37.91	50	1	0.33	37.91
52	2	0.65	38.56	52	2	0.65	38.56
53	2	0.65	39.22	53	2	0.65	39.22
54	4	1.31	40.52	54	4	1.31	40.52
55	5	1.63	42.16	55	5	1.63	42.16
56	7	2.29	44.44	56	7	2.29	44.44
57	2	0.65	45.10	57	2	0.65	45.10
59	4	1.31	46.41	59	4	1.31	46.41
60	3	0.98	47.39	60	3	0.98	47.39
65	4	1.31	48.69	65	4	1.31	48.69
66	2	0.65	49.35	66	2	0.65	49.35
67	2	0.65	50.00	67	2	0.65	50.00
68	1	0.33	50.33	68	1	0.33	50.33
69	2	0.65	50.98	69	2	0.65	50.98
70	3	0.98	51.96	70	3	0.98	51.96
71	1	0.33	52.29	71	1	0.33	52.29
74	1	0.33	52.61	74	1	0.33	52.61
75	2	0.65	53.27	75	2	0.65	53.27
76	1	0.33	53.59	76	1	0.33	53.59
77	2	0.65	54.25	77	2	0.65	54.25
78	1	0.33	54.58	78	1	0.33	54.58
79	2	0.65	55.23	79	2	0.65	55.23
80	1	0.33	55.56	80	1	0.33	55.56
81	3	0.98	56.54	81	3	0.98	56.54
84	1	0.33	56.86	84	1	0.33	56.86
85	3	0.98	57.84	85	3	0.98	57.84
86	2	0.65	58.50	86	2	0.65	58.50
87	2	0.65	59.15	87	2	0.65	59.15
88	1	0.33	59.48	88	1	0.33	59.48
89	1	0.33	59.80	89	1	0.33	59.80
90	3	0.98	60.78	90	3	0.98	60.78
93	2	0.65	61.44	93	2	0.65	61.44
96	3	0.98	62.42	96	3	0.98	62.42
97	1	0.33	62.75	97	1	0.33	62.75
98	1	0.33	63.07	98	1	0.33	63.07
99	1	0.33	63.40	99	1	0.33	63.40
100	3	0.98	64.38	100	3	0.98	64.38
101	2	0.65	65.03	101	2	0.65	65.03
102	1	0.33	65.36	102	1	0.33	65.36
104	2	0.65	66.01	104	2	0.65	66.01
108	4	1.31	67.32	108	4	1.31	67.32
109	1	0.33	67.65	109	1	0.33	67.65
114	4	1.31	68.95	114	4	1.31	68.95
115	1	0.33	69.28	115	1	0.33	69.28
116	2	0.65	69.93	116	2	0.65	69.93
117	1	0.33	70.26	117	1	0.33	70.26
119	2	0.65	70.92	119	2	0.65	70.92
120	2	0.65	71.57	120	2	0.65	71.57
121	1	0.33	71.90	121	1	0.33	71.90
123	1	0.33	72.22	123	1	0.33	72.22
126	1	0.33	72.55	126	1	0.33	72.55
127	1	0.33	72.88	127	1	0.33	72.88
128	1	0.33	73.20	128	1	0.33	73.20
129	1	0.33	73.53	129	1	0.33	73.53
131	2	0.65	74.18	131	2	0.65	74.18
132	1	0.33	74.51	132	1	0.33	74.51
134	3	0.98	75.49	134	3	0.98	75.49
135	3	0.98	76.47	135	3	0.98	76.47
136	1	0.33	76.80	136	1	0.33	76.80
137	2	0.65	77.45	137	2	0.65	77.45
138	1	0.33	77.78	138	1	0.33	77.78
140	1	0.33	78.10	140	1	0.33	78.10

142	2	0.65	78.76
147	1	0.33	79.08
148	2	0.65	79.74
150	1	0.33	80.07
151	2	0.65	80.72
154	1	0.33	81.05
155	1	0.33	81.37
157	1	0.33	81.70
158	1	0.33	82.03
161	1	0.33	82.35
162	1	0.33	82.68
163	1	0.33	83.01
164	2	0.65	83.66
166	1	0.33	83.99
168	4	1.31	85.29
169	3	0.98	86.27
173	1	0.33	86.60
174	1	0.33	86.93
176	2	0.65	87.58
177	1	0.33	87.91
181	1	0.33	88.24
183	1	0.33	88.56
190	1	0.33	88.89
193	1	0.33	89.22
194	1	0.33	89.54
197	2	0.65	90.20
203	1	0.33	90.52
204	1	0.33	90.85
213	1	0.33	91.18
216	1	0.33	91.50
223	1	0.33	91.83
229	1	0.33	92.16
232	2	0.65	92.81
233	2	0.65	93.46
240	1	0.33	93.79
246	1	0.33	94.12
260	1	0.33	94.44
264	1	0.33	94.77
267	1	0.33	95.10
272	1	0.33	95.42
276	1	0.33	95.75
279	2	0.65	96.41
288	2	0.65	97.06
290	1	0.33	97.39
291	2	0.65	98.04
296	2	0.65	98.69
320	1	0.33	99.02
338	1	0.33	99.35
352	1	0.33	99.67
390	1	0.33	100.00

142	2	0.65	78.76
147	1	0.33	79.08
148	2	0.65	79.74
150	1	0.33	80.07
151	2	0.65	80.72
154	1	0.33	81.05
155	1	0.33	81.37
157	1	0.33	81.70
158	1	0.33	82.03
161	1	0.33	82.35
162	1	0.33	82.68
163	1	0.33	83.01
164	2	0.65	83.66
166	1	0.33	83.99
168	4	1.31	85.29
169	3	0.98	86.27
173	1	0.33	86.60
174	1	0.33	86.93
176	2	0.65	87.58
177	1	0.33	87.91
181	1	0.33	88.24
183	1	0.33	88.56
190	1	0.33	88.89
193	1	0.33	89.22
194	1	0.33	89.54
197	2	0.65	90.20
203	1	0.33	90.52
204	1	0.33	90.85
213	1	0.33	91.18
216	1	0.33	91.50
223	1	0.33	91.83
229	1	0.33	92.16
232	2	0.65	92.81
233	2	0.65	93.46
240	1	0.33	93.79
246	1	0.33	94.12
260	1	0.33	94.44
264	1	0.33	94.77
267	1	0.33	95.10
272	1	0.33	95.42
276	1	0.33	95.75
279	2	0.65	96.41
288	2	0.65	97.06
290	1	0.33	97.39
291	2	0.65	98.04
296	2	0.65	98.69
320	1	0.33	99.02
338	1	0.33	99.35
352	1	0.33	99.67
390	1	0.33	100.00

Total				306	100.00
tab sdsb01c1 ,m nol					
C) Boys					
Class 1					
repeater.					
CI	Freq.	Percent	Cum.		
-9	51	16.67	16.67		
0	245	80.07	96.73		
1	2	0.65	97.39		
2	2	0.65	98.04		
3	5	1.63	99.67		
4	1	0.33	100.00		

Total				306	100.00
tab sdsb01c1 ,m					
C) Boys					
Class 1					
repeater.					
CI	Freq.	Percent	Cum.		
-9	51	16.67	16.67		
0	245	80.07	96.73		
1	2	0.65	97.39		
2	2	0.65	98.04		
3	5	1.63	99.67		
4	1	0.33	100.00		

Total				306	100.00
tab sdsb01c2 ,m nol					
C) Boys					
redoubling					
Class 2. CP					
	Freq.	Percent	Cum.		
-9	52	16.99	16.99		
0	148	48.37	65.36		
1	31	10.13	75.49		
2	41	13.40	88.89		
3	18	5.88	94.77		
4	9	2.94	97.71		
5	4	1.31	99.02		
7	1	0.33	99.35		
10	1	0.33	99.67		
11	1	0.33	100.00		

Total				306	100.00
tab sdsb01c2 ,m					
C) Boys					
redoubling					
Class 2. CP					
	Freq.	Percent	Cum.		
-9	52	16.99	16.99		
0	148	48.37	65.36		
1	31	10.13	75.49		
2	41	13.40	88.89		
3	18	5.88	94.77		
4	9	2.94	97.71		
5	4	1.31	99.02		
7	1	0.33	99.35		
10	1	0.33	99.67		
11	1	0.33	100.00		

Total			
tab sdsb01c3 ,m nol	306	100.00	
C) Boys redoubling Class 3. CE1	Freq.	Percent	Cum.
-9	45	14.71	14.71
0	222	72.55	87.25
1	16	5.23	92.48
2	14	4.58	97.06
3	5	1.63	98.69
4	1	0.33	99.02
5	2	0.65	99.67
9	1	0.33	100.00

Total			
tab sdsb01c3 ,m	306	100.00	
C) Boys redoubling Class 3. CE1	Freq.	Percent	Cum.
-9	45	14.71	14.71
0	222	72.55	87.25
1	16	5.23	92.48
2	14	4.58	97.06
3	5	1.63	98.69
4	1	0.33	99.02
5	2	0.65	99.67
9	1	0.33	100.00

Total			
tab sdsb01c4 ,m nol	306	100.00	
C) Boys redoubling class 4. CE2	Freq.	Percent	Cum.
-9	59	19.28	19.28
0	134	43.79	63.07
1	48	15.69	78.76
2	36	11.76	90.52
3	17	5.56	96.08
4	3	0.98	97.06
5	3	0.98	98.04
6	3	0.98	99.02
7	2	0.65	99.67
8	1	0.33	100.00

Total			
tab sdsb01c4 ,m	306	100.00	
C) Boys redoubling class 4. CE2	Freq.	Percent	Cum.
-9	59	19.28	19.28
0	134	43.79	63.07
1	48	15.69	78.76
2	36	11.76	90.52
3	17	5.56	96.08
4	3	0.98	97.06
5	3	0.98	98.04
6	3	0.98	99.02
7	2	0.65	99.67
8	1	0.33	100.00

Total			
tab sdsb01c5 ,m nol	306	100.00	
C) Boys redoubling Class 5. CM1	Freq.	Percent	Cum.
-9	73	23.86	23.86
0	208	67.97	91.83
1	10	3.27	95.10
2	9	2.94	98.04
3	4	1.31	99.35
4	1	0.33	99.67
5	1	0.33	100.00

Total			
tab sdsb01c5 ,m	306	100.00	
C) Boys redoubling Class 5. CM1	Freq.	Percent	Cum.
-9	73	23.86	23.86
0	208	67.97	91.83
1	10	3.27	95.10
2	9	2.94	98.04
3	4	1.31	99.35
4	1	0.33	99.67
5	1	0.33	100.00

Total			
tab sdsb01c6 ,m nol	306	100.00	
C) Boys redoubling class 6. CM2	Freq.	Percent	Cum.
-9	28	9.15	9.15
-7	1	0.33	9.48
0	210	68.63	78.10
1	32	10.46	88.56
2	16	5.23	93.79
3	7	2.29	96.08
4	6	1.96	98.04
5	5	1.63	99.67
7	1	0.33	100.00

Total			
tab sdsb01c6 ,m	306	100.00	
C) Boys redoubling class 6. CM2	Freq.	Percent	Cum.
-9	28	9.15	9.15
-7	1	0.33	9.48
0	210	68.63	78.10
1	32	10.46	88.56
2	16	5.23	93.79
3	7	2.29	96.08
4	6	1.96	98.04
5	5	1.63	99.67
7	1	0.33	100.00

Total			
tab sdsb01c7 ,m nol	306	100.00	
C) Boys redoubling Class 7. Total	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	127	41.50	41.83
1	31	10.13	51.96
2	33	10.78	62.75
3	26	8.50	71.24
4	24	7.84	79.08

Total			
tab sdsb01c7 ,m	306	100.00	
C) Boys redoubling Class 7. Total	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	127	41.50	41.83
1	31	10.13	51.96
2	33	10.78	62.75
3	26	8.50	71.24
4	24	7.84	79.08

5	14	4.58	83.66
6	15	4.90	88.56
7	8	2.61	91.18
8	11	3.59	94.77
9	2	0.65	95.42
10	2	0.65	96.08
11	3	0.98	97.06
13	2	0.65	97.71
14	1	0.33	98.04
15	3	0.98	99.02
17	1	0.33	99.35
18	1	0.33	99.67
20	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01d1 ,m nol

D) redoubled Girls Class 1. CI	Freq.	Percent	Cum.
-9	51	16.67	16.67
0	239	78.10	94.77
1	5	1.63	96.41
2	7	2.29	98.69
3	1	0.33	99.02
5	1	0.33	99.35
6	1	0.33	99.67
16	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01d2 ,m nol

D) redoubled Girls Class 2. CP	Freq.	Percent	Cum.
-9	52	16.99	16.99
0	146	47.71	64.71
1	39	12.75	77.45
2	34	11.11	88.56
3	18	5.88	94.44
4	8	2.61	97.06
5	7	2.29	99.35
6	1	0.33	99.67
11	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01d3 ,m nol

D) redoubled Girls Class 3. CE1	Freq.	Percent	Cum.
-9	45	14.71	14.71
0	221	72.22	86.93
1	15	4.90	91.83
2	14	4.58	96.41
3	7	2.29	98.69
4	2	0.65	99.35
5	2	0.65	100.00

Total | 306 | 100.00
tab sdsb01d4 ,m nol

D) redoubled Girls Class 4. CE2	Freq.	Percent	Cum.
-9	59	19.28	19.28
0	130	42.48	61.76
1	41	13.40	75.16
2	36	11.76	86.93
3	24	7.84	94.77
4	8	2.61	97.39
5	5	1.63	99.02
6	2	0.65	99.67
7	1	0.33	100.00

Total | 306 | 100.00

5	14	4.58	83.66
6	15	4.90	88.56
7	8	2.61	91.18
8	11	3.59	94.77
9	2	0.65	95.42
10	2	0.65	96.08
11	3	0.98	97.06
13	2	0.65	97.71
14	1	0.33	98.04
15	3	0.98	99.02
17	1	0.33	99.35
18	1	0.33	99.67
20	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01d1 ,m

D) redoubled Girls Class 1. CI	Freq.	Percent	Cum.
-9	51	16.67	16.67
0	239	78.10	94.77
1	5	1.63	96.41
2	7	2.29	98.69
3	1	0.33	99.02
5	1	0.33	99.35
6	1	0.33	99.67
16	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01d2 ,m

D) redoubled Girls Class 2. CP	Freq.	Percent	Cum.
-9	52	16.99	16.99
0	146	47.71	64.71
1	39	12.75	77.45
2	34	11.11	88.56
3	18	5.88	94.44
4	8	2.61	97.06
5	7	2.29	99.35
6	1	0.33	99.67
11	1	0.33	100.00

Total | 306 | 100.00
tab sdsb01d3 ,m

D) redoubled Girls Class 3. CE1	Freq.	Percent	Cum.
-9	45	14.71	14.71
0	221	72.22	86.93
1	15	4.90	91.83
2	14	4.58	96.41
3	7	2.29	98.69
4	2	0.65	99.35
5	2	0.65	100.00

Total | 306 | 100.00
tab sdsb01d4 ,m

D) redoubled Girls Class 4. CE2	Freq.	Percent	Cum.
-9	59	19.28	19.28
0	130	42.48	61.76
1	41	13.40	75.16
2	36	11.76	86.93
3	24	7.84	94.77
4	8	2.61	97.39
5	5	1.63	99.02
6	2	0.65	99.67
7	1	0.33	100.00

Total | 306 | 100.00

tab sdsb01d5 , m nol

D) redoubled Girls Class 5. CM1	Freq.	Percent	Cum.
-9	73	23.86	23.86
0	199	65.03	88.89
1	19	6.21	95.10
2	8	2.61	97.71
3	3	0.98	98.69
4	4	1.31	100.00
Total	306	100.00	

tab sdsb01d6 , m nol

D) redoubled Girls Class 6. CM2	Freq.	Percent	Cum.
-9	28	9.15	9.15
-7	1	0.33	9.48
0	201	65.69	75.16
1	30	9.80	84.97
2	18	5.88	90.85
3	15	4.90	95.75
4	7	2.29	98.04
5	3	0.98	99.02
6	2	0.65	99.67
9	1	0.33	100.00
Total	306	100.00	

tab sdsb01d7 , m nol

D) redoubled Girls Class 7. Total	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	123	40.20	40.52
1	24	7.84	48.37
2	39	12.75	61.11
3	24	7.84	68.95
4	23	7.52	76.47
5	14	4.58	81.05
6	13	4.25	85.29
7	7	2.29	87.58
8	9	2.94	90.52
9	8	2.61	93.14
10	5	1.63	94.77
11	5	1.63	96.41
12	1	0.33	96.73
13	4	1.31	98.04
14	1	0.33	98.37
15	3	0.98	99.35
16	1	0.33	99.67
21	1	0.33	100.00
Total	306	100.00	

tab sdsb01e1 , m nol

E) Classes (only one per class) 1. CI	Freq.	Percent	Cum.
-9	68	22.22	22.22
0	73	23.86	46.08
1	135	44.12	90.20
2	30	9.80	100.00
Total	306	100.00	

tab sdsb01e2 , m nol

E) Classes (only one per class) 2. CP	Freq.	Percent	Cum.
-9	70	22.88	22.88
0	76	24.84	47.71

tab sdsb01d5 , m

D) redoubled Girls Class 5. CM1	Freq.	Percent	Cum.
-9	73	23.86	23.86
0	199	65.03	88.89
1	19	6.21	95.10
2	8	2.61	97.71
3	3	0.98	98.69
4	4	1.31	100.00
Total	306	100.00	

tab sdsb01d6 , m

D) redoubled Girls Class 6. CM2	Freq.	Percent	Cum.
-9	28	9.15	9.15
-7	1	0.33	9.48
0	201	65.69	75.16
1	30	9.80	84.97
2	18	5.88	90.85
3	15	4.90	95.75
4	7	2.29	98.04
5	3	0.98	99.02
6	2	0.65	99.67
9	1	0.33	100.00
Total	306	100.00	

tab sdsb01d7 , m

D) redoubled Girls Class 7. Total	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	123	40.20	40.52
1	24	7.84	48.37
2	39	12.75	61.11
3	24	7.84	68.95
4	23	7.52	76.47
5	14	4.58	81.05
6	13	4.25	85.29
7	7	2.29	87.58
8	9	2.94	90.52
9	8	2.61	93.14
10	5	1.63	94.77
11	5	1.63	96.41
12	1	0.33	96.73
13	4	1.31	98.04
14	1	0.33	98.37
15	3	0.98	99.35
16	1	0.33	99.67
21	1	0.33	100.00
Total	306	100.00	

tab sdsb01e1 , m

E) Classes (only one per class) 1. CI	Freq.	Percent	Cum.
-9	68	22.22	22.22
0	73	23.86	46.08
1	135	44.12	90.20
2	30	9.80	100.00
Total	306	100.00	

tab sdsb01e2 , m

E) Classes (only one per class) 2. CP	Freq.	Percent	Cum.
-9	70	22.88	22.88
0	76	24.84	47.71

1	130	42.48	90.20
2	29	9.48	99.67
3	1	0.33	100.00

Total	306	100.00	
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tab sdsb01e3 , m nol

E) Classes (only one per class)			
3. CE1	Freq.	Percent	Cum.
-9	68	22.22	22.22
0	69	22.55	44.77
1	132	43.14	87.91
2	37	12.09	100.00

Total	306	100.00	
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tab sdsb01e4 , m nol

E) Classes (only one per class)			
4. CE2	Freq.	Percent	Cum.
-9	62	20.26	20.26
0	75	24.51	44.77
1	138	45.10	89.87
2	31	10.13	100.00

Total	306	100.00	
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tab sdsb01e5 , m nol

E) Classes (only one per class)			
CM1 5.	Freq.	Percent	Cum.
-9	70	22.88	22.88
0	75	24.51	47.39
1	134	43.79	91.18
2	26	8.50	99.67
3	1	0.33	100.00

Total	306	100.00	
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tab sdsb01e6 , m nol

E) Classes (only one per class)			
6. CM2	Freq.	Percent	Cum.
-9	45	14.71	14.71
0	65	21.24	35.95
1	171	55.88	91.83
2	25	8.17	100.00

Total	306	100.00	
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tab sdsb01e7 , m nol

E) Classes (only one per class)			
Total 7.	Freq.	Percent	Cum.
-9	22	7.19	7.19
0	45	14.71	21.90
1	35	11.44	33.33
2	32	10.46	43.79
3	13	4.25	48.04
4	32	10.46	58.50
5	6	1.96	60.46
6	76	24.84	85.29
7	4	1.31	86.60
8	9	2.94	89.54
9	6	1.96	91.50
10	6	1.96	93.46
11	4	1.31	94.77
12	15	4.90	99.67
13	1	0.33	100.00

Total	306	100.00	
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tab sdsb02 , m nol

1	130	42.48	90.20
2	29	9.48	99.67
3	1	0.33	100.00

Total	306	100.00	
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tab sdsb01e3 , m

E) Classes (only one per class)			
3. CE1	Freq.	Percent	Cum.
-9	68	22.22	22.22
0	69	22.55	44.77
1	132	43.14	87.91
2	37	12.09	100.00

Total	306	100.00	
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tab sdsb01e4 , m

E) Classes (only one per class)			
4. CE2	Freq.	Percent	Cum.
-9	62	20.26	20.26
0	75	24.51	44.77
1	138	45.10	89.87
2	31	10.13	100.00

Total	306	100.00	
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tab sdsb01e5 , m

E) Classes (only one per class)			
CM1 5.	Freq.	Percent	Cum.
-9	70	22.88	22.88
0	75	24.51	47.39
1	134	43.79	91.18
2	26	8.50	99.67
3	1	0.33	100.00

Total	306	100.00	
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tab sdsb01e6 , m

E) Classes (only one per class)			
6. CM2	Freq.	Percent	Cum.
-9	45	14.71	14.71
0	65	21.24	35.95
1	171	55.88	91.83
2	25	8.17	100.00

Total	306	100.00	
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tab sdsb01e7 , m

E) Classes (only one per class)			
Total 7.	Freq.	Percent	Cum.
-9	22	7.19	7.19
0	45	14.71	21.90
1	35	11.44	33.33
2	32	10.46	43.79
3	13	4.25	48.04
4	32	10.46	58.50
5	6	1.96	60.46
6	76	24.84	85.29
7	4	1.31	86.60
8	9	2.94	89.54
9	6	1.96	91.50
10	6	1.96	93.46
11	4	1.31	94.77
12	15	4.90	99.67
13	1	0.33	100.00

Total	306	100.00	
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tab sdsb02 , m

2. How multigrade classes do you have?	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	142	46.41	46.73
1	85	27.78	74.51
2	56	18.30	92.81
3	21	6.86	99.67
.	1	0.33	100.00

Total | 306 | 100.00
tab sdsb03a1 , m nol

multi-grade classes CI-CP	Freq.	Percent	Cum.
0	225	73.53	73.53
1	81	26.47	100.00

Total | 306 | 100.00
tab sdsb03a2 , m nol

Number of multi-grade classes CI-CP	Freq.	Percent	Cum.
0	225	73.53	73.53
1	80	26.14	99.67
2	1	0.33	100.00

Total | 306 | 100.00
tab sdsb03b1 , m nol

multi-grade classes CI-CE1	Freq.	Percent	Cum.
0	299	97.71	97.71
1	7	2.29	100.00

Total | 306 | 100.00
tab sdsb03b2 , m nol

Number of multi-grade classes CI-CE1	Freq.	Percent	Cum.
0	299	97.71	97.71
1	7	2.29	100.00

Total | 306 | 100.00
tab sdsb03c1 , m nol

multi-grade classes CI-CE2	Freq.	Percent	Cum.
0	301	98.37	98.37
1	5	1.63	100.00

Total | 306 | 100.00
tab sdsb03c2 , m nol

Number of multi-grade classes CI-CE2	Freq.	Percent	Cum.
0	302	98.69	98.69
1	4	1.31	100.00

Total | 306 | 100.00
tab sdsb03d1 , m nol

multi-grade classes CI-CM1	Freq.	Percent	Cum.
0	302	98.69	98.69

2. How multigrade classes do you have?	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	142	46.41	46.73
1	85	27.78	74.51
2	56	18.30	92.81
3	21	6.86	99.67
.	1	0.33	100.00

Total | 306 | 100.00
tab sdsb03a1 , m

multi-grade classes CI-CP	Freq.	Percent	Cum.
0	225	73.53	73.53
1	81	26.47	100.00

Total | 306 | 100.00
tab sdsb03a2 , m

Number of multi-grade classes CI-CP	Freq.	Percent	Cum.
0	225	73.53	73.53
1	80	26.14	99.67
2	1	0.33	100.00

Total | 306 | 100.00
tab sdsb03b1 , m

multi-grade classes CI-CE1	Freq.	Percent	Cum.
0	299	97.71	97.71
1	7	2.29	100.00

Total | 306 | 100.00
tab sdsb03b2 , m

Number of multi-grade classes CI-CE1	Freq.	Percent	Cum.
0	299	97.71	97.71
1	7	2.29	100.00

Total | 306 | 100.00
tab sdsb03c1 , m

multi-grade classes CI-CE2	Freq.	Percent	Cum.
0	301	98.37	98.37
1	5	1.63	100.00

Total | 306 | 100.00
tab sdsb03c2 , m

Number of multi-grade classes CI-CE2	Freq.	Percent	Cum.
0	302	98.69	98.69
1	4	1.31	100.00

Total | 306 | 100.00
tab sdsb03d1 , m

multi-grade classes CI-CM1	Freq.	Percent	Cum.
0	302	98.69	98.69

1	4	1.31	100.00
Total			
tab sdsb03d2 ,m nol			
Number of multi-grade classes CI-CM1			
	Freq.	Percent	Cum.
0	302	98.69	98.69
1	4	1.31	100.00
Total			
tab sdsb03e1 ,m nol			
multi-grade classes CI-CM2			
	Freq.	Percent	Cum.
0	300	98.04	98.04
1	6	1.96	100.00
Total			
tab sdsb03e2 ,m nol			
Number of multi-grade classes CI-CM2			
	Freq.	Percent	Cum.
0	300	98.04	98.04
1	6	1.96	100.00
Total			
tab sdsb03f1 ,m nol			
multi-grade classes CP-CE1			
	Freq.	Percent	Cum.
0	293	95.75	95.75
1	13	4.25	100.00
Total			
tab sdsb03f2 ,m nol			
Number of multi-grade classes CP-CE1			
	Freq.	Percent	Cum.
0	293	95.75	95.75
1	13	4.25	100.00
Total			
tab sdsb03g1 ,m nol			
multi-grade classes CP-CE2			
	Freq.	Percent	Cum.
0	304	99.35	99.35
1	2	0.65	100.00
Total			
tab sdsb03g2 ,m nol			
Number of multi-grade classes CP-CE2			
	Freq.	Percent	Cum.
0	304	99.35	99.35
1	2	0.65	100.00
Total			
tab sdsb03h1 ,m nol			
multi-grade classes CP-CM1			
	Freq.	Percent	Cum.
0	303	99.02	99.02

1	4	1.31	100.00
Total			
tab sdsb03d2 ,m			
Number of multi-grade classes CI-CM1			
	Freq.	Percent	Cum.
0	302	98.69	98.69
1	4	1.31	100.00
Total			
tab sdsb03e1 ,m			
multi-grade classes CI-CM2			
	Freq.	Percent	Cum.
0	300	98.04	98.04
1	6	1.96	100.00
Total			
tab sdsb03e2 ,m			
Number of multi-grade classes CI-CM2			
	Freq.	Percent	Cum.
0	300	98.04	98.04
1	6	1.96	100.00
Total			
tab sdsb03f1 ,m			
multi-grade classes CP-CE1			
	Freq.	Percent	Cum.
0	293	95.75	95.75
1	13	4.25	100.00
Total			
tab sdsb03f2 ,m			
Number of multi-grade classes CP-CE1			
	Freq.	Percent	Cum.
0	293	95.75	95.75
1	13	4.25	100.00
Total			
tab sdsb03g1 ,m			
multi-grade classes CP-CE2			
	Freq.	Percent	Cum.
0	304	99.35	99.35
1	2	0.65	100.00
Total			
tab sdsb03g2 ,m			
Number of multi-grade classes CP-CE2			
	Freq.	Percent	Cum.
0	304	99.35	99.35
1	2	0.65	100.00
Total			
tab sdsb03h1 ,m			
multi-grade classes CP-CM1			
	Freq.	Percent	Cum.
0	303	99.02	99.02

1	3	0.98	100.00

Total	306	100.00	
tab sdsb03h2 , m nol			
Number of multi-grade classes CP-CM1			
	Freq.	Percent	Cum.
0	303	99.02	99.02
1	3	0.98	100.00

Total	306	100.00	
tab sdsb03i1 , m nol			
multi-grade classes CP-CM2			
	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00	
tab sdsb03i2 , m nol			
Number of multi-grade classes CP-CM2			
	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00	
tab sdsb03j1 , m nol			
multi-grade classes CE1-CE2			
	Freq.	Percent	Cum.
0	251	82.03	82.03
1	55	17.97	100.00

Total	306	100.00	
tab sdsb03j2 , m nol			
Number of multi-grade classes CE1-CE2			
	Freq.	Percent	Cum.
0	251	82.03	82.03
1	55	17.97	100.00

Total	306	100.00	
tab sdsb03k1 , m nol			
multi-grade classes CE1-CM1			
	Freq.	Percent	Cum.
0	298	97.39	97.39
1	8	2.61	100.00

Total	306	100.00	
tab sdsb03k2 , m nol			
Number of multi-grade classes CE1-CM1			
	Freq.	Percent	Cum.
0	298	97.39	97.39
1	7	2.29	99.67
2	1	0.33	100.00

Total	306	100.00	
tab sdsb03l1 , m nol			
multi-grade classes CE1-CM2			
	Freq.	Percent	Cum.

1	3	0.98	100.00

Total	306	100.00	
tab sdsb03h2 , m			
Number of multi-grade classes CP-CM1			
	Freq.	Percent	Cum.
0	303	99.02	99.02
1	3	0.98	100.00

Total	306	100.00	
tab sdsb03i1 , m			
multi-grade classes CP-CM2			
	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00	
tab sdsb03i2 , m			
Number of multi-grade classes CP-CM2			
	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00	
tab sdsb03j1 , m			
multi-grade classes CE1-CE2			
	Freq.	Percent	Cum.
0	251	82.03	82.03
1	55	17.97	100.00

Total	306	100.00	
tab sdsb03j2 , m			
Number of multi-grade classes CE1-CE2			
	Freq.	Percent	Cum.
0	251	82.03	82.03
1	55	17.97	100.00

Total	306	100.00	
tab sdsb03k1 , m			
multi-grade classes CE1-CM1			
	Freq.	Percent	Cum.
0	298	97.39	97.39
1	8	2.61	100.00

Total	306	100.00	
tab sdsb03k2 , m			
Number of multi-grade classes CE1-CM1			
	Freq.	Percent	Cum.
0	298	97.39	97.39
1	7	2.29	99.67
2	1	0.33	100.00

Total	306	100.00	
tab sdsb03l1 , m			
multi-grade classes CE1-CM2			
	Freq.	Percent	Cum.

0	300	98.04	98.04
1	6	1.96	100.00

Total	306	100.00
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Number of multi-grade classes	Freq.	Percent	Cum.
0	300	98.04	98.04
1	6	1.96	100.00

Total	306	100.00
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multi-grade classes CE2-CM1 CE1-CM2	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00
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Number of multi-grade classes	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00
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multi-grade classes CE2-CM2	Freq.	Percent	Cum.
0	303	99.02	99.02
1	3	0.98	100.00

Total	306	100.00
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Number of multi-grade classes CE2-CM2	Freq.	Percent	Cum.
0	303	99.02	99.02
1	3	0.98	100.00

Total	306	100.00
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multi-grade classes CM1-CM2	Freq.	Percent	Cum.
0	257	83.99	83.99
1	49	16.01	100.00

Total	306	100.00
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Number of multi-grade classes CM1-CM2	Freq.	Percent	Cum.
0	258	84.31	84.31
1	48	15.69	100.00

Total	306	100.00
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multi-grade classes CP-CP-CE1	Freq.	Percent	Cum.
0	305	99.67	99.67

0	300	98.04	98.04
1	6	1.96	100.00

Total	306	100.00
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Number of multi-grade classes	Freq.	Percent	Cum.
0	300	98.04	98.04
1	6	1.96	100.00

Total	306	100.00
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multi-grade classes CE2-CM1 CE1-CM2	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00
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Number of multi-grade classes	Freq.	Percent	Cum.
0	296	96.73	96.73
1	10	3.27	100.00

Total	306	100.00
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multi-grade classes CE2-CM2	Freq.	Percent	Cum.
0	303	99.02	99.02
1	3	0.98	100.00

Total	306	100.00
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Number of multi-grade classes CE2-CM2	Freq.	Percent	Cum.
0	303	99.02	99.02
1	3	0.98	100.00

Total	306	100.00
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multi-grade classes CM1-CM2	Freq.	Percent	Cum.
0	257	83.99	83.99
1	49	16.01	100.00

Total	306	100.00
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Number of multi-grade classes CM1-CM2	Freq.	Percent	Cum.
0	258	84.31	84.31
1	48	15.69	100.00

Total	306	100.00
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multi-grade classes CP-CP-CE1	Freq.	Percent	Cum.
0	305	99.67	99.67

1	1	0.33	100.00
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Total	306	100.00	
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tab sdsb03p2 , m nol

Number of multi-grade classes CP-CP-CE1			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03q1 , m nol

multi-grade classes CI-CE1-CM1			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03q2 , m nol

Number of multi-grade classes CI-CE1-CM1			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03r1 , m nol

multi-grade classes CE1-CM1-CM2			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03r2 , m nol

Number of multi-grade classes CE1-CM1-CM2			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb04a1 , m nol

Number of pupils excluded or dropped out. A) Boys 1. CI			
	Freq.	Percent	Cum.
-9	17	5.56	5.56
-8	9	2.94	8.50
0	233	76.14	84.64
1	18	5.88	90.52
2	10	3.27	93.79
3	7	2.29	96.08
4	6	1.96	98.04
5	3	0.98	99.02
6	1	0.33	99.35
7	1	0.33	99.67
8	1	0.33	100.00

Total	306	100.00	
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tab sdsb04a2 , m nol

Number of pupils excluded or dropped

1	1	0.33	100.00
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Total	306	100.00	
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tab sdsb03p2 , m

Number of multi-grade classes CP-CP-CE1			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03q1 , m

multi-grade classes CI-CE1-CM1			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03q2 , m

Number of multi-grade classes CI-CE1-CM1			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03r1 , m

multi-grade classes CE1-CM1-CM2			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb03r2 , m

Number of multi-grade classes CE1-CM1-CM2			
	Freq.	Percent	Cum.
0	305	99.67	99.67
1	1	0.33	100.00

Total	306	100.00	
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tab sdsb04a1 , m

Number of pupils excluded or dropped out. A) Boys 1. CI			
	Freq.	Percent	Cum.
-9	17	5.56	5.56
-8	9	2.94	8.50
0	233	76.14	84.64
1	18	5.88	90.52
2	10	3.27	93.79
3	7	2.29	96.08
4	6	1.96	98.04
5	3	0.98	99.02
6	1	0.33	99.35
7	1	0.33	99.67
8	1	0.33	100.00

Total	306	100.00	
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tab sdsb04a2 , m

Number of pupils excluded or dropped

out. A) Boys 2. CP	Freq.	Percent	Cum.
-9	22	7.19	7.19
-8	9	2.94	10.13
0	233	76.14	86.27
1	23	7.52	93.79
2	9	2.94	96.73
3	2	0.65	97.39
4	2	0.65	98.04
5	2	0.65	98.69
6	1	0.33	99.02
7	2	0.65	99.67
9	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a3 , m nol

Number of excluded or dropped out of school students. Has) Boys 3. CE1	Freq.	Percent	Cum.
-9	20	6.54	6.54
-8	9	2.94	9.48
0	234	76.47	85.95
1	23	7.52	93.46
2	12	3.92	97.39
3	4	1.31	98.69
5	2	0.65	99.35
6	1	0.33	99.67
10	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a4 , m nol

Number of excluded or dropped out of school students. A) Boys 4. CE2	Freq.	Percent	Cum.
-9	24	7.84	7.84
-8	9	2.94	10.78
0	233	76.14	86.93
1	26	8.50	95.42
2	8	2.61	98.04
3	3	0.98	99.02
6	2	0.65	99.67
10	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a5 , m nol

Number of pupils excluded or dropped out. A) Boys 5. CM1	Freq.	Percent	Cum.
-9	18	5.88	5.88
-8	9	2.94	8.82
0	236	77.12	85.95
1	20	6.54	92.48
2	14	4.58	97.06
3	9	2.94	100.00

Total | 306 | 100.00
tab sdsb04a6 , m nol

Number of pupils excluded or dropped out. A) Boys 6. CM2	Freq.	Percent	Cum.
-9	16	5.23	5.23

out. A) Boys 2. CP	Freq.	Percent	Cum.
-9	22	7.19	7.19
-8	9	2.94	10.13
0	233	76.14	86.27
1	23	7.52	93.79
2	9	2.94	96.73
3	2	0.65	97.39
4	2	0.65	98.04
5	2	0.65	98.69
6	1	0.33	99.02
7	2	0.65	99.67
9	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a3 , m

Number of excluded or dropped out of school students. Has) Boys 3. CE1	Freq.	Percent	Cum.
-9	20	6.54	6.54
-8	9	2.94	9.48
0	234	76.47	85.95
1	23	7.52	93.46
2	12	3.92	97.39
3	4	1.31	98.69
5	2	0.65	99.35
6	1	0.33	99.67
10	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a4 , m

Number of excluded or dropped out of school students. A) Boys 4. CE2	Freq.	Percent	Cum.
-9	24	7.84	7.84
-8	9	2.94	10.78
0	233	76.14	86.93
1	26	8.50	95.42
2	8	2.61	98.04
3	3	0.98	99.02
6	2	0.65	99.67
10	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a5 , m

Number of pupils excluded or dropped out. A) Boys 5. CM1	Freq.	Percent	Cum.
-9	18	5.88	5.88
-8	9	2.94	8.82
0	236	77.12	85.95
1	20	6.54	92.48
2	14	4.58	97.06
3	9	2.94	100.00

Total | 306 | 100.00
tab sdsb04a6 , m

Number of pupils excluded or dropped out. A) Boys 6. CM2	Freq.	Percent	Cum.
-9	16	5.23	5.23

-8	9	2.94	8.17
0	234	76.47	84.64
1	27	8.82	93.46
2	12	3.92	97.39
3	4	1.31	98.69
4	2	0.65	99.35
5	1	0.33	99.67
8	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a7 , m nol

Number of pupils excluded or dropped out. A) Total 7 Boys.	Freq.	Percent	Cum.
-9	5	1.63	1.63
-8	7	2.29	3.92
0	150	49.02	52.94
1	45	14.71	67.65
2	35	11.44	79.08
3	20	6.54	85.62
4	8	2.61	88.24
5	6	1.96	90.20
6	6	1.96	92.16
7	5	1.63	93.79
8	3	0.98	94.77
9	2	0.65	95.42
10	3	0.98	96.41
11	2	0.65	97.06
12	1	0.33	97.39
13	2	0.65	98.04
14	2	0.65	98.69
15	2	0.65	99.35
16	2	0.65	100.00

Total | 306 | 100.00
tab sdsb04b1 , m nol

Number of excluded or dropped out of school students. B) Girls 4. CE2	Freq.	Percent	Cum.
-9	16	5.23	5.23
-8	8	2.61	7.84
0	244	79.74	87.58
1	11	3.59	91.18
2	11	3.59	94.77
3	8	2.61	97.39
4	2	0.65	98.04
5	1	0.33	98.37
6	2	0.65	99.02
8	2	0.65	99.67
9	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04b2 , m nol

Number of pupils excluded or dropped out. B) Girls 1. CI	Freq.	Percent	Cum.
-9	21	6.86	6.86
-8	7	2.29	9.15
0	234	76.47	85.62
1	23	7.52	93.14
2	9	2.94	96.08
3	5	1.63	97.71
7	2	0.65	98.37
8	1	0.33	98.69
9	2	0.65	99.35
10	1	0.33	99.67
11	1	0.33	100.00

-8	9	2.94	8.17
0	234	76.47	84.64
1	27	8.82	93.46
2	12	3.92	97.39
3	4	1.31	98.69
4	2	0.65	99.35
5	1	0.33	99.67
8	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04a7 , m

Number of pupils excluded or dropped out. A) Total 7 Boys.	Freq.	Percent	Cum.
-9	5	1.63	1.63
-8	7	2.29	3.92
0	150	49.02	52.94
1	45	14.71	67.65
2	35	11.44	79.08
3	20	6.54	85.62
4	8	2.61	88.24
5	6	1.96	90.20
6	6	1.96	92.16
7	5	1.63	93.79
8	3	0.98	94.77
9	2	0.65	95.42
10	3	0.98	96.41
11	2	0.65	97.06
12	1	0.33	97.39
13	2	0.65	98.04
14	2	0.65	98.69
15	2	0.65	99.35
16	2	0.65	100.00

Total | 306 | 100.00
tab sdsb04b1 , m

Number of excluded or dropped out of school students. B) Girls 4. CE2	Freq.	Percent	Cum.
-9	16	5.23	5.23
-8	8	2.61	7.84
0	244	79.74	87.58
1	11	3.59	91.18
2	11	3.59	94.77
3	8	2.61	97.39
4	2	0.65	98.04
5	1	0.33	98.37
6	2	0.65	99.02
8	2	0.65	99.67
9	1	0.33	100.00

Total | 306 | 100.00
tab sdsb04b2 , m

Number of pupils excluded or dropped out. B) Girls 1. CI	Freq.	Percent	Cum.
-9	21	6.86	6.86
-8	7	2.29	9.15
0	234	76.47	85.62
1	23	7.52	93.14
2	9	2.94	96.08
3	5	1.63	97.71
7	2	0.65	98.37
8	1	0.33	98.69
9	2	0.65	99.35
10	1	0.33	99.67
11	1	0.33	100.00

Total tab sdsb04b3 , m nol			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 2. CP	Freq.	Percent	Cum.
-9	19	6.21	6.21
-8	7	2.29	8.50
0	236	77.12	85.62
1	23	7.52	93.14
2	12	3.92	97.06
3	4	1.31	98.37
7	1	0.33	98.69
8	1	0.33	99.02
9	2	0.65	99.67
10	1	0.33	100.00

Total tab sdsb04b3 , m			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 2. CP	Freq.	Percent	Cum.
-9	19	6.21	6.21
-8	7	2.29	8.50
0	236	77.12	85.62
1	23	7.52	93.14
2	12	3.92	97.06
3	4	1.31	98.37
7	1	0.33	98.69
8	1	0.33	99.02
9	2	0.65	99.67
10	1	0.33	100.00

Total tab sdsb04b4 , m nol			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 3. CE1	Freq.	Percent	Cum.
-9	22	7.19	7.19
-8	7	2.29	9.48
0	243	79.41	88.89
1	19	6.21	95.10
2	6	1.96	97.06
3	4	1.31	98.37
5	2	0.65	99.02
8	1	0.33	99.35
9	2	0.65	100.00

Total tab sdsb04b4 , m			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 3. CE1	Freq.	Percent	Cum.
-9	22	7.19	7.19
-8	7	2.29	9.48
0	243	79.41	88.89
1	19	6.21	95.10
2	6	1.96	97.06
3	4	1.31	98.37
5	2	0.65	99.02
8	1	0.33	99.35
9	2	0.65	100.00

Total tab sdsb04b5 , m nol			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 5. CM1	Freq.	Percent	Cum.
-9	17	5.56	5.56
-8	7	2.29	7.84
0	226	73.86	81.70
1	28	9.15	90.85
2	15	4.90	95.75
3	4	1.31	97.06
4	3	0.98	98.04
5	1	0.33	98.37
7	2	0.65	99.02
8	1	0.33	99.35
9	2	0.65	100.00

Total tab sdsb04b5 , m			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 5. CM1	Freq.	Percent	Cum.
-9	17	5.56	5.56
-8	7	2.29	7.84
0	226	73.86	81.70
1	28	9.15	90.85
2	15	4.90	95.75
3	4	1.31	97.06
4	3	0.98	98.04
5	1	0.33	98.37
7	2	0.65	99.02
8	1	0.33	99.35
9	2	0.65	100.00

Total tab sdsb04b6 , m nol			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 6. CM2	Freq.	Percent	Cum.
-9	14	4.58	4.58
-8	7	2.29	6.86
0	237	77.45	84.31
1	27	8.82	93.14
2	9	2.94	96.08
3	3	0.98	97.06
4	3	0.98	98.04
5	1	0.33	98.37

Total tab sdsb04b6 , m			
	306	100.00	
Number of pupils excluded or dropped out. B) Girls 6. CM2	Freq.	Percent	Cum.
-9	14	4.58	4.58
-8	7	2.29	6.86
0	237	77.45	84.31
1	27	8.82	93.14
2	9	2.94	96.08
3	3	0.98	97.06
4	3	0.98	98.04
5	1	0.33	98.37

7	1	0.33	98.69
8	2	0.65	99.35
9	2	0.65	100.00

Total	306	100.00	
tab sdsb04b7 , m nol			

Number of pupils excluded or dropped out. B) Total 7 Girls.	Freq.	Percent	Cum.
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-9	2	0.65	0.65
-8	7	2.29	2.94
0	160	52.29	55.23
1	41	13.40	68.63
2	23	7.52	76.14
3	21	6.86	83.01
4	14	4.58	87.58
5	8	2.61	90.20
6	9	2.94	93.14
7	5	1.63	94.77
8	3	0.98	95.75
9	3	0.98	96.73
10	1	0.33	97.06
11	1	0.33	97.39
12	1	0.33	97.71
13	1	0.33	98.04
14	1	0.33	98.37
15	1	0.33	98.69
16	1	0.33	99.02
18	1	0.33	99.35
19	1	0.33	99.67
80	1	0.33	100.00

Total	306	100.00	
tab sdsb05a1 , m nol			

A) Boys 1. CM2 Number of students in 2011/2012	Freq.	Percent	Cum.
------------------------------------------------	-------	---------	------

-9	21	6.86	6.86
-8	2	0.65	7.52
0	25	8.17	15.69
1	3	0.98	16.67
2	7	2.29	18.95
3	11	3.59	22.55
4	8	2.61	25.16
5	24	7.84	33.01
6	24	7.84	40.85
7	18	5.88	46.73
8	14	4.58	51.31
9	22	7.19	58.50
10	13	4.25	62.75
11	13	4.25	66.99
12	6	1.96	68.95
13	14	4.58	73.53
14	9	2.94	76.47
15	10	3.27	79.74
16	5	1.63	81.37
17	9	2.94	84.31
18	2	0.65	84.97
19	2	0.65	85.62
20	4	1.31	86.93
21	7	2.29	89.22
22	4	1.31	90.52
23	1	0.33	90.85
24	3	0.98	91.83
25	3	0.98	92.81
26	2	0.65	93.46
27	2	0.65	94.12
28	2	0.65	94.77
29	1	0.33	95.10
30	2	0.65	95.75
32	1	0.33	96.08
33	1	0.33	96.41
34	3	0.98	97.39
35	1	0.33	97.71

7	1	0.33	98.69
8	2	0.65	99.35
9	2	0.65	100.00

Total	306	100.00	
tab sdsb04b7 , m			

Number of pupils excluded or dropped out. B) Total 7 Girls.	Freq.	Percent	Cum.
-------------------------------------------------------------	-------	---------	------

-9	2	0.65	0.65
-8	7	2.29	2.94
0	160	52.29	55.23
1	41	13.40	68.63
2	23	7.52	76.14
3	21	6.86	83.01
4	14	4.58	87.58
5	8	2.61	90.20
6	9	2.94	93.14
7	5	1.63	94.77
8	3	0.98	95.75
9	3	0.98	96.73
10	1	0.33	97.06
11	1	0.33	97.39
12	1	0.33	97.71
13	1	0.33	98.04
14	1	0.33	98.37
15	1	0.33	98.69
16	1	0.33	99.02
18	1	0.33	99.35
19	1	0.33	99.67
80	1	0.33	100.00

Total	306	100.00	
tab sdsb05a1 , m			

A) Boys 1. CM2 Number of students in 2011/2012	Freq.	Percent	Cum.
------------------------------------------------	-------	---------	------

-9	21	6.86	6.86
-8	2	0.65	7.52
0	25	8.17	15.69
1	3	0.98	16.67
2	7	2.29	18.95
3	11	3.59	22.55
4	8	2.61	25.16
5	24	7.84	33.01
6	24	7.84	40.85
7	18	5.88	46.73
8	14	4.58	51.31
9	22	7.19	58.50
10	13	4.25	62.75
11	13	4.25	66.99
12	6	1.96	68.95
13	14	4.58	73.53
14	9	2.94	76.47
15	10	3.27	79.74
16	5	1.63	81.37
17	9	2.94	84.31
18	2	0.65	84.97
19	2	0.65	85.62
20	4	1.31	86.93
21	7	2.29	89.22
22	4	1.31	90.52
23	1	0.33	90.85
24	3	0.98	91.83
25	3	0.98	92.81
26	2	0.65	93.46
27	2	0.65	94.12
28	2	0.65	94.77
29	1	0.33	95.10
30	2	0.65	95.75
32	1	0.33	96.08
33	1	0.33	96.41
34	3	0.98	97.39
35	1	0.33	97.71

36	1	0.33	98.04
38	1	0.33	98.37
40	1	0.33	98.69
42	1	0.33	99.02
46	1	0.33	99.35
50	1	0.33	99.67
54	1	0.33	100.00

Total 306 100.00
tab sdsb05a2 ,m nol

A) Boys 2. Enrolled in FEAC	Freq.	Percent	Cum.
-9	22	7.19	7.19
-8	2	0.65	7.84
0	25	8.17	16.01
1	3	0.98	16.99
2	7	2.29	19.28
3	12	3.92	23.20
4	11	3.59	26.80
5	20	6.54	33.33
6	24	7.84	41.18
7	19	6.21	47.39
8	15	4.90	52.29
9	20	6.54	58.82
10	14	4.58	63.40
11	13	4.25	67.65
12	7	2.29	69.93
13	13	4.25	74.18
14	9	2.94	77.12
15	10	3.27	80.39
16	4	1.31	81.70
17	9	2.94	84.64
18	2	0.65	85.29
19	4	1.31	86.60
20	6	1.96	88.56
21	5	1.63	90.20
22	4	1.31	91.50
23	1	0.33	91.83
24	2	0.65	92.48
25	3	0.98	93.46
26	1	0.33	93.79
27	1	0.33	94.12
28	2	0.65	94.77
29	1	0.33	95.10
30	2	0.65	95.75
32	1	0.33	96.08
33	1	0.33	96.41
34	4	1.31	97.71
35	1	0.33	98.04
36	1	0.33	98.37
38	1	0.33	98.69
42	1	0.33	99.02
43	1	0.33	99.35
46	1	0.33	99.67
54	1	0.33	100.00

Total 306 100.00
tab sdsb05a3 ,m nol

A) Boys 3. Present at the examination	Freq.	Percent	Cum.
-9	21	6.86	6.86
-8	2	0.65	7.52
0	26	8.50	16.01
1	3	0.98	16.99
2	7	2.29	19.28
3	13	4.25	23.53
4	10	3.27	26.80
5	21	6.86	33.66
6	24	7.84	41.50
7	18	5.88	47.39
8	16	5.23	52.61
9	21	6.86	59.48
10	12	3.92	63.40
11	15	4.90	68.30
12	7	2.29	70.59
13	13	4.25	74.84
14	7	2.29	77.12

36	1	0.33	98.04
38	1	0.33	98.37
40	1	0.33	98.69
42	1	0.33	99.02
46	1	0.33	99.35
50	1	0.33	99.67
54	1	0.33	100.00

Total 306 100.00
tab sdsb05a2 ,m

A) Boys 2. Enrolled in FEAC	Freq.	Percent	Cum.
-9	22	7.19	7.19
-8	2	0.65	7.84
0	25	8.17	16.01
1	3	0.98	16.99
2	7	2.29	19.28
3	12	3.92	23.20
4	11	3.59	26.80
5	20	6.54	33.33
6	24	7.84	41.18
7	19	6.21	47.39
8	15	4.90	52.29
9	20	6.54	58.82
10	14	4.58	63.40
11	13	4.25	67.65
12	7	2.29	69.93
13	13	4.25	74.18
14	9	2.94	77.12
15	10	3.27	80.39
16	4	1.31	81.70
17	9	2.94	84.64
18	2	0.65	85.29
19	4	1.31	86.60
20	6	1.96	88.56
21	5	1.63	90.20
22	4	1.31	91.50
23	1	0.33	91.83
24	2	0.65	92.48
25	3	0.98	93.46
26	1	0.33	93.79
27	1	0.33	94.12
28	2	0.65	94.77
29	1	0.33	95.10
30	2	0.65	95.75
32	1	0.33	96.08
33	1	0.33	96.41
34	4	1.31	97.71
35	1	0.33	98.04
36	1	0.33	98.37
38	1	0.33	98.69
42	1	0.33	99.02
43	1	0.33	99.35
46	1	0.33	99.67
54	1	0.33	100.00

Total 306 100.00
tab sdsb05a3 ,m

A) Boys 3. Present at the examination	Freq.	Percent	Cum.
-9	21	6.86	6.86
-8	2	0.65	7.52
0	26	8.50	16.01
1	3	0.98	16.99
2	7	2.29	19.28
3	13	4.25	23.53
4	10	3.27	26.80
5	21	6.86	33.66
6	24	7.84	41.50
7	18	5.88	47.39
8	16	5.23	52.61
9	21	6.86	59.48
10	12	3.92	63.40
11	15	4.90	68.30
12	7	2.29	70.59
13	13	4.25	74.84
14	7	2.29	77.12

15	10	3.27	80.39
16	4	1.31	81.70
17	9	2.94	84.64
18	2	0.65	85.29
19	6	1.96	87.25
20	5	1.63	88.89
21	5	1.63	90.52
22	4	1.31	91.83
23	1	0.33	92.16
24	1	0.33	92.48
25	3	0.98	93.46
26	1	0.33	93.79
27	1	0.33	94.12
28	2	0.65	94.77
29	1	0.33	95.10
30	2	0.65	95.75
31	1	0.33	96.08
33	2	0.65	96.73
34	3	0.98	97.71
35	1	0.33	98.04
36	1	0.33	98.37
37	1	0.33	98.69
40	1	0.33	99.02
42	1	0.33	99.35
46	1	0.33	99.67
54	1	0.33	100.00

Total 306 100.00
tab sdsb05a4 , m nol

A) Boys 4. Perform the FEAC	Freq.	Percent	Cum.
-9	20	6.54	6.54
-8	3	0.98	7.52
0	45	14.71	22.22
1	16	5.23	27.45
2	22	7.19	34.64
3	23	7.52	42.16
4	22	7.19	49.35
5	17	5.56	54.90
6	27	8.82	63.73
7	20	6.54	70.26
8	15	4.90	75.16
9	11	3.59	78.76
10	4	1.31	80.07
11	6	1.96	82.03
12	7	2.29	84.31
13	11	3.59	87.91
14	5	1.63	89.54
15	4	1.31	90.85
16	5	1.63	92.48
17	1	0.33	92.81
18	2	0.65	93.46
19	4	1.31	94.77
20	4	1.31	96.08
21	2	0.65	96.73
22	1	0.33	97.06
23	3	0.98	98.04
25	1	0.33	98.37
26	2	0.65	99.02
30	1	0.33	99.35
39	1	0.33	99.67
46	1	0.33	100.00

Total 306 100.00
tab sdsb05b1 , m nol

B) Girls 1. CM2 Number of students in 2011/2012	Freq.	Percent	Cum.
-9	19	6.21	6.21
-8	2	0.65	6.86
0	27	8.82	15.69
1	3	0.98	16.67
2	10	3.27	19.93
3	9	2.94	22.88
4	13	4.25	27.12
5	18	5.88	33.01
6	16	5.23	38.24

15	10	3.27	80.39
16	4	1.31	81.70
17	9	2.94	84.64
18	2	0.65	85.29
19	6	1.96	87.25
20	5	1.63	88.89
21	5	1.63	90.52
22	4	1.31	91.83
23	1	0.33	92.16
24	1	0.33	92.48
25	3	0.98	93.46
26	1	0.33	93.79
27	1	0.33	94.12
28	2	0.65	94.77
29	1	0.33	95.10
30	2	0.65	95.75
31	1	0.33	96.08
33	2	0.65	96.73
34	3	0.98	97.71
35	1	0.33	98.04
36	1	0.33	98.37
37	1	0.33	98.69
40	1	0.33	99.02
42	1	0.33	99.35
46	1	0.33	99.67
54	1	0.33	100.00

Total 306 100.00
tab sdsb05a4 , m

A) Boys 4. Perform the FEAC	Freq.	Percent	Cum.
-9	20	6.54	6.54
-8	3	0.98	7.52
0	45	14.71	22.22
1	16	5.23	27.45
2	22	7.19	34.64
3	23	7.52	42.16
4	22	7.19	49.35
5	17	5.56	54.90
6	27	8.82	63.73
7	20	6.54	70.26
8	15	4.90	75.16
9	11	3.59	78.76
10	4	1.31	80.07
11	6	1.96	82.03
12	7	2.29	84.31
13	11	3.59	87.91
14	5	1.63	89.54
15	4	1.31	90.85
16	5	1.63	92.48
17	1	0.33	92.81
18	2	0.65	93.46
19	4	1.31	94.77
20	4	1.31	96.08
21	2	0.65	96.73
22	1	0.33	97.06
23	3	0.98	98.04
25	1	0.33	98.37
26	2	0.65	99.02
30	1	0.33	99.35
39	1	0.33	99.67
46	1	0.33	100.00

Total 306 100.00
tab sdsb05b1 , m

B) Girls 1. CM2 Number of students in 2011/2012	Freq.	Percent	Cum.
-9	19	6.21	6.21
-8	2	0.65	6.86
0	27	8.82	15.69
1	3	0.98	16.67
2	10	3.27	19.93
3	9	2.94	22.88
4	13	4.25	27.12
5	18	5.88	33.01
6	16	5.23	38.24

7	13	4.25	42.48
8	18	5.88	48.37
9	15	4.90	53.27
10	10	3.27	56.54
11	17	5.56	62.09
12	8	2.61	64.71
13	10	3.27	67.97
14	12	3.92	71.90
15	7	2.29	74.18
16	3	0.98	75.16
17	15	4.90	80.07
18	3	0.98	81.05
19	6	1.96	83.01
20	5	1.63	84.64
21	1	0.33	84.97
22	4	1.31	86.27
23	6	1.96	88.24
24	3	0.98	89.22
25	3	0.98	90.20
26	1	0.33	90.52
27	3	0.98	91.50
28	1	0.33	91.83
29	2	0.65	92.48
30	2	0.65	93.14
31	1	0.33	93.46
32	3	0.98	94.44
33	1	0.33	94.77
34	4	1.31	96.08
35	2	0.65	96.73
38	1	0.33	97.06
40	4	1.31	98.37
41	1	0.33	98.69
42	1	0.33	99.02
46	1	0.33	99.35
63	2	0.65	100.00

Total 306 100.00
tab sdsb05b2 , m nol

B) Girls 2. Enrolled in FEAC	Freq.	Percent	Cum.
-9	20	6.54	6.54
-8	2	0.65	7.19
0	27	8.82	16.01
1	2	0.65	16.67
2	10	3.27	19.93
3	9	2.94	22.88
4	14	4.58	27.45
5	18	5.88	33.33
6	19	6.21	39.54
7	12	3.92	43.46
8	18	5.88	49.35
9	12	3.92	53.27
10	10	3.27	56.54
11	17	5.56	62.09
12	9	2.94	65.03
13	10	3.27	68.30
14	11	3.59	71.90
15	10	3.27	75.16
16	3	0.98	76.14
17	13	4.25	80.39
18	3	0.98	81.37
19	6	1.96	83.33
20	6	1.96	85.29
21	1	0.33	85.62
22	4	1.31	86.93
23	5	1.63	88.56
24	2	0.65	89.22
25	3	0.98	90.20
26	1	0.33	90.52
27	3	0.98	91.50
28	2	0.65	92.16
29	2	0.65	92.81
30	2	0.65	93.46
31	2	0.65	94.12
32	3	0.98	95.10
34	3	0.98	96.08
35	2	0.65	96.73
38	1	0.33	97.06
40	4	1.31	98.37
41	1	0.33	98.69
42	1	0.33	99.02

7	13	4.25	42.48
8	18	5.88	48.37
9	15	4.90	53.27
10	10	3.27	56.54
11	17	5.56	62.09
12	8	2.61	64.71
13	10	3.27	67.97
14	12	3.92	71.90
15	7	2.29	74.18
16	3	0.98	75.16
17	15	4.90	80.07
18	3	0.98	81.05
19	6	1.96	83.01
20	5	1.63	84.64
21	1	0.33	84.97
22	4	1.31	86.27
23	6	1.96	88.24
24	3	0.98	89.22
25	3	0.98	90.20
26	1	0.33	90.52
27	3	0.98	91.50
28	1	0.33	91.83
29	2	0.65	92.48
30	2	0.65	93.14
31	1	0.33	93.46
32	3	0.98	94.44
33	1	0.33	94.77
34	4	1.31	96.08
35	2	0.65	96.73
38	1	0.33	97.06
40	4	1.31	98.37
41	1	0.33	98.69
42	1	0.33	99.02
46	1	0.33	99.35
63	2	0.65	100.00

Total 306 100.00
tab sdsb05b2 , m

B) Girls 2. Enrolled in FEAC	Freq.	Percent	Cum.
-9	20	6.54	6.54
-8	2	0.65	7.19
0	27	8.82	16.01
1	2	0.65	16.67
2	10	3.27	19.93
3	9	2.94	22.88
4	14	4.58	27.45
5	18	5.88	33.33
6	19	6.21	39.54
7	12	3.92	43.46
8	18	5.88	49.35
9	12	3.92	53.27
10	10	3.27	56.54
11	17	5.56	62.09
12	9	2.94	65.03
13	10	3.27	68.30
14	11	3.59	71.90
15	10	3.27	75.16
16	3	0.98	76.14
17	13	4.25	80.39
18	3	0.98	81.37
19	6	1.96	83.33
20	6	1.96	85.29
21	1	0.33	85.62
22	4	1.31	86.93
23	5	1.63	88.56
24	2	0.65	89.22
25	3	0.98	90.20
26	1	0.33	90.52
27	3	0.98	91.50
28	2	0.65	92.16
29	2	0.65	92.81
30	2	0.65	93.46
31	2	0.65	94.12
32	3	0.98	95.10
34	3	0.98	96.08
35	2	0.65	96.73
38	1	0.33	97.06
40	4	1.31	98.37
41	1	0.33	98.69
42	1	0.33	99.02

46	1	0.33	99.35
56	1	0.33	99.67
63	1	0.33	100.00

Total	306	100.00	
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B) Girls 3.
Present at
the
examination

	Freq.	Percent	Cum.
-9	19	6.21	6.21
-8	2	0.65	6.86
0	29	9.48	16.34
1	2	0.65	16.99
2	11	3.59	20.59
3	9	2.94	23.53
4	13	4.25	27.78
5	21	6.86	34.64
6	16	5.23	39.87
7	13	4.25	44.12
8	17	5.56	49.67
9	11	3.59	53.27
10	10	3.27	56.54
11	18	5.88	62.42
12	10	3.27	65.69
13	11	3.59	69.28
14	7	2.29	71.57
15	11	3.59	75.16
16	5	1.63	76.80
17	11	3.59	80.39
18	3	0.98	81.37
19	7	2.29	83.66
20	5	1.63	85.29
21	1	0.33	85.62
22	4	1.31	86.93
23	5	1.63	88.56
24	3	0.98	89.54
25	2	0.65	90.20
26	1	0.33	90.52
27	2	0.65	91.18
28	2	0.65	91.83
29	3	0.98	92.81
30	1	0.33	93.14
31	3	0.98	94.12
32	3	0.98	95.10
34	2	0.65	95.75
35	2	0.65	96.41
37	1	0.33	96.73
38	2	0.65	97.39
39	1	0.33	97.71
40	2	0.65	98.37
41	2	0.65	99.02
56	2	0.65	99.67
63	1	0.33	100.00

Total	306	100.00	
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B) Girls 4.
Perform the
FEAC

	Freq.	Percent	Cum.
-9	18	5.88	5.88
-8	3	0.98	6.86
0	51	16.67	23.53
1	28	9.15	32.68
2	17	5.56	38.24
3	24	7.84	46.08
4	21	6.86	52.94
5	14	4.58	57.52
6	13	4.25	61.76
7	15	4.90	66.67
8	16	5.23	71.90
9	14	4.58	76.47
10	12	3.92	80.39
11	7	2.29	82.68
12	10	3.27	85.95
13	4	1.31	87.25
14	3	0.98	88.24
15	5	1.63	89.87
16	4	1.31	91.18
17	3	0.98	92.16

46	1	0.33	99.35
56	1	0.33	99.67
63	1	0.33	100.00

Total	306	100.00	
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B) Girls 3.
Present at
the
examination

	Freq.	Percent	Cum.
-9	19	6.21	6.21
-8	2	0.65	6.86
0	29	9.48	16.34
1	2	0.65	16.99
2	11	3.59	20.59
3	9	2.94	23.53
4	13	4.25	27.78
5	21	6.86	34.64
6	16	5.23	39.87
7	13	4.25	44.12
8	17	5.56	49.67
9	11	3.59	53.27
10	10	3.27	56.54
11	18	5.88	62.42
12	10	3.27	65.69
13	11	3.59	69.28
14	7	2.29	71.57
15	11	3.59	75.16
16	5	1.63	76.80
17	11	3.59	80.39
18	3	0.98	81.37
19	7	2.29	83.66
20	5	1.63	85.29
21	1	0.33	85.62
22	4	1.31	86.93
23	5	1.63	88.56
24	3	0.98	89.54
25	2	0.65	90.20
26	1	0.33	90.52
27	2	0.65	91.18
28	2	0.65	91.83
29	3	0.98	92.81
30	1	0.33	93.14
31	3	0.98	94.12
32	3	0.98	95.10
34	2	0.65	95.75
35	2	0.65	96.41
37	1	0.33	96.73
38	2	0.65	97.39
39	1	0.33	97.71
40	2	0.65	98.37
41	2	0.65	99.02
56	2	0.65	99.67
63	1	0.33	100.00

Total	306	100.00	
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B) Girls 4.
Perform the
FEAC

	Freq.	Percent	Cum.
-9	18	5.88	5.88
-8	3	0.98	6.86
0	51	16.67	23.53
1	28	9.15	32.68
2	17	5.56	38.24
3	24	7.84	46.08
4	21	6.86	52.94
5	14	4.58	57.52
6	13	4.25	61.76
7	15	4.90	66.67
8	16	5.23	71.90
9	14	4.58	76.47
10	12	3.92	80.39
11	7	2.29	82.68
12	10	3.27	85.95
13	4	1.31	87.25
14	3	0.98	88.24
15	5	1.63	89.87
16	4	1.31	91.18
17	3	0.98	92.16

18	3	0.98	93.14
19	3	0.98	94.12
20	1	0.33	94.44
21	1	0.33	94.77
22	5	1.63	96.41
24	2	0.65	97.06
25	2	0.65	97.71
26	1	0.33	98.04
27	1	0.33	98.37
28	1	0.33	98.69
29	1	0.33	99.02
35	1	0.33	99.35
36	1	0.33	99.67
37	1	0.33	100.00

Total | 306 | 100.00
 tab sdsb06 , m nol

6. What is the proportion of students who have CI of the official age? Entry to

	Freq.	Percent	Cum.
-9	33	10.78	10.78
-8	2	0.65	11.44
1	69	22.55	33.99
2	77	25.16	59.15
3	85	27.78	86.93
4	40	13.07	100.00

Total | 306 | 100.00
 tab sdsb07a , m nol

Average Distance homes (km) Less than 1

	Freq.	Percent	Cum.
-9	18	5.88	5.88
-8	9	2.94	8.82
0	26	8.50	17.32
1	16	5.23	22.55
4	1	0.33	22.88
5	2	0.65	23.53
11	1	0.33	23.86
15	1	0.33	24.18
20	3	0.98	25.16
25	3	0.98	26.14
30	2	0.65	26.80
40	2	0.65	27.45
50	7	2.29	29.74
55	1	0.33	30.07
60	13	4.25	34.31
65	1	0.33	34.64
67	1	0.33	34.97
70	10	3.27	38.24
75	6	1.96	40.20
79	1	0.33	40.52
80	24	7.84	48.37
84	2	0.65	49.02
85	7	2.29	51.31
88	1	0.33	51.63
90	18	5.88	57.52
91	1	0.33	57.84
92	3	0.98	58.82
93	1	0.33	59.15
95	14	4.58	63.73
96	1	0.33	64.05
97	3	0.98	65.03
98	1	0.33	65.36
99	1	0.33	65.69
99.6	1	0.33	66.01
100	104	33.99	100.00

Total | 306 | 100.00
 tab sdsb07b , m nol

18	3	0.98	93.14
19	3	0.98	94.12
20	1	0.33	94.44
21	1	0.33	94.77
22	5	1.63	96.41
24	2	0.65	97.06
25	2	0.65	97.71
26	1	0.33	98.04
27	1	0.33	98.37
28	1	0.33	98.69
29	1	0.33	99.02
35	1	0.33	99.35
36	1	0.33	99.67
37	1	0.33	100.00

Total | 306 | 100.00
 tab sdsb06 , m

6. What is the proportion of students who have CI of the official age? Entry to

	Freq.	Percent	Cum.
NA	33	10.78	10.78
NP	2	0.65	11.44
1. Less than 50%	69	22.55	33.99
2 50% - 80%	77	25.16	59.15
3. Nearly all	85	27.78	86.93
4. All	40	13.07	100.00

Total | 306 | 100.00

tab sdsb07a , m

Average Distance homes (km) Less than 1

	Freq.	Percent	Cum.
-9	18	5.88	5.88
-8	9	2.94	8.82
0	26	8.50	17.32
1	16	5.23	22.55
4	1	0.33	22.88
5	2	0.65	23.53
11	1	0.33	23.86
15	1	0.33	24.18
20	3	0.98	25.16
25	3	0.98	26.14
30	2	0.65	26.80
40	2	0.65	27.45
50	7	2.29	29.74
55	1	0.33	30.07
60	13	4.25	34.31
65	1	0.33	34.64
67	1	0.33	34.97
70	10	3.27	38.24
75	6	1.96	40.20
79	1	0.33	40.52
80	24	7.84	48.37
84	2	0.65	49.02
85	7	2.29	51.31
88	1	0.33	51.63
90	18	5.88	57.52
91	1	0.33	57.84
92	3	0.98	58.82
93	1	0.33	59.15
95	14	4.58	63.73
96	1	0.33	64.05
97	3	0.98	65.03
98	1	0.33	65.36
99	1	0.33	65.69
99.6	1	0.33	66.01
100	104	33.99	100.00

Total | 306 | 100.00
 tab sdsb07b , m

Average Distance homes (oleb) 1-3 mi	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	145	47.39	47.71
1	15	4.90	52.61
2	12	3.92	56.54
3	2	0.65	57.19
4	1	0.33	57.52
5	13	4.25	61.76
6	3	0.98	62.75
7	2	0.65	63.40
8	1	0.33	63.73
9	1	0.33	64.05
10	23	7.52	71.57
12	1	0.33	71.90
13	1	0.33	72.22
15	6	1.96	74.18
16	1	0.33	74.51
20	27	8.82	83.33
21	1	0.33	83.66
25	5	1.63	85.29
30	14	4.58	89.87
33	1	0.33	90.20
35	1	0.33	90.52
36	1	0.33	90.85
40	9	2.94	93.79
45	1	0.33	94.12
46	1	0.33	94.44
50	5	1.63	96.08
60	1	0.33	96.41
75	3	0.98	97.39
80	3	0.98	98.37
82	1	0.33	98.69
90	1	0.33	99.02
95	2	0.65	99.67
100	1	0.33	100.00

Total 306 100.00
tab sdsb07c , m nol

Average Distance homes (COLEC) More than 3 km	Freq.	Percent	Cum.
0	273	89.22	89.22
1	5	1.63	90.85
2	1	0.33	91.18
3	3	0.98	92.16
5	4	1.31	93.46
7	2	0.65	94.12
8	1	0.33	94.44
10	6	1.96	96.41
15	2	0.65	97.06
20	3	0.98	98.04
25	1	0.33	98.37
30	1	0.33	98.69
47	1	0.33	99.02
50	2	0.65	99.67
60	1	0.33	100.00

Total 306 100.00
tab sdsb08 , m nol

8. How many of students in your school are orphans?	Freq.	Percent	Cum.
-9	3	0.98	0.98
-8	32	10.46	11.44
0	44	14.38	25.82
1	24	7.84	33.66
2	25	8.17	41.83
3	23	7.52	49.35
4	22	7.19	56.54

Average Distance homes (oleb) 1-3 mi	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	145	47.39	47.71
1	15	4.90	52.61
2	12	3.92	56.54
3	2	0.65	57.19
4	1	0.33	57.52
5	13	4.25	61.76
6	3	0.98	62.75
7	2	0.65	63.40
8	1	0.33	63.73
9	1	0.33	64.05
10	23	7.52	71.57
12	1	0.33	71.90
13	1	0.33	72.22
15	6	1.96	74.18
16	1	0.33	74.51
20	27	8.82	83.33
21	1	0.33	83.66
25	5	1.63	85.29
30	14	4.58	89.87
33	1	0.33	90.20
35	1	0.33	90.52
36	1	0.33	90.85
40	9	2.94	93.79
45	1	0.33	94.12
46	1	0.33	94.44
50	5	1.63	96.08
60	1	0.33	96.41
75	3	0.98	97.39
80	3	0.98	98.37
82	1	0.33	98.69
90	1	0.33	99.02
95	2	0.65	99.67
100	1	0.33	100.00

Total 306 100.00
tab sdsb07c , m

Average Distance homes (COLEC) More than 3 km	Freq.	Percent	Cum.
0	273	89.22	89.22
1	5	1.63	90.85
2	1	0.33	91.18
3	3	0.98	92.16
5	4	1.31	93.46
7	2	0.65	94.12
8	1	0.33	94.44
10	6	1.96	96.41
15	2	0.65	97.06
20	3	0.98	98.04
25	1	0.33	98.37
30	1	0.33	98.69
47	1	0.33	99.02
50	2	0.65	99.67
60	1	0.33	100.00

Total 306 100.00
tab sdsb08 , m

8. How many of students in your school are orphans?	Freq.	Percent	Cum.
-9	3	0.98	0.98
-8	32	10.46	11.44
0	44	14.38	25.82
1	24	7.84	33.66
2	25	8.17	41.83
3	23	7.52	49.35
4	22	7.19	56.54

5	17	5.56	62.09
6	12	3.92	66.01
7	11	3.59	69.61
8	3	0.98	70.59
9	5	1.63	72.22
10	5	1.63	73.86
11	2	0.65	74.51
12	3	0.98	75.49
13	4	1.31	76.80
14	4	1.31	78.10
15	9	2.94	81.05
16	6	1.96	83.01
17	4	1.31	84.31
18	4	1.31	85.62
19	3	0.98	86.60
20	6	1.96	88.56
21	2	0.65	89.22
22	1	0.33	89.54
23	2	0.65	90.20
24	4	1.31	91.50
25	1	0.33	91.83
28	4	1.31	93.14
29	2	0.65	93.79
30	6	1.96	95.75
31	1	0.33	96.08
36	2	0.65	96.73
44	1	0.33	97.06
45	3	0.98	98.04
50	1	0.33	98.37
53	1	0.33	98.69
55	1	0.33	99.02
63	1	0.33	99.35
69	1	0.33	99.67
76	1	0.33	100.00

Total | 306 | 100.00
tab sdsb09 ,m nol

9. How manyd? Students in your school are disabled?	Freq.	Percent	Cum.
0	190	62.09	62.09
1	66	21.57	83.66
2	30	9.80	93.46
3	11	3.59	97.06
4	3	0.98	98.04
5	1	0.33	98.37
7	1	0.33	98.69
8	1	0.33	99.02
12	2	0.65	99.67
16	1	0.33	100.00

Total | 306 | 100.00
tab sdsb10 ,m nol

10. Are your school keeps a record of the presence or absence of the students?	Freq.	Percent	Cum.
-8	3	0.98	0.98
0	4	1.31	2.29
1	22	7.19	9.48
2	277	90.52	100.00

Total | 306 | 100.00
tab sdsb11a ,m nol

NB students absent last quarter) CP students	Freq.	Percent	Cum.
-9	52	16.99	16.99
-8	11	3.59	20.59

5	17	5.56	62.09
6	12	3.92	66.01
7	11	3.59	69.61
8	3	0.98	70.59
9	5	1.63	72.22
10	5	1.63	73.86
11	2	0.65	74.51
12	3	0.98	75.49
13	4	1.31	76.80
14	4	1.31	78.10
15	9	2.94	81.05
16	6	1.96	83.01
17	4	1.31	84.31
18	4	1.31	85.62
19	3	0.98	86.60
20	6	1.96	88.56
21	2	0.65	89.22
22	1	0.33	89.54
23	2	0.65	90.20
24	4	1.31	91.50
25	1	0.33	91.83
28	4	1.31	93.14
29	2	0.65	93.79
30	6	1.96	95.75
31	1	0.33	96.08
36	2	0.65	96.73
44	1	0.33	97.06
45	3	0.98	98.04
50	1	0.33	98.37
53	1	0.33	98.69
55	1	0.33	99.02
63	1	0.33	99.35
69	1	0.33	99.67
76	1	0.33	100.00

Total | 306 | 100.00
tab sdsb09 ,m

9. How manyd? Students in your school are disabled?	Freq.	Percent	Cum.
0	190	62.09	62.09
1	66	21.57	83.66
2	30	9.80	93.46
3	11	3.59	97.06
4	3	0.98	98.04
5	1	0.33	98.37
7	1	0.33	98.69
8	1	0.33	99.02
12	2	0.65	99.67
16	1	0.33	100.00

Total | 306 | 100.00
tab sdsb10 ,m

10. Are your school keeps a record of the presence or absence of the students?	Freq.	Percent	Cum.
NP	3	0.98	0.98
0. No.	4	1.31	2.29
1. Yes but only some classes (some teac	22	7.19	9.48
2. Yes in all classes	277	90.52	100.00
Total	306	100.00	

tab sdsb11a ,m

NB students absent last quarter) CP students	Freq.	Percent	Cum.
-9	52	16.99	16.99

0	22	7.19	27.78
1	32	10.46	38.24
2	33	10.78	49.02
3	27	8.82	57.84
4	11	3.59	61.44
5	29	9.48	70.92
6	6	1.96	72.88
7	14	4.58	77.45
8	7	2.29	79.74
9	5	1.63	81.37
10	13	4.25	85.62
11	1	0.33	85.95
12	8	2.61	88.56
13	3	0.98	89.54
14	2	0.65	90.20
15	4	1.31	91.50
16	3	0.98	92.48
17	5	1.63	94.12
18	2	0.65	94.77
19	1	0.33	95.10
20	2	0.65	95.75
21	2	0.65	96.41
22	1	0.33	96.73
23	3	0.98	97.71
34	1	0.33	98.04
35	1	0.33	98.37
43	1	0.33	98.69
45	1	0.33	99.02
49	1	0.33	99.35
52	1	0.33	99.67
67	1	0.33	100.00

Total | 306 | 100.00
tab sdsb11b ,m nol

NB students absent last quarter b) CM 2 students	Freq.	Percent	Cum.
-9	27	8.82	8.82
-8	14	4.58	13.40
0	70	22.88	36.27
1	40	13.07	49.35
2	46	15.03	64.38
3	30	9.80	74.18
4	14	4.58	78.76
5	17	5.56	84.31
6	10	3.27	87.58
7	2	0.65	88.24
8	7	2.29	90.52
9	6	1.96	92.48
10	5	1.63	94.12
11	2	0.65	94.77
12	2	0.65	95.42
15	1	0.33	95.75
16	4	1.31	97.06
18	1	0.33	97.39
19	1	0.33	97.71
20	1	0.33	98.04
27	1	0.33	98.37
31	1	0.33	98.69
34	1	0.33	99.02
52	1	0.33	99.35
86	1	0.33	99.67
215	1	0.33	100.00

Total | 306 | 100.00

tab sdsb12a ,m nol

What is the approximate % of graders and CM2 who have been absent for more than 5	Freq.	Percent	Cum.
-9	52	16.99	16.99
-8	9	2.94	19.93
0	143	46.73	66.67

-8	11	3.59	20.59
0	22	7.19	27.78
1	32	10.46	38.24
2	33	10.78	49.02
3	27	8.82	57.84
4	11	3.59	61.44
5	29	9.48	70.92
6	6	1.96	72.88
7	14	4.58	77.45
8	7	2.29	79.74
9	5	1.63	81.37
10	13	4.25	85.62
11	1	0.33	85.95
12	8	2.61	88.56
13	3	0.98	89.54
14	2	0.65	90.20
15	4	1.31	91.50
16	3	0.98	92.48
17	5	1.63	94.12
18	2	0.65	94.77
19	1	0.33	95.10
20	2	0.65	95.75
21	2	0.65	96.41
22	1	0.33	96.73
23	3	0.98	97.71
34	1	0.33	98.04
35	1	0.33	98.37
43	1	0.33	98.69
45	1	0.33	99.02
49	1	0.33	99.35
52	1	0.33	99.67
67	1	0.33	100.00

Total | 306 | 100.00
tab sdsb11b ,m

NB students absent last quarter b) CM 2 students	Freq.	Percent	Cum.
-9	27	8.82	8.82
-8	14	4.58	13.40
0	70	22.88	36.27
1	40	13.07	49.35
2	46	15.03	64.38
3	30	9.80	74.18
4	14	4.58	78.76
5	17	5.56	84.31
6	10	3.27	87.58
7	2	0.65	88.24
8	7	2.29	90.52
9	6	1.96	92.48
10	5	1.63	94.12
11	2	0.65	94.77
12	2	0.65	95.42
15	1	0.33	95.75
16	4	1.31	97.06
18	1	0.33	97.39
19	1	0.33	97.71
20	1	0.33	98.04
27	1	0.33	98.37
31	1	0.33	98.69
34	1	0.33	99.02
52	1	0.33	99.35
86	1	0.33	99.67
215	1	0.33	100.00

Total | 306 | 100.00
tab sdsb12a ,m

What is the approximate % of graders and CM2 who have been absent for more than 5	Freq.	Percent	Cum.
-9	52	16.99	16.99
-8	9	2.94	19.93
0	143	46.73	66.67

1	29	9.48	76.14
2	20	6.54	82.68
3	13	4.25	86.93
4	6	1.96	88.89
5	6	1.96	90.85
6	5	1.63	92.48
7	1	0.33	92.81
8	1	0.33	93.14
9	1	0.33	93.46
10	4	1.31	94.77
11	1	0.33	95.10
12	3	0.98	96.08
14	1	0.33	96.41
15	2	0.65	97.06
20	4	1.31	98.37
23	1	0.33	98.69
25	1	0.33	99.02
30	1	0.33	99.35
50	1	0.33	99.67
60	1	0.33	100.00

Total | 306 | 100.00
tab sdsb12b ,m nol

What is the approximate % of graders and CM2 who have been absent for more than 5	Freq.	Percent	Cum.
-9	27	8.82	8.82
-8	10	3.27	12.09
0	191	62.42	74.51
1	28	9.15	83.66
2	14	4.58	88.24
3	6	1.96	90.20
4	2	0.65	90.85
5	6	1.96	92.81
6	3	0.98	93.79
7	1	0.33	94.12
8	1	0.33	94.44
9	1	0.33	94.77
10	4	1.31	96.08
11	3	0.98	97.06
12	1	0.33	97.39
15	1	0.33	97.71
20	2	0.65	98.37
23	1	0.33	98.69
29	1	0.33	99.02
31	1	0.33	99.35
33	2	0.65	100.00

Total | 306 | 100.00
tab sdsb13a ,m nol

13. a. Girls	Freq.	Percent	Cum.
-7	1	0.33	0.33
1	161	52.61	52.94
2	117	38.24	91.18
3	27	8.82	100.00

Total | 306 | 100.00
tab sdsb13b ,m nol

13. b. boys	Freq.	Percent	Cum.
-9	1	0.33	0.33
-8	8	2.61	2.94
1	153	50.00	52.94
2	117	38.24	91.18
3	27	8.82	100.00

Total | 306 | 100.00
tab sdsb14 ,m nol

14. Quelle is the severity of malnutrition in your

1	29	9.48	76.14
2	20	6.54	82.68
3	13	4.25	86.93
4	6	1.96	88.89
5	6	1.96	90.85
6	5	1.63	92.48
7	1	0.33	92.81
8	1	0.33	93.14
9	1	0.33	93.46
10	4	1.31	94.77
11	1	0.33	95.10
12	3	0.98	96.08
14	1	0.33	96.41
15	2	0.65	97.06
20	4	1.31	98.37
23	1	0.33	98.69
25	1	0.33	99.02
30	1	0.33	99.35
50	1	0.33	99.67
60	1	0.33	100.00

Total | 306 | 100.00
tab sdsb12b ,m

What is the approximate % of graders and CM2 who have been absent for more than 5	Freq.	Percent	Cum.
-9	27	8.82	8.82
-8	10	3.27	12.09
0	191	62.42	74.51
1	28	9.15	83.66
2	14	4.58	88.24
3	6	1.96	90.20
4	2	0.65	90.85
5	6	1.96	92.81
6	3	0.98	93.79
7	1	0.33	94.12
8	1	0.33	94.44
9	1	0.33	94.77
10	4	1.31	96.08
11	3	0.98	97.06
12	1	0.33	97.39
15	1	0.33	97.71
20	2	0.65	98.37
23	1	0.33	98.69
29	1	0.33	99.02
31	1	0.33	99.35
33	2	0.65	100.00

Total | 306 | 100.00
tab sdsb13a ,m

13. a. Girls	Freq.	Percent	Cum.
-7	1	0.33	0.33
1. No problem	161	52.61	52.94
2. Underage	117	38.24	91.18
3. Serious	27	8.82	100.00

Total | 306 | 100.00
tab sdsb13b ,m

13. b. boys	Freq.	Percent	Cum.
NA	1	0.33	0.33
NP	8	2.61	2.94
1. No problem	153	50.00	52.94
2. Underage	117	38.24	91.18
3. Serious	27	8.82	100.00

Total | 306 | 100.00
tab sdsb14 ,m

14. Quelle is the severity of malnutrition in your

school?	Freq.	Percent	Cum.
1	113	36.93	36.93
2	125	40.85	77.78
3	68	22.22	100.00

Total | 306 | 100.00
tab sdsb15 ,m nol

15. Are Does your school gives parents a report card that includes			
	Freq.	Percent	Cum.
0	34	11.11	11.11
1	26	8.50	19.61
2	179	58.50	78.10
3	67	21.90	100.00

Total | 306 | 100.00
tab sdsb16 ,m nol

16. According to you, what is the approximate proportion of first graders that le			
	Freq.	Percent	Cum.
-9	52	16.99	16.99
0	18	5.88	22.88
1	130	42.48	65.36
2	69	22.55	87.91
3	22	7.19	95.10
4	6	1.96	97.06
5	9	2.94	100.00

Total | 306 | 100.00
tab sdsb17 ,m nol

17. According to you, what is the approximate proportion of students in CM2 learn			
	Freq.	Percent	Cum.
-9	14	4.58	4.58
0	4	1.31	5.88
1	59	19.28	25.16
2	91	29.74	54.90
3	90	29.41	84.31
4	47	15.36	99.67
5	1	0.33	100.00

Total | 306 | 100.00
tab sdsb18 ,m nol

18. According to you, what is the approximate proportion of children aged 6 vivan			
	Freq.	Percent	Cum.
-9	2	0.65	0.65
-8	1	0.33	0.98
0	74	24.18	25.16
1	88	28.76	53.92
2	81	26.47	80.39
3	60	19.61	100.00

Total | 306 | 100.00
tab sdsb19 ,m nol

school?	Freq.	Percent	Cum.
1. No problem	113	36.93	36.93
2. Underage	125	40.85	77.78
3. Serious	68	22.22	100.00

Total | 306 | 100.00
tab sdsb15 ,m

15. Are Does your school gives parents a report card that includes			
	Freq.	Percent	Cum.
0. No, this update? Not exist	34	11.11	11.11
1. No, no such report, but we do it ora	26	8.50	19.61
2. Yes, information on academic perform	179	58.50	78.10
3. Yes, information on school performan	67	21.90	100.00

Total | 306 | 100.00

tab sdsb16 ,m

16. According to you, what is the approximate proportion of first graders that le			
	Freq.	Percent	Cum.
NA	52	16.99	16.99
0. Nobody	18	5.88	22.88
1. Less than 50%	130	42.48	65.36
2 50% -. 80%	69	22.55	87.91
3. Nearly all	22	7.19	95.10
4. All	6	1.96	97.06
Do 5. Know	9	2.94	100.00

Total | 306 | 100.00

tab sdsb17 ,m

17. According to you, what is the approximate proportion of students in CM2 learn			
	Freq.	Percent	Cum.
NA	14	4.58	4.58
0. Nobody	4	1.31	5.88
1. Less than 50%	59	19.28	25.16
2 50% -. 80%	91	29.74	54.90
3. Nearly all	90	29.41	84.31
4. All	47	15.36	99.67
Do 5. Know	1	0.33	100.00

Total | 306 | 100.00

tab sdsb18 ,m

18. According to you, what is the approximate proportion of children aged 6 vivan			
	Freq.	Percent	Cum.
NA	2	0.65	0.65
NP	1	0.33	0.98
0. Few or none (most children are in sc	74	24.18	25.16
1. Moins 20%	88	28.76	53.92
2. Entre 20% - 50%	81	26.47	80.39
3. More than 50%	60	19.61	100.00

Total | 306 | 100.00

tab sdsb19 ,m

19. According to you, what is the approximate proportion of children? School age	Freq.	Percent	Cum.
-8	1	0.33	0.33
0	73	23.86	24.18
1	91	29.74	53.92
2	81	26.47	80.39
3	59	19.28	99.67
.	1	0.33	100.00

Total | 306 | 100.00
tab sdsb20 , m nol

20. According to you girls are they more likely? Being uneducated?	Freq.	Percent	Cum.
1	109	35.62	35.62
2	197	64.38	100.00

Total | 306 | 100.00
tab sdsb21 , m nol

21. According to you, the parents know the lacing of their children?	Freq.	Percent	Cum.
-9	2	0.65	0.65
-8	5	1.63	2.29
1	37	12.09	14.38
2	169	55.23	69.61
3	93	30.39	100.00

Total | 306 | 100.00
tab sdsb22 , m nol

22. According to you, local authorities (local collectvit - IDEN) know-ell	Freq.	Percent	Cum.
-8	2	0.65	0.65
-7	1	0.33	0.98
0	233	76.14	77.12
1	70	22.88	100.00

Total | 306 | 100.00
tab sdsb23 , m nol

23. Y there school-age children who don? Could not s? Register in? School f	Freq.	Percent	Cum.
-7	1	0.33	0.33
0	215	70.26	70.59
1	90	29.41	100.00

Total | 306 | 100.00
tab sdsg01 , m nol

1. What is |

19. According to you, what is the approximate proportion of children? School age	Freq.	Percent	Cum.
NP	1	0.33	0.33
0. Few or none (most children are in sc	73	23.86	24.18
1. Moins 20%	91	29.74	53.92
2. Entre 20% - 50%	81	26.47	80.39
3. More than 50%	59	19.28	99.67
.	1	0.33	100.00

Total | 306 | 100.00
tab sdsb20 , m

20. According to you girls are they more likely? Being uneducated?	Freq.	Percent	Cum.
Yes	109	35.62	35.62
No	197	64.38	100.00

Total | 306 | 100.00
tab sdsb21 , m

21. According to you, the parents know the lacing of their children?	Freq.	Percent	Cum.
NA	2	0.65	0.65
NP	5	1.63	2.29
Yes	37	12.09	14.38
2. Some parents do not know	169	55.23	69.61
3. Most parents do not know	93	30.39	100.00

Total | 306 | 100.00
tab sdsb22 , m

22. According to you, local authorities (local collectvit - IDEN) know-ell	Freq.	Percent	Cum.
NP	2	0.65	0.65
-7	1	0.33	0.98
0. No.	233	76.14	77.12
Yes	70	22.88	100.00

Total | 306 | 100.00
tab sdsb23 , m

23. Y there school-age children who don? Could not s? Register in? School f	Freq.	Percent	Cum.
-7	1	0.33	0.33
0. No.	215	70.26	70.59
Yes	90	29.41	100.00

Total | 306 | 100.00
tab sdsg01 , m

1. What is |

the approximate percentage of parents in your school who can speak	Freq.	Percent	Cum.
-8	6	1.96	1.96
0	33	10.78	12.75
1	65	21.24	33.99
2	48	15.69	49.67
3	9	2.94	52.61
4	2	0.65	53.27
5	52	16.99	70.26
6	2	0.65	70.92
8	1	0.33	71.24
10	35	11.44	82.68
12	4	1.31	83.99
15	5	1.63	85.62
18	1	0.33	85.95
20	9	2.94	88.89
25	5	1.63	90.52
30	6	1.96	92.48
40	5	1.63	94.12
45	1	0.33	94.44
50	9	2.94	97.39
60	4	1.31	98.69
70	1	0.33	99.02
90	1	0.33	99.35
98	1	0.33	99.67
100	1	0.33	100.00

Total 306 100.00
tab sdsg02a , m nol

Wolof	Freq.	Percent	Cum.
0	114	37.25	37.25
1	21	6.86	44.12
2	10	3.27	47.39
3	4	1.31	48.69
4	3	0.98	49.67
5	8	2.61	52.29
6	1	0.33	52.61
8	1	0.33	52.94
10	10	3.27	56.21
15	5	1.63	57.84
20	4	1.31	59.15
30	2	0.65	59.80
32	1	0.33	60.13
38	1	0.33	60.46
39	1	0.33	60.78
40	1	0.33	61.11
45	1	0.33	61.44
50	6	1.96	63.40
52	1	0.33	63.73
55	1	0.33	64.05
60	8	2.61	66.67
70	1	0.33	66.99
75	6	1.96	68.95
80	20	6.54	75.49
85	1	0.33	75.82
88	1	0.33	76.14
89	1	0.33	76.47
90	12	3.92	80.39
92	1	0.33	80.72
95	9	2.94	83.66
97	2	0.65	84.31
98	11	3.59	87.91
99	9	2.94	90.85
100	28	9.15	100.00

Total 306 100.00
tab sdsg02b , m nol

B) Pulaar	Freq.	Percent	Cum.
0	69	22.55	22.55
.5	1	0.33	22.88
1	30	9.80	32.68
2	21	6.86	39.54
3	3	0.98	40.52
4	4	1.31	41.83

the approximate percentage of parents in your school who can speak	Freq.	Percent	Cum.
-8	6	1.96	1.96
0	33	10.78	12.75
1	65	21.24	33.99
2	48	15.69	49.67
3	9	2.94	52.61
4	2	0.65	53.27
5	52	16.99	70.26
6	2	0.65	70.92
8	1	0.33	71.24
10	35	11.44	82.68
12	4	1.31	83.99
15	5	1.63	85.62
18	1	0.33	85.95
20	9	2.94	88.89
25	5	1.63	90.52
30	6	1.96	92.48
40	5	1.63	94.12
45	1	0.33	94.44
50	9	2.94	97.39
60	4	1.31	98.69
70	1	0.33	99.02
90	1	0.33	99.35
98	1	0.33	99.67
100	1	0.33	100.00

Total 306 100.00
tab sdsg02a , m

Wolof	Freq.	Percent	Cum.
0	114	37.25	37.25
1	21	6.86	44.12
2	10	3.27	47.39
3	4	1.31	48.69
4	3	0.98	49.67
5	8	2.61	52.29
6	1	0.33	52.61
8	1	0.33	52.94
10	10	3.27	56.21
15	5	1.63	57.84
20	4	1.31	59.15
30	2	0.65	59.80
32	1	0.33	60.13
38	1	0.33	60.46
39	1	0.33	60.78
40	1	0.33	61.11
45	1	0.33	61.44
50	6	1.96	63.40
52	1	0.33	63.73
55	1	0.33	64.05
60	8	2.61	66.67
70	1	0.33	66.99
75	6	1.96	68.95
80	20	6.54	75.49
85	1	0.33	75.82
88	1	0.33	76.14
89	1	0.33	76.47
90	12	3.92	80.39
92	1	0.33	80.72
95	9	2.94	83.66
97	2	0.65	84.31
98	11	3.59	87.91
99	9	2.94	90.85
100	28	9.15	100.00

Total 306 100.00
tab sdsg02b , m

B) Pulaar	Freq.	Percent	Cum.
0	69	22.55	22.55
.5	1	0.33	22.88
1	30	9.80	32.68
2	21	6.86	39.54
3	3	0.98	40.52
4	4	1.31	41.83

5	21	6.86	48.69
6	2	0.65	49.35
7	4	1.31	50.65
8	4	1.31	51.96
10	16	5.23	57.19
15	8	2.61	59.80
19	1	0.33	60.13
20	14	4.58	64.71
25	6	1.96	66.67
30	10	3.27	69.93
35	1	0.33	70.26
40	3	0.98	71.24
50	4	1.31	72.55
55	1	0.33	72.88
60	6	1.96	74.84
65	3	0.98	75.82
70	2	0.65	76.47
75	1	0.33	76.80
80	5	1.63	78.43
90	5	1.63	80.07
94	1	0.33	80.39
95	2	0.65	81.05
97	1	0.33	81.37
98	2	0.65	82.03
99	6	1.96	83.99
100	49	16.01	100.00

Total | 306 | 100.00
tab sdsg02c , m nol

C) Serere	Freq.	Percent	Cum.
0	204	66.67	66.67
1	6	1.96	68.63
2	6	1.96	70.59
3	3	0.98	71.57
5	5	1.63	73.20
7	1	0.33	73.53
8	1	0.33	73.86
10	7	2.29	76.14
15	4	1.31	77.45
20	4	1.31	78.76
30	2	0.65	79.41
40	2	0.65	80.07
47	1	0.33	80.39
60	5	1.63	82.03
70	2	0.65	82.68
75	1	0.33	83.01
80	5	1.63	84.64
85	1	0.33	84.97
90	6	1.96	86.93
95	4	1.31	88.24
97	1	0.33	88.56
98	10	3.27	91.83
99	15	4.90	96.73
100	10	3.27	100.00

Total | 306 | 100.00
tab sdsg02d , m nol

D) Bambara	Freq.	Percent	Cum.
0	274	89.54	89.54
.5	1	0.33	89.87
1	7	2.29	92.16
2	3	0.98	93.14
3	2	0.65	93.79
4	1	0.33	94.12
5	4	1.31	95.42
10	2	0.65	96.08
15	2	0.65	96.73
20	2	0.65	97.39
29	1	0.33	97.71
30	2	0.65	98.37
32	1	0.33	98.69
50	2	0.65	99.35
90	1	0.33	99.67
100	1	0.33	100.00

Total | 306 | 100.00
tab sdsg02e , m nol

E) Sarakhol	Freq.	Percent	Cum.
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5	21	6.86	48.69
6	2	0.65	49.35
7	4	1.31	50.65
8	4	1.31	51.96
10	16	5.23	57.19
15	8	2.61	59.80
19	1	0.33	60.13
20	14	4.58	64.71
25	6	1.96	66.67
30	10	3.27	69.93
35	1	0.33	70.26
40	3	0.98	71.24
50	4	1.31	72.55
55	1	0.33	72.88
60	6	1.96	74.84
65	3	0.98	75.82
70	2	0.65	76.47
75	1	0.33	76.80
80	5	1.63	78.43
90	5	1.63	80.07
94	1	0.33	80.39
95	2	0.65	81.05
97	1	0.33	81.37
98	2	0.65	82.03
99	6	1.96	83.99
100	49	16.01	100.00

Total | 306 | 100.00
tab sdsg02c , m

C) Serere	Freq.	Percent	Cum.
0	204	66.67	66.67
1	6	1.96	68.63
2	6	1.96	70.59
3	3	0.98	71.57
5	5	1.63	73.20
7	1	0.33	73.53
8	1	0.33	73.86
10	7	2.29	76.14
15	4	1.31	77.45
20	4	1.31	78.76
30	2	0.65	79.41
40	2	0.65	80.07
47	1	0.33	80.39
60	5	1.63	82.03
70	2	0.65	82.68
75	1	0.33	83.01
80	5	1.63	84.64
85	1	0.33	84.97
90	6	1.96	86.93
95	4	1.31	88.24
97	1	0.33	88.56
98	10	3.27	91.83
99	15	4.90	96.73
100	10	3.27	100.00

Total | 306 | 100.00
tab sdsg02d , m

D) Bambara	Freq.	Percent	Cum.
0	274	89.54	89.54
.5	1	0.33	89.87
1	7	2.29	92.16
2	3	0.98	93.14
3	2	0.65	93.79
4	1	0.33	94.12
5	4	1.31	95.42
10	2	0.65	96.08
15	2	0.65	96.73
20	2	0.65	97.39
29	1	0.33	97.71
30	2	0.65	98.37
32	1	0.33	98.69
50	2	0.65	99.35
90	1	0.33	99.67
100	1	0.33	100.00

Total | 306 | 100.00
tab sdsg02e , m

E) Sarakhol	Freq.	Percent	Cum.
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0	275	89.87	89.87
1	3	0.98	90.85
2	4	1.31	92.16
3	3	0.98	93.14
5	2	0.65	93.79
10	1	0.33	94.12
20	1	0.33	94.44
30	1	0.33	94.77
50	1	0.33	95.10
80	1	0.33	95.42
90	2	0.65	96.08
95	1	0.33	96.41
98	4	1.31	97.71
99	4	1.31	99.02
100	3	0.98	100.00

Total | 306 | 100.00
tab sdsg02f , m nol

F) Other	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	260	84.97	85.29
1	5	1.63	86.93
2	2	0.65	87.58
3	4	1.31	88.89
4	1	0.33	89.22
5	7	2.29	91.50
7	1	0.33	91.83
10	2	0.65	92.48
15	1	0.33	92.81
20	1	0.33	93.14
25	1	0.33	93.46
40	3	0.98	94.44
50	1	0.33	94.77
60	1	0.33	95.10
70	1	0.33	95.42
75	1	0.33	95.75
78	1	0.33	96.08
80	3	0.98	97.06
90	1	0.33	97.39
95	1	0.33	97.71
97	1	0.33	98.04
99	2	0.65	98.69
100	4	1.31	100.00

Total | 306 | 100.00
tab sdsg03 , m nol

3. Environ what percentage of students at the school come from economic centers	Freq.	Percent	Cum.
1	33	10.78	10.78
2	31	10.13	20.92
3	44	14.38	35.29
4	198	64.71	100.00

Total | 306 | 100.00
tab sdsg04 , m nol

4. Environ what percentage of students at the school come from economic families	Freq.	Percent	Cum.
1	220	71.90	71.90
2	30	9.80	81.70
3	27	8.82	90.52
4	29	9.48	100.00

Total | 306 | 100.00

0	275	89.87	89.87
1	3	0.98	90.85
2	4	1.31	92.16
3	3	0.98	93.14
5	2	0.65	93.79
10	1	0.33	94.12
20	1	0.33	94.44
30	1	0.33	94.77
50	1	0.33	95.10
80	1	0.33	95.42
90	2	0.65	96.08
95	1	0.33	96.41
98	4	1.31	97.71
99	4	1.31	99.02
100	3	0.98	100.00

Total | 306 | 100.00
tab sdsg02f , m

F) Other	Freq.	Percent	Cum.
-9	1	0.33	0.33
0	260	84.97	85.29
1	5	1.63	86.93
2	2	0.65	87.58
3	4	1.31	88.89
4	1	0.33	89.22
5	7	2.29	91.50
7	1	0.33	91.83
10	2	0.65	92.48
15	1	0.33	92.81
20	1	0.33	93.14
25	1	0.33	93.46
40	3	0.98	94.44
50	1	0.33	94.77
60	1	0.33	95.10
70	1	0.33	95.42
75	1	0.33	95.75
78	1	0.33	96.08
80	3	0.98	97.06
90	1	0.33	97.39
95	1	0.33	97.71
97	1	0.33	98.04
99	2	0.65	98.69
100	4	1.31	100.00

Total | 306 | 100.00
tab sdsg03 , m

3. Environ what percentage of students at the school come from economic centers	Freq.	Percent	Cum.
1. 0 to 10%	33	10.78	10.78
2. 11-25%	31	10.13	20.92
3. 26-50%	44	14.38	35.29
4. More than 50%	198	64.71	100.00

Total | 306 | 100.00

tab sdsg04 , m

4. Environ what percentage of students at the school come from economic families	Freq.	Percent	Cum.
1. 0 to 10%	220	71.90	71.90
2. 11-25%	30	9.80	81.70
3. 26-50%	27	8.82	90.52
4. More than 50%	29	9.48	100.00

Total | 306 | 100.00

tab sdsg05 , m

5. De how many villages are the |

tab sdsg05 ,m nol

5. De how many villages are the students?	Freq.	Percent	Cum.
-9	2	0.65	0.65
1	114	37.25	37.91
2	75	24.51	62.42
3	115	37.58	100.00
Total	306	100.00	

tab sdsg06a ,m nol

A) Participate in special events	Freq.	Percent	Cum.
0	178	58.17	58.17
1	128	41.83	100.00
Total	306	100.00	

tab sdsg06b ,m nol

B) To raise funds for school	Freq.	Percent	Cum.
0	88	28.76	28.76
1	218	71.24	100.00
Total	306	100.00	

tab sdsg06c ,m nol

C) Acts of volunteer programs and trips for school	Freq.	Percent	Cum.
0	203	66.34	66.34
1	103	33.66	100.00
Total	306	100.00	

tab sdsg06d ,m nol

D) Ensure that their child completes his homework	Freq.	Percent	Cum.
0	23	7.52	7.52
1	283	92.48	100.00
Total	306	100.00	

tab sdsg06e ,m nol

E) Serve on |

students?	Freq.	Percent	Cum.
NA	2	0.65	0.65
1. Nearly all pupils come from a neighb	114	37.25	37.91
2. Nearly all students come from two vi	75	24.51	62.42
3. Students come from more than two vil	115	37.58	100.00
Total	306	100.00	

tab sdsg06a ,m

A) Participate in special events	Freq.	Percent	Cum.
No	178	58.17	58.17
Yes	128	41.83	100.00
Total	306	100.00	

tab sdsg06b ,m

B) To raise funds for school	Freq.	Percent	Cum.
No	88	28.76	28.76
Yes	218	71.24	100.00
Total	306	100.00	

tab sdsg06c ,m

C) Acts of volunteer programs and trips for school	Freq.	Percent	Cum.
No	203	66.34	66.34
Yes	103	33.66	100.00
Total	306	100.00	

tab sdsg06d ,m

D) Ensure that their child completes his homework	Freq.	Percent	Cum.
No	23	7.52	7.52
Yes	283	92.48	100.00
Total	306	100.00	

tab sdsg06e ,m

E) Serve on |

Appendix 2-6
Summary of Evidences of Validation for Collected Documents
SD
APE and CGE
Commune
IDEN
IA

Documents collected in the field survey (Senegal)

1. School Director

SD1	Statistic Report of school at the beginning of the year*, 2012/2013 (all pages)
SD2	Year-end school report (or/and) situation of the school at the end of school year*, 2011/2012
SD3	Trimester Report of the official hourly * (1st trimester of 2013 or 3rd trimester 2012)
SD4	Synthesis trimester report of the hourly volume of schools * - 1st trimester 2013 or 3rd trimester 2012
SD5a	Document of the reception of school textbooks from IDEN
SD5b	Report of reception of school materials * 2012-2013 from the local community
SD6a	Receipt of school materials from IDEN*, 2012-2013
SD6b	State of distribution of school materials by school level*, 2012-2013 from local community
SD7	Daily class registry (of one class of CM2), school year *, photography cover page * February 2013
SD8	Register of attendance of the students of the school for each of the classes *, 2011-2012
SD9a	A school report * of the 1st trimester 2012-2013 of one student of CM2
SD9b	Results of the evaluation/tests of students of one class of CM2 for the 1st trimester of the school year *-(2012-2013)
SD10a	Synopsis of the standardized assessment of the 1st trimester of the school 2012-2013 (all the classes)
SD10b	Synopsis of the examinations of the 1st trimester 2012-2013 (all the classes)
SD11	Document of the statistical results of CFEE * of 2012

	SD1	SD2	SD3	SD4	SD5a	SD5b	SD6a	SD6b	SD7
FATICK	75%	49%	81%	34%	81%	81%	51%	61%	89%
FATICK	87%	71%	92%	50%	89%	84%	39%	71%	89%
FOUNDIOUNGNE	55%	12%	67%	27%	73%	76%	55%	45%	82%
GOSSAS	89%	72%	83%	11%	78%	83%	67%	67%	100%
LOUGA	50%	27%	52%	12%	41%	37%	30%	53%	81%
KEBEMER	34%	14%	31%	3%	14%	9%	17%	20%	83%
LINGUERE	76%	36%	88%	24%	67%	61%	24%	76%	82%
LOUGA	41%	32%	38%	9%	44%	44%	50%	65%	79%
MATAM	64%	28%	56%	21%	59%	41%	69%	36%	95%
KANEL	75%	8%	75%	33%	67%	58%	58%	17%	100%
MATAM	78%	56%	44%	11%	50%	33%	72%	50%	100%
RANEROU	22%	0%	56%	22%	67%	33%	78%	33%	78%
TAMBACOUNDA	51%	27%	47%	20%	40%	56%	51%	21%	87%
BAKEL	94%	31%	63%	13%	56%	63%	25%	19%	100%
GOUDIRY	23%	5%	5%	5%	9%	14%	18%	18%	68%
KOUMPENTOUM	19%	19%	44%	6%	19%	75%	69%	19%	88%
TAMBACOUNDA	71%	52%	81%	52%	76%	81%	90%	29%	95%
Total	59%	34%	60%	21%	55%	55%	46%	45%	87%

	SD8	SD9a	SD9b	SD10a	SD10b
FATICK	39%	83%	61%	38%	34%
FATICK	42%	97%	74%	89%	66%
FOUNDIOUNGNE	39%	73%	48%	0%	9%
GOSSAS	33%	72%	56%	0%	11%
LOUGA	26%	56%	49%	55%	41%
KEBEMER	9%	60%	46%	37%	23%
LINGUERE	58%	79%	73%	76%	67%
LOUGA	15%	29%	29%	53%	35%
MATAM	23%	87%	56%	33%	28%
KANEL	25%	92%	83%	50%	42%
MATAM	17%	100%	44%	39%	6%
RANEROU	33%	56%	44%	0%	56%
TAMBACOUNDA	9%	64%	52%	1%	21%
BAKEL	13%	94%	63%	0%	38%
GOUDIRY	5%	18%	32%	0%	18%
KOUMPENTOUM	0%	63%	50%	6%	13%
TAMBACOUNDA	19%	90%	67%	0%	19%
Total	26%	70%	54%	34%	33%

Note: The columns are colored if the percentage is less than 70%

2. School Director, APE and CGE

APE1	Financial management workbook of the APE (available finance and executed expenditures) (2011-2012 or 2012-2013)
APE2	Record of contributions of parents of students registry and/or receipt of contributions * (2012 or in default 2013)
CGE1	Order establishing the CGE of the school
CGE2	(Minutes of the General Assembly elective members of the bureau CGE) * or (list of presence *) (2012-2013)
CGE3	Annual Action Plan of CGE (2012-2013 or in default 2011-2012)
CGE4	Certificate of annual activates of CGE * -2011-2012
CGE5a	Workbook of financial management of the CGE (available finance and executed expenditures) (2011-2012 or 2012-2013)
CGE5b	Record of contributions of parents of students registry and/or receipt of contributions (2012 or in default 2013)

School Director						
	CGE1	CGE2	CGE3	CGE4	CGE5a	CGE5b
FATICK	78%	67%	70%	38%	39%	28%
FATICK	92%	87%	87%	51%	51%	36%
FOUNDIOUNGNE	64%	48%	55%	15%	27%	24%
GOSSAS	72%	56%	61%	50%	33%	17%
LOUGA	64%	53%	28%	13%	37%	22%
KEBEMER	57%	54%	17%	3%	14%	14%
LINGUERE	88%	58%	45%	24%	61%	39%
LOUGA	47%	47%	24%	12%	38%	12%
MATAM	26%	26%	8%	8%	13%	15%
KANEL	58%	50%	17%	17%	17%	17%
MATAM	11%	17%	6%	0%	6%	0%
RANEROU	11%	11%	0%	11%	22%	44%
TAMBACOUNDA	19%	25%	1%	1%	8%	7%
BAKEL	25%	19%	0%	0%	13%	13%
GOUDIRY	14%	9%	0%	0%	0%	5%
KOUMPENTOUM	44%	38%	0%	0%	6%	6%
TAMBACOUNDA	0%	38%	5%	5%	14%	5%
Total	52%	47%	31%	17%	27%	19%

CGE					
CGE1	CGE2	CGE3	CGE4	CGE5a	CGE5b
34%	31%	33%	18%	13%	9%
54%	54%	56%	26%	21%	18%
12%	6%	9%	6%	6%	0%
33%	28%	28%	22%	11%	6%
21%	14%	13%	8%	24%	8%
14%	9%	6%	3%	9%	6%
24%	15%	18%	9%	36%	15%
24%	18%	15%	12%	26%	3%
10%	15%	5%	5%	8%	5%
25%	33%	8%	8%	0%	8%
6%	6%	6%	0%	6%	0%
0%	11%	0%	11%	22%	11%
11%	12%	1%	1%	5%	3%
6%	0%	0%	0%	0%	6%
0%	0%	0%	0%	0%	0%
44%	31%	0%	0%	6%	6%
0%	19%	5%	5%	14%	0%
21%	19%	15%	9%	14%	7%

School Director + CGE *						
	CGE1	CGE2	CGE3	CGE4	CGE5a	CGE5b
FATICK	78%	67%	70%	38%	39%	28%
FATICK	92%	87%	87%	51%	51%	36%
FOUNDIOUNGNE	64%	48%	55%	15%	27%	24%
GOSSAS	72%	56%	61%	50%	33%	17%
LOUGA	64%	53%	28%	13%	37%	22%
KEBEMER	57%	54%	17%	3%	14%	14%
LINGUERE	88%	58%	45%	24%	61%	39%
LOUGA	47%	47%	24%	12%	38%	12%
MATAM	26%	26%	8%	8%	13%	15%
KANEL	58%	50%	17%	17%	17%	17%
MATAM	11%	17%	6%	0%	6%	0%
RANEROU	11%	11%	0%	11%	22%	44%
TAMBACOUNDA	19%	25%	1%	1%	8%	7%
BAKEL	25%	19%	0%	0%	13%	13%
GOUDIRY	14%	9%	0%	0%	0%	5%
KOUMPENTOUM	44%	38%	0%	0%	6%	6%
TAMBACOUNDA	0%	38%	5%	5%	14%	5%
Total	52%	47%	31%	17%	27%	19%

Note: * The survey asked about the same document to both school directors and presidents of APE or CGE to ensure the surveyors can collect from either of the target.

Note: The columns are colored if the percentage is less than 70%

	School Director		APE		School director + APE	
	APE1	APE2	APE1	APE2	APE1	APE2
FATICK	40%	52%	33%	37%	50%	60%
FATICK	67%	77%	62%	62%	79%	85%
FOUNDIOUNGNE	24%	39%	9%	12%	27%	42%
GOSSAS	11%	22%	17%	28%	28%	39%
LOUGA	33%	28%	31%	25%	48%	39%
KEBEMER	20%	14%	26%	14%	34%	23%
LINGUERE	61%	55%	39%	36%	73%	61%
LOUGA	21%	18%	29%	26%	38%	35%
MATAM	13%	26%	15%	23%	18%	28%
KANEL	17%	33%	17%	17%	25%	33%
MATAM	11%	28%	17%	33%	17%	33%
RANEROU	11%	11%	11%	11%	11%	11%
TAMBACOUNDA	9%	12%	15%	27%	19%	31%
BAKEL	0%	6%	13%	31%	13%	31%
GOUDIRY	5%	14%	0%	9%	5%	18%
KOUMPENTOUM	0%	0%	13%	44%	13%	44%
TAMBACOUNDA	29%	24%	33%	29%	43%	33%
Total	27%	31%	26%	29%	38%	42%

Note: * The survey asked about the same document to both school directors and presidents of APE or CGE to ensure the surveyors can collect from either of the target.

Note: The columns are colored if the percentage is less than 70%

3. Communes

CR1a	List of councilors and of technical commissions of the community
CR1b	List of councilors
CR1c	List of technical commissions
CR2	Latest local development plan of the local community (PDL)
CR3a	Primary budget of the local community* (2013 or 2012)
CR3b	Document of income and of expenses of the staffing 2013, in the absence 2012
CR3c	Extra budget expenditures (BCI and other projects or programs) * 2013 in absence 2012
CR4	Last administrative account (State expenditure and the expenditure of the local community)
CR5	[List of equipment and supplies for schools and their costs or [the invoice of the purchase of materials for schools] * - 2012-2013 or 2011-2012
CR6	Document distribution of supplies and school materials by school * - 2012-2013 or 2011-2012
CR7	Minutes of the creation of the UCGE (Union of the CGE)
CR8	Minutes of the general assembly which has elected the CGE's board members

	CR1a	CR1b	CR1c	CR2	CR3a	CR3b	CR3c	CR4	CR5	CR6	CR7	CR8
FATICK	74%	84%	84%	89%	100%	79%	53%	84%	42%	53%	42%	47%
FATICK	100%	100%	100%	100%	100%	67%	44%	89%	78%	89%	78%	67%
FOUNDIOUNGNE	33%	50%	50%	83%	100%	100%	67%	67%	0%	0%	17%	33%
GOSSAS	75%	100%	100%	75%	100%	75%	50%	100%	25%	50%	0%	25%
LOUGA	74%	91%	82%	88%	97%	94%	82%	68%	85%	44%	0%	47%
KEBEMER	50%	92%	75%	92%	92%	92%	58%	50%	75%	17%	0%	25%
LINGUERE	91%	91%	91%	73%	100%	91%	91%	82%	91%	73%	0%	64%
LOUGA	82%	91%	82%	100%	100%	100%	100%	73%	91%	45%	0%	55%
MATAM	100%	90%	80%	100%	90%	90%	20%	60%	20%	40%	0%	30%
KANEL	100%	75%	75%	100%	75%	75%	25%	50%	25%	25%	0%	0%
MATAM	100%	100%	75%	100%	100%	100%	25%	50%	0%	50%	0%	50%
RANEROU	100%	100%	100%	100%	100%	100%	0%	100%	50%	50%	0%	50%
TAMBACOUNDA	26%	96%	81%	44%	100%	89%	22%	44%	59%	19%	0%	0%
BAKEL	17%	100%	100%	17%	100%	83%	0%	50%	33%	33%	0%	0%
GOUDIRY	56%	89%	56%	44%	100%	89%	44%	22%	56%	11%	0%	0%
KOUMPENTOUM	0%	100%	100%	17%	100%	83%	0%	50%	67%	0%	0%	0%
TAMBACOUNDA	17%	100%	83%	100%	100%	100%	33%	67%	83%	33%	0%	0%
Total	62%	91%	82%	77%	98%	89%	51%	63%	61%	38%	9%	31%

Note: The columns are colored if the percentage is less than 70%

4. IDEN

ID1a	Status of the IDEN personnel (administrative staff, teachers, supervisors, junior staff and external staff)
ID1b	List of administrative staff of IA and their functions
ID2a	A copy of PERD (Department Plan of the Education Development)
ID2b	A copy of POBA (Operating Plan and Annual Budget) default 2012 2013
ID3	Year-end report * 2011-2012
ID4	General report of year * 2012-2013
ID5	Statistical report or data statistics by schools 2011-2012 (IDEN)
ID6	Budget annuel de l'IDEN *2012
ID7	Presentation document of the results of the CFEE at regional level of 2012
ID8	Summary of the results of the standardized evaluations by school of a quarter of the school year 2012-2013 or 2011-2012
ID9	Summary of the departmental document on the results of standardized assessments * for the 1st quarter 2012-2013 or 2011-2012
ID10a	Bulletin of inspection of the Director * for the year 2012-2013 or 2011-2012
ID10b	Summary document of the circular inspection of all schools visited for the 2011-2012 year
ID11	Annual departmental synthesis of the time quantum (presented by district if possible) * for the year (2011-2012)
ID12	Receipt / delivery of manuals, handbooks and curriculum documents * 2012-2013
ID13	Document of distribution of the manuals, guides and curriculum documents by school 201 2-2013
ID14	Expression of need of IDEN in school didactic materials and others and others from the local community * 2012-2013 or 2011-2012
ID15	Purchase order/delivery of furniture and teaching materials
ID16	Order of distribution furniture and didactic materials * by school (2012-2013)
ID17	Summary of the action plans of the CGEs (2011-2012 to 2012-2013)
ID18	Synthesis from the most recent school projects (2011-2012 to 2012-2013)

	ID1a	ID1b	ID2a	ID2b	ID3	ID4	ID5	ID6	ID7	ID8	ID9
FATICK	100%	100%	67%	33%	100%	100%	100%	100%	100%	0%	33%
LOUGA	100%	100%	67%	33%	33%	100%	67%	100%	100%	67%	100%
MATAM	67%	100%	33%	33%	33%	100%	67%	100%	67%	33%	0%
TAMBACOUNDA	100%	100%	100%	25%	75%	100%	100%	75%	100%	25%	25%
Total	92%	100%	69%	31%	62%	100%	85%	92%	92%	31%	38%

	ID9	ID10a	ID10b	ID11	ID12	ID13	ID14	ID15	ID16	ID17	ID18
FATICK	33%	67%	100%	100%	100%	100%	67%	67%	67%	100%	100%
LOUGA	100%	33%	33%	100%	67%	100%	33%	67%	100%	33%	33%
MATAM	0%	33%	0%	33%	67%	33%	0%	100%	67%	0%	0%
TAMBACOUNDA	25%	75%	75%	75%	75%	100%	75%	100%	50%	25%	25%
Total	38%	54%	54%	77%	77%	85%	46%	85%	69%	38%	38%

Note: The columns are colored if the percentage is less than 70%

5. IA

IA1a	Status of the IA personnel (administrative staff, teachers, supervisors, junior staff and external staff)
IA1b	List of administrative staff of IA and their functions
IA2a	A copy of PERD (Department Plan of the Education Development)
IA2b	A copy of POBA (Operating Plan and Annual Budget) default 2012 2013
IA3	Year-end report / Performance Report *2011-2012
IA4	General report of year 2012-2013
IA5	Statistical report or data statistics by schools 2011-2012 (IA)
IA6	Annual budget of IA-*2012
IA7	Presentation document of the results of the CFEE at regional level of 2012
IA8	Annual regional synthesis of the time quantum (presented by district if possible) * for the year (2011-2012)
IA9	Receipt / delivery of manuals, handbooks and curriculum documents * 2012-2013
IA10	Document of distribution of the manuals, guides and curriculum documents by school * 201 2-2013

	IA1a	IA1b	IA2a	IA2b	IA3	IA4	IA5	IA6	IA7	IA8	IA9	IA10
FATICK	X	X	X	X	X		X	X	X	X	X	X
LOUGA	X	X	X		X	X	X	X	X			
MATAM	X	X	X	X	X		X	X	X	X		X
TAMBACOUNDA	X	X	X	X	X	X	X	X	X	X		
Total	100%	100%	100%	75%	100%	50%	100%	100%	100%	75%	25%	50%

Appendix 2-7
Results of Questionnaires for Central Survey
SABER SAA Plus tool on policy indicators
ME
MDCL
UAPE

Policy: Indicator 1: “School autonomy in the planning and management of the school budget”

Score different than original from sheet BS_SN Score

Score higher than main indicator

Score lower than main indicator

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks IA>IDEN/Mairie

(If the selected score includes “SC: School Council” please specify it in the remarks such as : (CGE, APE AME)

Score of COGES/APE

Indicator	Variable name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Justification	Score of COGES/APE			Document Support	Remarks
										1) CGE (Decret)	2) CGE (Manuel PAES)	3) APE		
1A	Legal authority over management of the operational budget	Legal management authority over the operational budget is <u>centralized</u>	Legal management authority over the operational budget is <u>at the regional or municipal levels</u>	<u>School principals</u> have legal authority to manage non-salary expenditures <u>under municipal guidelines</u>	<u>School principals</u> may have the legal authority to manage the school operational budget <u>autonomously</u>	2	2	6, 17, 35						The budget is prepared by the central authority, but the execution is the responsibility of the devolved authority (IDEN)
1A1m	Legal authority over management of the operational budget (breaking down the term, "process of budgeting"&"operational budget" to <u>textbook</u>)	<u>Central authority</u> is to manage operational budgets for textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	<u>Sub-national authority</u> is to manage textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	<u>School directors</u> are to manage textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students	<u>School councils</u> are to manage textbooks in terms of: 1) Selection 2) Planning of needs (amount) 3) Procurement/production 4) Distribution to schools/students			Selection: score = 1 Requirements Planning (amount): score = 1 Supply / Production: score = 1 Distribution to schools / students: score = 2	17					For textbooks purchased by the central level, only the distribution is made at the decentralized level
1A2m	Legal authority over management of the operational budget (breaking down the term, "process of budgeting"&"operational budget" to <u>non-textbook educational materials</u>)	<u>Central authority</u> is to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	<u>Sub-national authority</u> is to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	<u>School directors</u> are to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	<u>School councils</u> are to manage non-textbook educational materials in terms of: 1) Planning of needs (amount) 2) Procurement 3) Distribution to schools/students 4) Accounting	2			6, 35, 37, 40					The IDEN and CL buy materials other than scolsaires lanel and make distribution to schools based on dsponibles financial resources and needs of schools
1A3m	Legal authority over management of the operational budget (breaking down the term, "operational budget" to <u>in-service teacher training</u>)	<u>Central authority</u> is to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	<u>Sub-national authority</u> is to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	<u>School directors</u> are to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	<u>School councils</u> are to manage in-service teacher training in terms of: 1) Planning 2) Execution 3) Recording	2			35, 36					
1A4m	Legal authority over management of the operational budget (breaking down the term, "operational budget" to <u>school grant (block and caption)</u>)	<u>Central authority</u> is to manage school grants (block and caption) in terms of: 1) Planning 2) Execution 3) Recording	<u>Sub-national authority</u> is to manage school block grantsschool grants (block and caption) in terms of: 1) Planning 2) Execution 3) Recording	School directors are to manage their school grants (block and caption)s in terms of: 1) Planning 2) Execution 3) Recording	School councils are to manage their grants (block and caption) in terms of: 1) Planning 2) Execution 3) Recording	2			35					

1B	Legal authority over the management of teaching and non-teaching staff and teacher's salaries	Legal management authority over teacher and non-teaching staff salaries is centralized.	Legal management authority over teacher and non-teaching staff salaries is at the regional or municipal levels; a centralized pay scale may be used as a guideline.	School principals have legal authority to only manage non-teaching staff salaries. For teachers they must follow a centralized pay scale.	School principals have legal authority to set and manage teacher and non-teaching salaries. School may elect to follow a centralized pay scale.	2	1	17, 35, 37, 40								The salary of teachers is managed by the ministry of Finance. WB Thought IA and IDEN are agent of central level. The salary of teachers is almost managed by the ministry of Finance and by IDEN. The salary of the volunteer and contract teacher is managed by the IDEN.
1B1m	Management of teacher salaries	Central authority is to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	2		17, 35, 37, 40								
1B2m	Management of teacher salaries (breaking down the term, "Teacher" to "permanent teacher")	Central authority is to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of permanent teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	1		40, 1, 17								
1B3m	Management of teacher salaries (breaking down the term, "Teacher" to "contract teachers")	Central authority is to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of contract teachers in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Planning (setting the pay scale) score = 1 Deciding actual amount of salary per teacher score = 1 Execution of payment: score = 2		40, 1, 17, 35								

1B4m	Management of teacher salaries (breaking down the term, "Teacher" to "school directors")	Central authority is to manage salaries of school director in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	Sub-national authority is to manage salaries of school director in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School directors are to manage salaries of school director in terms of: 1) Planning (set pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	School councils are to manage salaries of school director in terms of: 1) Planning (setting the pay scale) 2) Deciding the actual amount of payment per teacher 3) Executing payment	1		40, 1, 17						
IC	Legal authority to raise additional funds for the school	Budget is fixed by the Ministry of Education and no additional funding is permitted.	School principals can request <u>more funds from sub-national governments.</u>	School principals can raise <u>additional funds from the private sector and from non-governmental institutions.</u>	School principals can raise <u>additional funds from any source, including foreign governments and international donors.</u>	2	2	37						The Directors of school can look for the partners to push the school, but they don't make it by the foreign governments and the international donors. Only the central level has this power. Because Schools (School directors) can collect found donors, ME doesn't ban to collect. Schools cannot collect found from foreign governments but they can collect from NGO and others partners as foreign local collectivities, privates...
IC1	Actual usage of additional funds for the school	Budget is fixed by the Ministry of Education and no additional funding is permitted if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	School principals have legal authority to request <u>more funds from municipal or regional government</u> if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	School principals have legal authority to raise additional funds <u>from the private sector, and from non-governmental institutions</u> if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	School principals have legal authority to raise additional funds <u>from any source, including community, parents of students, foreign governments and international donors</u> if budget is defined as: 1) Buildings 2) Salary top-up of teachers 3) School lunch 4) Scholastic materials 5) Other	2		37						The school directors may seek partners to support the school, but they do not with foreign governments and international donors. Only the central level has that power.

Policy: Indicator 2. School autonomy in personal management

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks IA/IDEN/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as :(CGE, APE AME)

Indicator	Variable name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Justification	Score of CGE/APE					Remarks
										1) COGES Regulation	2) PACOGES Textbook	3) APE	Document Support		
2A	School autonomy in teacher appointment and deployment decisions	Teachers must be appointed by the Ministry of Education and deployed by the Ministry's office of human resources under a union or civil service agreement.	Municipal or regional governments have legal authority to appoint teachers under union or civil service agreements. Appointments are subject to final review by central authorities.	Municipal or regional governments have legal authority to appoint and deploy teachers under union or civil service agreements.	School principal have legal authority to appoint the school's teachers. Union and civil service agreement may or may not regulate the appointments.	1	1	1, 17							
2A1m	School autonomy in teacher appointment and deployment decisions Decomposed appoint/deployment, and status of teachers)	Central authority has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School council has legal authority for teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1 Evaluation : score = 2		1, 17, 35						The decentralized authority has the power to reassign the teachers according to the needs of the schools. Their assessment is made to the decentralized level The authority decentralized (IDEN) plan the needs depends on his/her grade	
2A2m	School autonomy in teacher appointment and deployment decisions (permanent teacher)	Central authority has legal authority for permanent teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for permanent teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for permanent teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School council has legal authority for permanent teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1 Evaluation : score = 2		1, 17, 35						The whole process is the legal responsibility of the central authority unless the assessment is made by the authority	
2A3m	School autonomy in teacher appointment and deployment decisions (contract teacher)	Central authority has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School council has legal authority for contract teachers' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1 Evaluation : score = 2 Planificatin: score = 2		17, 35						The whole process is the legal responsibility of the central authority unless the assessment is made by the authority	

2A4m	School autonomy in teacher appointment and deployment decisions (school director)	Central authority has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	Sub-national authority has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	School director has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 5) Transfer 5) Firing 6) Evaluate	School council has legal authority for school directors' management regarding: 1) Planning 2) Appointment 3) Deployment 4) Transfer 5) Firing 6) Evaluation	1 Evaluation : score = 2		1, 17, 35								The whole process is legal responsibility of the central authority unless the assessment is made by the authority
2B	School Council's role in teacher tenure or transfer	School Councils do not have a voice in matters of school personnel.	School Councils are to be consulted over the appointment of teachers or may have veto power. School Councils can request the transfer for non-performance or for grave violations of personnel rules. The local/regional government must take action.	School Councils have legal authority to appoint teachers. School Councils can also request a transfer for non-performance or for violations of personnel rules.	The School Council should not need to supervise teacher performance because there are formal well-functioning mechanisms of accountability already in place. School Councils can, at any time, use those formal mechanisms to demand management actions regarding teachers.	1	1	4		1	1	1	1	1	1	There is no official text, those that exist do not attribute such responsibility to THIS
2C	Autonomy in the hiring and firing of principals	Principals are to be appointed and deployed by the Ministry of Education. Their performance is evaluated centrally and they can be transferred or fired by Central authorities.	Principals are to be appointed and deployed by the Ministry of Education. Their performance is evaluated regionally or by municipal inspectors, which determines their tenure, transfer, or removal by Central authorities.	Principals are to be appointed and deployed by regional or municipal authorities, who are also responsible for their evaluation and have the authority for determining tenure, transfer, or removal.	Principals are to be appointed and deployed by municipal authorities in consultation with the School Council, or by the School Council alone. Municipal authorities are responsible for the principal's evaluation to determine tenure, transfer, or removal.	2	2	1, 17								Evaluation of Principals is made at the decentralized level

Policy: Indicator 3 Role of School Council in school governance

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks IA/IDEN/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (CGE, APE AME)

Indicator	Variable name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Justification	Score of CGE/APE				Remarks
										1) COGES Regulation	2) PACOGES Textbook	3) APE	Document Support	
3A	Participation of the School Council in budget preparation	No role for the School Council; budgets are prepared centrally by the Ministry of Education.	School Council is to have a voice in the planning and preparation of the budget at the school level, but final responsibility falls on the school principal.	School Council is to have a voice in the planning and preparation of non-salary expenses at the school level, but final responsibility falls on the school principal.	School Council is to have a voice in the planning and preparation of all expenses at the school level and, depending on the law, may share responsibility with the school principal.	1	1	4						
3B	School Council's authority to approve the school budget	Only the government has authority to approve the school budget.	School Councils may be consulted but budget approval is done at the municipal level.	School Councils may be consulted but budget approval is done at the school level.	School Councils may be responsible for budget approval unless the formal systems function well enough to not require their participation.	1	1	17, 40						
3C	Manual for the participation of the School Councils in school finances	School Councils are not expected to participate in the preparation of the school budget.	There should be manuals regulating the procedures for expressing the Council's voice on budget issues.	Schools Council should have manuals regulating their roles and responsibilities in the preparation of the budget.	There should be no need for direct School Council involvement in the school budget because formal systems function well.	1	1	4						
3D	Role of the School Council in budget implementation	Budget implementation is to be supervised by the local/regional government or by the Ministry of Education. School Council does not have a legal right to budgetary supervision.	Budget implementation is to be supervised at the municipal level. School Councils can only ask for accounts on additional funding from parents and other off-budget funds.	School Councils can legally supervise budget implementation and request formal audits from the appropriate authorities.	School Councils do not need to receive specific reports on the school budget since it is public information readily available. Formal supervisory systems work well.	2	2	35, 37		3	3	1 4	For the CGE, the texts of the APE are not available	The CGE execute and supervise the budgets of the school projects The APE execute their own budgets and supervise them The EC does not supervise the formal budgets and do not ask for audit
3E	Use of the budget prepared with the School Council's participation	Not applicable. Budgetary decisions are made at the national and sub-national levels.	The budget is to be sent to the national and sub-national levels as recommendations for the final allocation of resources.	National and sub-national authorities are to use the proposed budget as their main source of recommendation for the transfer of resources to the schools.	National and sub-national authorities are to use the proposed budget as the base for the final transfer of resources to the schools.	1	1	35, 37, 40						

Policy: Indicator 4 School and student assessment

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks IA/IDEN/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (CGE, APE AME)

Indicator	Variable name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Justification	Score of CGE/APE				Remarks
										1) COGES Regulation	2) PACO GES Textbook	3) APE	Document Support	
4A	Existence and frequency of school and student assessments	Schools do <u>not</u> assess school or student performance on a regular basis.	Schools and students are to be assessed <u>every few years</u> using Ministry of Education criteria. <u>Results are to be used internally.</u>	Schools and students are to be assessed every year using Ministry of Education criteria and the results are to be used to make personnel and pedagogical changes that <u>can be available to the public.</u>	Schools and students are to be assessed <u>every year</u> using Ministry of Education criteria. In addition, there should be sporadic evaluations of specific aspects of school life, such as student poverty, equity, and teacher quality. <u>The results of all evaluations should be made public and easily accessible.</u>	3	3	6, 24, 17, 31, 35, 41, 42						New score is also 3
4A1	(Decomposing the term "school and student assessments" of 4A.)	Schools have no legal authority to assess school or student performance on a regular basis. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	Schools and <u>samples of students</u> are to be assessed <u>every few years</u> using Ministry of Education criteria. Results are to be used internally. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	Schools and <u>all students</u> are to be assessed <u>every few year</u> using Ministry of Education criteria. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	Schools and <u>all students</u> are to be assessed <u>every year</u> using Ministry of Education criteria. If "school and student assessments" are specifically defined as assessment of: 1) students' achievements 2) school principal's performance 3) teacher performance 4) other services.	4		11, 12, 15, 21, 24, 31, 33 , 41, 42						
4A2	(Decomposing "assessment of teacher performance" further: Monitoring curriculum and pedagogy)	<u>The national authority/authorities is (are) to be</u> responsible for monitoring: 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions	<u>The sub-national authority/authorities are to be</u> responsible for monitoring: 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	<u>School director</u> is to be responsible for monitoring: 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	<u>School council</u> is to be responsible for monitoring: 1) teacher attendance/absenteeism 2) teacher work hours 3) monitoring teacher's compliance with the curriculum 4) teacher's teaching methods 5) teacher-student interactions 6) teacher-parent interactions	3		24, 41, 42						Devolved authorities (school inspectors IA and IDEN) also have this responsibility

4B	Use of school assessments for making school adjustments	Schools <u>do not use school assessments</u> to make pedagogical adjustments, or to change school materials.	<u>Ministry of Education must analyze school assessment results and send them to schools.</u> Schools must use the results to make pedagogical and operational adjustments.	<u>Ministry of Education must analyze school assessment results and send them with recommendations to regional and local offices and directly to the schools.</u> Schools must use the information to make pedagogical and operational adjustments.	<u>Ministry of Education or municipal governments must analyze school assessments, and make results easily accessible to schools and the public.</u> Schools must use the information to make pedagogical, personnel, and operational adjustments.	non applicable why?? Assessments are conducted by IDEN, not ME level	2								School evaluations are made by the decentralized level (IDEN), analyzes are made and recommendations IDEN level. If the Ministry of Education means the central level, it supports standardized assessments but does not analysis or recommendations for the use of results
4B1	Use of school assessments for making school adjustments (Decomposing I-4B "Analysis Use", focusing on the term "analyze" - who analyzes and sends to whom)	The school assessment results are to be <u>never been sent</u> to schools.	<u>Ministry of Education</u> is to send the school assessment results <u>to schools</u> .	<u>Ministry of Education</u> is to make direct recommendations <u>to regional and local offices based on</u> the school assessment results.	<u>Ministry of Education or municipal governments</u> are to analyze school assessments and make results easily accessible <u>to schools</u> and the public.	non applicable why??									School evaluations are made by the decentralized level (IDEN), analyzes are made and recommendations IDEN level. If the Ministry of Education means the central level, it supports standardized assessments but does not analysis or recommendations for the use of results
4B2	Autonomy in curriculum and pedagogical aspects	National educational authorities <u>are to be</u> responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	Sub-national educational authorities <u>are to be</u> responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	School (principal or teacher) <u>is to be</u> responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	School council <u>is to be</u> responsible for determining the curriculum and pedagogical aspects. If "pedagogical aspects" are defined as: 1) school calendar 2) subject class room hours 3) contents of the compulsory elements of the curriculum 4) contents of the curriculum for optional subjects 5) teaching methods	1		17, 43							
4B3	Use of school assessments for making school adjustment (Decomposing I-4B "Analysis Use", focusing on the term "use" and how to use)	Schools are <u>not to use school assessments</u> to make pedagogical adjustments, or to change school materials.	The schools are to use the results <u>of school assessments</u> to make <u>pedagogical</u> and <u>operational adjustments</u> .	The schools are to use the direct recommendations <u>based on school assessments</u> from the MOE to make pedagogical and operational adjustments	The schools are to use the information <u>based on school assessments</u> to make pedagogical, personnel, and operational adjustments.	4									There are no official test but there is practical like that
4C	Frequency of standardized student assessments	Students <u>do not take standardized tests</u> .	Assessments of student learning in primary and secondary school are done <u>every few years</u> using <u>representative samples of students</u> .	Assessments of student learning in all or in selected grades of primary and secondary school are done <u>every few years for all students</u> in the country.	Assessments of student learning in all or in selected grades of primary and secondary school are done <u>every year for all students</u> in the country.	4	4	6,24, 31, 35, 41							The generalization is done gradually on the ground but it is not yet effective everywhere

4D	Use of student assessments for pedagogical and personnel adjustments	Schools <u>do not use student assessments</u> to make pedagogical adjustments, or to change school materials.	Ministry of Education <u>must analyze exit exams and sends the results to the schools.</u> Schools must use the results to make pedagogical and operational adjustments.	Ministry of Education <u>must analyze student test scores in standardized tests and send results and recommendations to regional and local offices and directly to the schools.</u> Schools may use the information to make pedagogical and operational adjustments.	Ministry of Education or <u>municipal governments must analyze</u> student test scores in standardized tests, make results easily accessible to schools and the public. Schools must use the information to make pedagogical, personnel, and operational adjustments.	non applicable why?? Assessments are conducted by IDEN, not ME level	3											The analysis of the results of the assessments is made to the decentralized (IDEN) level, the results are sent to the schools to make educational, operational adjustments and to the staff's level So ministry of the education means central level, it pushes the standardized assessments but doesn't make analysis or recommendations for the use of the results
4D1	Analysis of standardized student assessment results	The standardized student assessment results have <u>never been sent to schools.</u>	Ministry of Education has sent the standardized student assessment results <u>to schools.</u>	Ministry of Education has sent results of recommendations <u>to regional and local offices and schools</u> based on the standardized student assessment results.	Ministry of Education or <u>municipal governments have analyzed standardized student assessments results and made results easily accessible to schools and the public.</u>	non applicable why??												The analysis of the results of the assessments is made to the decentralized (IDEN) level, the results are sent to the schools to make educational, operational adjustments and to the staff level. Ministry of the education means central level, it pushes the standardized assessments but doesn't make analysis or recommendations for the use of the results
4D2	Use of standardized student assessments for pedagogical and personnel adjustments	Schools <u>do not use student assessments</u> to make pedagogical adjustments, or to change school materials.	The schools use the results of student assessments to make pedagogical and operational adjustments.	The schools use the direct recommendations based on student assessments from the MOE to make pedagogical and operational adjustments.	The schools use the used the information based on student assessments to make pedagogical, personnel, and operational adjustments.	4												
4E	Publication of school and student assessments	Assessments are only available to the educational authorities and to school personnel.	Only student assessments are made public.	School and student assessments are available to the School Council.	Both school and student assessments are made public and are available online.	2	2	27, 28, 29, 34										the School Council take an active part but there are no official text

Policy: Indicator 5 Accountability

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks IA>IDEN/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as: (CGE, APE AME)

Indicator	Variable Name	Score 1	Score 2	Score 3	Score 4	Score	Score from (BS_SN Score)	Evidence	Justification	Score of CGE/APE					Remarks
										1) COGES Regulation	2) PACO GES Textbook	3) APE	Document Support		
5A	Guidelines for the use of school and student assessments by the School Council	There are no guidelines. Assessments are only made available to the educational authorities and to school personnel.	Only local authorities guidance on the use of evaluations	Local authorities and schools should have guidelines for the use of assessments, Schools council can use these guidelines to take responsibility.	The guidelines for the school and school council, they must be published online, and can be used by the public in response of accountability	1	1								
5A1	(Decomposing the term "assessments", and focusing on the first component of 5A. The second component seems to refer to the practice of student assessments to some extent.)	There are no guidelines for the use of school and student assessments except for educational authorities and school personnel. If "school and student assessments" are specifically defined as assessment of: 1) National Examination or decentralized / deconcentrated level of all students (specific classes) 2) evaluation of students 3) The evaluation of the performance of the school principal 4) Assessment of teacher performance 5) Evaluation of other benefits	Municipal governments are to have guidelines for using the assessments. If "school and student assessments" are specifically defined as assessment of: 1) National Examination or decentralized / deconcentrated level of all students (specific classes) 2) evaluation of students 3) The evaluation of the performance of the school principal 4) Assessment of teacher performance 5) Evaluation of other benefits	"Local authorities and schools should have guidelines for the use of evaluations. If "" evaluations of schools and students "" are specifically defined as an assessment of: 1) National Examination or decentralized / deconcentrated level of all students (specific classes) 2) evaluation of students 3) The evaluation of the performance of the school principal 4) Assessment of teacher performance 5) Evaluation of other benefits	"Schools and school councils should have guidelines for the use of evaluations. If "" evaluations of schools and students "" are specifically defined as an assessment of: 1) National Examination or decentralized / deconcentrated level of all students (specific classes) 2) evaluation of students 3) The evaluation of the performance of the school principal 4) Assessment of teacher performance 5) Evaluation of other benefits "	1									
5B	(Regional and / or county) national or local systems of educational assessment	There are no national or local systems (regional and / or county) of educational assessments.	The assessments are components of a national system or local (regional and/or departmental), but there is no strategy for the use of the results.	The evaluations are the components of a national system or local (regional and/or departmental) with a strategy for the use of the results.	The evaluations are the components of a national or local (regional and/or departmental) system with a strategy for the use of the results. The system and its components are easily accessible online.	2	2	11, 12, 14, 16, 31, 41							

Policy: Plus Indicator 1: Participation of school council and community in school improvement at the school level

Notes of the team (If the score is selected, include the term "sub-national " and please specify it in the remarks IA>IDEN/Mairie

(If the selected score includes "SC: School Council" please specify it in the remarks such as :(CGE, APE AME)

Indicator	Variable name	1	2	3	4	Score	Evidence	Justification	Score of CGE/APE					Remarks
									1) COGES Regulation	2) PACOGES Textbook	3) APE	Document Support		
Plus1A	Participatory and institutionalized structure of the School Council at the school level	There is no institutionalized structure although parents may meet on an ad hoc basis	Parents <u>are to be organized</u> at school level with representatives but there is no institutionalized body that includes both parents and teachers	There is an institutionalized body at school level, it is to comprise parents' and teachers' representatives, and school directors but not non-parent members of the community	There is an institutionalized body at school level, it is to comprise parents' and teachers' representatives, school directors and non-parent members of the community	4	4, 54		4	4	3	4	The local community is represented in the CGE by of parents or non-parents in regard to the APE, it is made up only of the parents of students	
Plus1A1	Participants of General Assembly	<u>No institutionalized structure of the SC or there is no meetings</u> with no board member regularly (e.g. annually)	Only parents <u>are to participate</u> a general assembly regularly.	Parents, teachers, and school director <u>are to participate</u> a general assembly regularly.	Parents, teachers, school director, and non-parent community members <u>are to participate</u> a general assembly regularly.	4	4, 54		4	4	3	54	Document APE non disponible	
Plus1A2	Democratic selection of parental representative(s) of the School Council board	<u>No institutionalized structure of a SC or Parents representatives are not to be selected as SC member.</u>	Parents representatives <u>are to be selected by a school director or community leaders</u> (e.g. mayor).	Parents representatives <u>are to be selected by parents but they are not elected.</u>	Parents representatives <u>are to be elected by parents.</u>	4	4, 54		4	4	4	54		
Plus1A3	Selection of the SC's board members by position/roles	<u>No institutionalized structure of a SC or a SC board does not have clearly defined roles for following member.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	<u>Government officer(s) are to chose following member.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	<u>A school director or a community leader (e.g. mayor) is to chose following member.</u> 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	Parents or SC members are to chose following member through election or consensus. 1) Chair/President 2) Secretary general 3) Treasury 4) Public relations 5) Audit	1=4 2=2 3=4 4= the job do not exist 5=4	4, 54		4	4	4	54	There is no secretary general but each CGE has an administrative secretary who is the Director of the school. He is not elected. He is appointed by decree as to the APE, all members are elected	

Plus1B	Participatory management and scope of the SC budget and action plan	No institutionalized structure of a SC or a SC is not to have any periodical budget or plan of actions.	A SC is to manage its periodical (e.g. yearly) budget and plan of actions to address the needs of a school and community <u>under some regulatory restrictions</u> on the scopes of financing sources and/or expenditure items.	A SC is to manage its periodical (e.g. yearly) budget and plan of actions to address the needs of a school and community <u>without any regulatory restrictions</u> on scopes of financing sources and/or expenditure items.	A SC is to manage its periodical (e.g. yearly) budget and plan of actions to address the needs of a school and community <u>without any regulatory restrictions</u> on the scopes of financing sources and/or expenditure items. A SC plan is to include <u>targeted education results</u> (e.g. improvement in time and result of learning) that are aimed by the planned actions and budgets.	3	4, 54		3	4	3	54	The CGE has an action plan, but the EPA has no action plan
Plus1B1	Participatory management e of the SC budget and action plan by key step of the management cycle (Decomposing 1B, focusing on this Variable name)	No institutionalized structure of a SC or a SC is not to have any periodical budget or plan of actions .	A SC is to manage periodical (e.g. yearly) plans of actions and budgets <u>without any consultation/discussion with non-SC board members</u> in the following step of the management cycle: 1) Preparation/needs assessment 2) Approval/validation 3) Execution	A SC is to manage periodical (e.g. yearly) plans of actions and budgets <u>with any consultation/discussion with parents, but not with non-parent community members</u> in the following step of the management cycle: 1) Preparation/needs assessment 2) Approval/validation 3) Execution	A SC is to manage periodical (e.g. yearly) plans of actions and budgets <u>with parents, teachers, school director, and non-parent community members</u> in the following step of the management cycle: 1) Preparation/needs assessment 2) Approval/validation 3) Execution	4	4, 54		4	4	2	54	Valable pour le CGE uniquement L'APE n'a pas de plan d'action
Plus1B2	Scope of funding sources (Decomposing 1B, focusing on this Variable name)	No institutionalized structure of a SC or a SC is not to collect fund nor in-kind resources.	A school council is to collect funds and in-kind resources <u>from parents only</u> .	A school council is to collect funds and in-kind resources <u>from parents and non-parent community members</u>	A school council is to collect funds and in-kind resources <u>from parents, non-parent community members, government or any other party</u> .	4	4, 54		4	4	4	54	Valable pour le CGE uniquement, l'APE ne collecte pas de fonds auprès du gouvernement
Plus1B3	Scope of expenditure items of the SC plan (types of activities)	No institutionalized structure of a SC or a SC is not to have periodical action plans (e.g.: yearly)	A SC's periodical action plan (e.g.: yearly) <u>is to have expenditure items related to "operational budgets"</u> (e.g. textbook distribution cost) . But it can <u>not include items related to teachers' salary, allowances, or civil works</u> .	A SC's periodical action plan (e.g.: yearly) <u>is to have expenditure items related to "operational budgets"</u> (e.g. textbook distribution cost) <u>and civil works</u> . But <u>it is not to include items related to teachers' salary or allowances</u> .	A SC's periodical action plan (e.g.: yearly) <u>is to include any kind of expenditure items</u> (operational budgets (e.g. textbook distribution cost), teachers' salary, allowances, or civil works) .	2	4, 55		2	2	2	55	The school project does not support salaries and allowances; documents ASPP either do not provide these categories of expenditure

Plus1B4	Scope of objectives and targeted results of the SC plan	<u>No institutionalized structure of a SC or a SC is not to have periodical action plans (e.g.: yearly)</u>	SC's periodical action plans (e.g.: yearly) is <u>not to refer to any target indicators</u> (e.g. enrollments and pass rate of exist examination).	SC's periodical action plans (e.g.: yearly) is to <u>refer to target indicators of access but not of learning achievement</u>	SC's periodical action plans (e.g.: yearly) is to <u>refer to target indicators of both access and learning achievement.</u>	2	4, 54		2	4	2	54 pour le PAV	
Plus 1C	Scope of SC's accountability	<u>No institutionalized structure of a SC or a SC is not to have any periodical financial report or progress report of planned actions.</u>	<u>A SC is to have a periodical financial report and/or progress report that includes implementation status of planned actions and, if any, the assessment of targeted education results.</u>	<u>A SC is to have a periodical financial report and/or progress report that includes implementation status of planned actions and, if any, the assessment of targeted education results. Reports are to be shared among SC members</u> (e.g. at the general assembly or posting on board).	<u>The SC is to have a periodical financial report and/or progress report that includes implementation status of planned actions and, if any, the assessment of targeted education results. Reports are to be shared among SC members</u> (e.g. at the general assembly or posting on board) <u>and other stakeholders</u> (e.g. sub-national administration and SC federation) .	non applicable			non applicable	4	non applicable		The reports do not reflect the results of schools If the "assessment of expected educational outcomes" is removed, then: - the score is 4 for CGE - the score is 3 for EPA Mais si le membre de phrase est gargé, the score is not applicable
Plus 1C1	Scope of financial reporting (Decomposing 1C, focusing on this variable name)	<u>No institutionalized structure of a SC or a SC can not have any periodical financial report.</u>	<u>A SC can have a financial report,</u> which covers the planned budget and actual expenditure.	<u>A SC can have a financial report,</u> which covers planned budget and actual expenditure. Report are to be <u>shared among the SC members</u> (e.g. at general assembly or posting on board).	<u>A SC can have a financial report,</u> which covers planned budget and actual expenditure. Report are to be <u>shared among the SC members</u> (e.g. at general assembly or posting on board) <u>and other stakeholders</u> (e.g. sub-national administration and SC federation) .	4	55		4	4	3	55 pour le PAES	The financial reports of the EPAS are presented to the general assembly of the APE, they are not transmitted to the authorities decocentrees or decentralized. The reports of PE are communicated to the administration deconcentee - IDEN
Plus 1C2	Scope of technical reporting (Decomposing 1C, focusing on this variable name)	<u>No institutionalized structure of a SC or a SC is not to have any periodical progress report of activities</u>	<u>A SC is to have a periodical progress report,</u> which includes implementation status of planned actions and, if any, the assessment of targeted education results.	<u>A SC is to have a periodical progress report,</u> which includes implementation status of planned actions and, if any, assessment of targeted education results. <u>Report are to be shared among the SC members</u> (e.g. at general assembly or posting on board).	<u>A SC is to have a periodical progress report,</u> which includes implementation status of planned actions and, if any, assessment of targeted education results. <u>Report are to be shared among SC members</u> (e.g. at general assembly or posting on the board) <u>and other stakeholders</u> (e.g. sub-national administration and SC federation) .	4	55		4	4	3	55 pour le PAES	The report does not exist, but if the expected educational outcomes that are not included in the school project reports PAV take into account the expected results

Plus 1D	Supporting and guidance on the School Council and community participation	No institutionalized structure of SCt or information, training, monitoring, or guidance activities are not to be provided to school-level stakeholders (i.e. school director, teachers, parents, and community members) .	Information or training are to be provided to the school-level stakeholders on SC or/and community participation.	Information or training are to be provided to school-level stakeholders on SC or/and community participation. A SC also can receive monitoring in the operation cycle from sub national administration and/or SC federation.	Information or training are to be provided to school-level stakeholders on SC or/and community participation. A SC also can receive monitoring as well as guidance and feedbacks for improvement from sub national administration and/or SC federation. .	4	55		4	4	1	55	This is valid only for CGE
Plus 1D1	Institutionalized role of non-school level stakeholders in technical support to the SC (Decomposing 1D (or specified) by" Who provides and/or monitor)	No institutionalized structure of a SC or (even when it exists) administration or SC federation is not to have any activity to facilitate parental and community participation in school management. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3) SC federation (<i>if exists, if not please note, specify national or sub national if the response differs</i>)	Administration or SC federation are to provide information or training to school-level stakeholders on SC or/and community participation. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3)SC federation	Administration or SC federation are to provide information or training to school-level stakeholders on SC or/and community participation. A SC is to receive monitoring in the operation cycle from sub national administration or SC federation. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3)SC federation	Administration or SC federation are to provide information or training to school-level stakeholders on SC or/and community participation. The SC is to receive monitoring as well as guidance and feedbacks for improvement from sub national administration and/or SC federation. If administration or SC federation is specified as: 1) central administration 2) sub-national administration 3)SC federation	4	17, 35, 42,54, 55		4	4	1	54, 55	
Plus 1D2	community participation as training theme to administrations and schools scope of training to admin (community participation as theme)	There is no training to administrations and schools on any topics. If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	Training are to be provided to administrations and schools, but not to included topics related to the SC or community , parent affairs/participation. If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	Training are to be provided at least one training to administrations and schools, included topics related to the SC or community , parent affairs/participation. But not regularly... (If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	A regular (e.g. annual) training or workshop are to be provided to administrations and schools,, including topics related to the SC or communities, parent affairs/participation. If "administrations and schools" are specified as: 1) central administrator 2) sub-national level administrator 3) school director 4) teacher(s)	3			3	4	1	55 pour le PAES	The texts do not provide specific training topics

Plus 1D3	Inclusion of community participation in monitoring, school assessment and guidance activities of administrations	Administrations are <u>not to provide monitoring</u> to schools on any topics. If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	Administrations <u>are to provide monitoring and school assessment</u> to schools but <u>not to included topics related to SC or community</u> , parent affairs/participation. (e.g. monitoring is only for pedagogical part) If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	Administrations <u>are to provide monitoring and school assessment</u> to schools <u>including topics related to SC or community</u> , parent affairs/participation. If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	Administrations <u>are to provide monitoring and school assessment</u> by administration to schools <u>including topics related to SC or community</u> , parent affairs/participation. <u>monitoring provides any suggestion for improvement.</u> If "administrations" are specified as: 1) central administrator 2) sub-national level administrator	4	17, 35, 42, 55		4	4	1	55	
Plus 1E	Management system for school action plan	No institutionalized structure of the SC or (even when it exists and there is a need) SC plan is <u>not to be used</u> in requesting and planning the formal budget and resource allocation to schools by <u>school director or local administrator.</u>	<u>A SC plan is to be utilized only at school level.</u> SC plan is to <u>be used in</u> requesting and planning the formal budget and resource allocation to schools by <u>school director or local administrator.</u>	<u>School action plans are to be compiled and utilized by local government.</u> SC plans are to <u>be used in</u> requesting and planning the formal budget and resource allocation to schools by <u>local government.</u>	<u>School action plans are to be compiled and utilized both by the local and central government.</u> SC plans are to be used in requesting and planning the formal budget and resource allocation to schools <u>both by the local and central government.</u>	1			1	1	1		
I-Plus 1E1	Management system for school action plan <u>Usage of school action plan in requesting and planning the formal budget</u> (Decomposing by budget)	No institutionalized structure of the SC or (even when it exists and there is a need) SC plan is not to <u>be used</u> in requesting and planning the formal budget and resource allocation to schools by <u>school director or local administrator.</u> If the budget is specified as: 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	<u>A SC plan is to be utilized only at school level.</u> SC plan <u>can be used in</u> requesting and planning the formal budget and resource allocation to schools by <u>school director or local administrator.</u> If the budget is specified as: 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	<u>School action plans are to be compiled and utilized by local government.</u> SC plans are to <u>be used in</u> requesting and planning the formal budget and resource allocation to schools by <u>local government.</u> If the budget is specified as: 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	<u>School action plans are to be compiled and utilized both by the local and central government.</u> SC plans are to be used in requesting and planning the formal budget and resource allocation to schools <u>both by the local and central government.</u> If the budget is specified as: 1) teacher (salary) 2) textbooks, educational materials (operational budgets) 3) infrastructure, facilities (investment budget)	1			1	1	1		

1. Equity in access

Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4	Score	Supporting documents for response	Observations	Reference
1.1	1. Gender	No government policy for gender equity in access.	Gender equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve gender equity in access.	Allocation of the national budget is assured to promote and achieve gender equity in access. (Or gender equity in access is already achieved.)	3	5, 3, 45, 46, 47, 48, 49, 51, 52	The equality is achieved at the level of primary education	
1.2	2. Ethnicity	No government policy for ethnic equity in access.	Ethnic equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve ethnic equity in access.	Allocation of the national budget is assured to promote and achieve ethnic equity in access. (Or ethnic equity in access is already achieved.)	3	3, 5, 52		
1.3	3. Disability	No government policy for disabled in equity in access.	Equity in access for the disabled is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in access for the disabled.	Allocation of the national budget is assured to promote and achieve equity in access for the disabled. (Or equity in access for the disabled is already achieved.)	3	3, 5, 52, 50		
1.4	4. Income gap	No government policy for income gap in equity in access.	Income gap in equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in access for income gap.	Allocation of the national budget is assured to promote and achieve equity in access for income gap. (Or equity in access for income gap is already achieved.)	3	3, 5		
1.5	5. Rural / Urban	No government policy for rural/urban in equity in access.	Rural/urban in equity in access is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in access for rural/urban.	Allocation of the national budget is assured to promote and achieve equity inaccess for rural/urban. (Or equity in access for rural/urban is already achieved.)	3	3, 5, 51		

2. Equity of resource input for education									
Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4		Supporting documents for response		Reference
2.1	1. Gender	No government policy for gender equity in resource input for education.	Gender equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve gender equity in resource input for education.	Allocation of the national budget is assured to promote and achieve gender equity in resource input for education. (Or gender equity in resource input for education is already achieved.)	4			
2.2	2. Ethnicity	No government policy for ethnic equity in resource input for education.	Ethnic equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve ethnic equity in resource input for education.	Allocation of the national budget is assured to promote and achieve ethnic equity in resource input for education. (Or ethnic equity in resource input for education is already achieved.)	3			
2.3	3. Disability	No government policy for the disabled in equity in resource input for education.	Equity in resource input for education for the disabled is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity of resource input for education for the disabled.	Allocation of the national budget is assured to promote and achieve equity of resource input for education for the disabled. (Or equity of resource input for education for the disabled is already achieved.)	3			
2.4	4. Income gap	No government policy for income gap in equity in resource input for education.	Income gap in equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in resource input for education for income gap.	Allocation of the national budget is assured to promote and achieve equity in resource input for education for income gap. (Or equity in resource input for education for income gap is already achieved.)	3			

2.5	5. Rural/Urban	No government policy for rural/urban in equity in resource input for education.	Rural/urban in equity in resource input for education is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in resource input for education for rural/urban.	Allocation of the national budget is assured to promote and achieve equity in resource input for education for rural/urban. (Or equity in resource input for education for rural/urban is already achieved.)	3	55		
3. Equity of learning achievement (equity of learning outcomes)									
Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4		Supporting documents for response		Reference
3.1	1. Gender	No government policy for gender equity in learning achievement.	Gender equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve gender equity in learning achievement.	Allocation of the national budget is assured to promote and achieve gender equity in learning achievement. (Or gender equity in learning achievement is already achieved.)	3			In primary schools equality is achieved
3.2	2. Ethnicity	No government policy for ethnic equity in learning achievement.	Ethnic equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve ethnic equity in learning achievement.	Allocation of the national budget is assured to promote and achieve ethnic equity in learning achievement. (Or ethnic equity in learning achievement is already achieved.)	3			In the budget, there is no case of ethnic groups, Senegal has no ethnic problems
3.3	3. Disability	No government policy for the disabled in equity in learning achievement.	Equity in learning achievement for the disabled is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in learning achievement for the disabled.	Allocation of the national budget is assured to promote and achieve equity in learning achievement for the disabled. (Or equity in learning achievement for the disabled is already achieved.)	3			

3.4	4. Income gap	No government policy for income gap in equity in learning achievement.	Income gap in equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in learning achievement for income gap.	Allocation of the national budget is assured to promote and achieve equity in learning achievement for income gap. (Or equity in learning achievement for income gap is already achieved.)	3			
3.5	5. Rural/Urban	No government policy for rural/urban in equity in learning achievement.	Rural/urban in equity in learning achievement is recognized as one of the national policy goals.	Legal and administrative frameworks are structured to promote and achieve equity in learning achievement for rural/urban.	Allocation of the national budget is assured to promote and achieve equity in learning achievement for rural/urban. (Or equity in learning achievement for rural/urban is already achieved.)	3			
	4. Diversity (inclusion)								
Indicator	Name of dimension	Pattern 1	Pattern 2	Pattern 3	Pattern 4		Supporting documents for response		Reference
4.1	1. Gender	No policy discussions on single sex classrooms vs. coed classrooms based on the notion of diversity.	Single sex classrooms are chosen by the policy to promote diversity and gender equity in education.	Coed classrooms are chosen by the policy to promote diversity and gender equity in education.	Coed classrooms are chosen by the policy and regarded as a positive promotion of diversity and the quality of education for both genders (inclusive education).	4			It does not exist in Senegal public primary schools for girls or boys only, all primary schools are mixed
4.2	2. Ethnicity	No policy discussions on ethnicity oriented special classrooms vs. integrated (inclusive) schools and classrooms based on the notion of diversity.	Ethnicity oriented special classrooms are chosen by the policy to promote diversity and equity in ethnicity in education.	Integrated (Inclusive) schools and classrooms are chosen by the policy to promote diversity and equity in ethnicity in education.	Integrated (Inclusive) schools and classrooms are chosen by the policy and regarded as a positive promotion of diversity and the quality of education for all children, non-ethnic and ethnic minorities (inclusive education).	4			There are no Senegal to public primary schools receiving only class population by ethnicity, social class or family income
4.3	3. Disability	No policy discussions on disability oriented special classrooms vs. integrated (inclusive) schools and classrooms based on the notion of diversity.	Special classrooms are chosen by the policy to promote equity in education for children with disabilities.	Integrated (Inclusive) classrooms are chosen by the policy to promote equity in education for children with disabilities.	Integrated (Inclusive) classrooms are chosen by the policy and regarded as a positive promotion of diversity, equity and quality of education for all children, with and without disabilities.	2			For the light handicaps the integrated classes are chosen by the policy, for the heavy handicaps there are special classes but in very limited number even if in the policies it promotes equality

"Political topics / SABER SAA (before decomposition with results / scores)" SENEGAL

Ref. No.	Document (French)	Document (English)	Type (Loi, Décrets, arrêtés, rapports officiels etc.)/ Type(law, Decree,order, official	Source
1	Loi 83-53 du 18/02/1983 portant statut des fonctionnaires	83-53 Law of February 18th 1983 on the status of civil servant	Loi/ Law	Ministry for civil service
2	Décret N° 98286/ME/DFP BE fixant les modalités d'évaluation des agents de l'Etat	Decree N°98286/ ME / DFP BE setting evaluation method of government officials	Décret/ Decree	Ministry for civil service
3	Loi N° 91-22 du 30 janvier 1991 d'orientation de l'éducation nationale	Law N° 91-22 of January 30th 1991 Of National Education orientations	Loi/ Law	Ministry of education
4	Decret 2002-652 du 02/07/2002 portant création, organisation et fonctionnement des organes de gestion du Programme décennal de l'éducation et de la formation	Decree on the creation , organisation and functioning of management bodies of the PDEF	Décret/ Decree	Ministry of education
5	Loi 2004-37 du 15 décembre modifiant et complétant la loi d'orientation de l'éducation nationale	2004-37 Law of December 15th modifying and completing the orientation law of National Education	Loi/ Law	Ministry of education
6	Décret N° 96-269 MEN/DC/DAJLD du 3 avril 1996 modifiant le décret N° 93 789 du 25 jui 1993 portant création des inspections d'académie et départementales	Decree n°96-269 MEN/DC/DAJLD of April 3rd 1996 modifying the decree N°93 789 of June 25th 1993 on the creation of IA and IDEN	Décret/ Decree	Ministry of education
7	Lettre circulaire N° 004463/ MEPEMSLN/SG/DEE.Dir du 15 septembre 2010 portant interdiction des frais d'inscription et de transfert dans l'enseignement élémentaire	circular letter N°00443/ MEPEMSLN/ SG/ DEE. Dir of September 15th 2010 forbidding subscription fees and tranfer fees in the elementary schools	Lettre circulaire ministérielle/ Ministry circular letter	Ministry of education
8	Cadre d'orientation méthodologique des projets d'école. Avril 2007	Orientation framework methodology of Schools Projects. April 2007	Document de travail/ Work material	Ministry of education
9	Arrêté N° 003727/ME du 3 juin 2002 portant création, organisation et fonctionnement de la cellule d'orientation et de gestion des cantines scolaires	Order N°003727 /ME of June 3rd of 2002 on the creation, organisation and functioning of the orientation and management of canteens office	Arrêté/ Order	Ministry of education
10	Instruction ministérielle N° 04/MEF du 8 mars 1988 abrogeant et remplaçant les instructions N° 90/MEF/DMTE du 27 août 1982 et N° 6680 du 21 novembre 1985 relatives à la comptabilité des matières	Direction of the Minister N° 04/MEF of March 8th 1988 cancelling and replacing direction N° 90/MEF/DMTE of August 27th 1982 and N° 6680 of November 21st 1985 related to material accounting	Instruction ministérielle/ Ministry direction	Ministry of economy and finance
11	Chronogramme de l'évaluation du 3ème trimestre de l'inspection départementale de Dakar banlieu	Chart of the quaterly assessment of IDEN of Dakar suburb	Instruction de l'inspecteur département/ Inspector	IDEN/GD 1
12	Résultats évaluation standardisée de l'IDEN de Fouta Djallon	Results of standardised assessment of IDEN of Fouta Djallon	Instruction de l'inspecteur département/ Inspector	IDEN /Fouta Djallon
13	Guide pratique du mouvement des personnels enseignants / Direction des ressources humaines / mars 2010	Guideline of the movement of teachers / Human Resources Direction / March 2010	Instruction ministérielle/ Ministry direction	DRH
14	Procès verbal des évaluations standardisées du 2ème trimestre 2006/2007 de l'IDEN/GD 1	Munites of the standardised assessment of the second quarterly 2006/ 2007 of IDEN / GD1	Instruction de l'inspecteur département/ Inspector	IDEN/GD 1
15	Gestion et pilotage de la qualité des enseignements apprentissages: mise en place du dispositif des progressions harmonisées et d'évaluations standardisées des apprentissages - année scolaire 2003-2004	Management and quality control of teachings and learnings: setting up of the harmonised progression system and standardised assessment of learnings - 2003 -2004 school year	Instruction de l'inspecteur département/ Inspector	IDEN/GD 1
16	Evaluations standardisées du deuxième trimestre 2010-2011 de l'IDEN de Dakar Plateau	Standardised assessment of the second quarterly 2010-2011 of Dakar Plateau	Instruction de l'inspecteur département/ Inspector	IDEN/DP
17	Décret N° 2002-665 modifiant et completant le décret N° 89-877 du 19 juillet 1986 portant organisation	Decree N°2002-665 modifying and completing the decree N°89-877 of July 19th 1986 on the	Décret/ Decree	Ministry of education
18	Document de budget du ministère - Budget école/IDEN	Ministry budget Document - School Budget/ IDEN	Document budget/budget document	Ministry of education
19	www.education.gouv.sn/ (Documents statistiques)		Site internet	Ministry of education
20	www.education.gouv.sn/ (Rapports PDEF)		Site internet	Ministry of education
21	www.confemen.org		Site internet	CONFEMEN
22	Rapport Direction des Examens et Concours	Report of the Direction of Examinations and Competitions	Rapport / report	Ministry of education
24	cahiers de charges des personnels	specifications of the staffs		
25	classement des maîtres selon les résultats du CFEE 2009	ordering of the masters according to the results of the CFEE 2009		
26	Document d'analyse résultats CFEE	Document of analysis CFEE results	Rapport	Division of the Examinations
27	Bulletin de notes des élèves/école Warath Diène	Bulletin of notes of the pupils / school Warath Diène		
28	Cahier composition élève	Notebook composition raises		
29	Relevé des notes élèves	Raised of the notes pupils		
30	Exercices d'évaluation élèves	Exercices of assessment pupils		
31	Décret N° 90-1463 du 2 décembre 1990 portant création et organisation du CFEE	Decree N° 90-1463 of December 2, 1990 carrying creation and organization of the CFEE	Décret	Ministry of education
32	Epreuves CFEE 2007, 2009, 2011	Tests CFEE 2007, 2009, 2011,		
33	Rapport statistiques 2007	Report statistics 2007	Rapport	DPRE
34	Tableau des performances par activités et par niveau - classement des élèves	Picture of the performances by activities and by level - ordering of the pupils	Rapport	IDEN
35	Décret 2012 - 1276 relatif à la création des IA et des IEF	Decree 2012 - 1276 relative to the creation of the IA and the IEF	Décret	Ministry of education
36	Decret2011 - 625 relatif à la création et à l'organisation des Centres régionaux de formation des personnels de l'éducation (CRFPE)	Decret2011 - 625 relative to the creation and to the organization of the regional Centers of formation of the staffs of the education (CRFPE)		
37	Décret 96 - 1136/MEN/DC/DAJLD portant application de la loi portant transfert des compétences aux régions, communes et communautés rurales en matière d'éducation, d'alphabétisation, de promotion des langues nationales et de formation professionnelle	Décret 96 - 1136/MEN/DC/DAJLD structural carrying application of the law carrying transfer of expertises in the regions, Commune and farming communities concerning education, of literacy, of promotion of the national languages and professional formation,	Décret	Ministry of education

38	Décret 98 - 286/ME/DFP/BE fixant les modalités d'évaluation des agents de l'Etat	Decree 98 - 286/ME/DFP/BE fixing the modes of assessment of the agents of the State	Décret	Ministry for the civil service
39	Décret 63 - 0116/MFPT du 19 février 1963 relatif aux régimes des congés, permissions et autorisation d'absence des fonctionnaires	Décret 63 - 0116/MFPT of relative February 1963 19 to the régimes of the holidays, permissions and authorization of absence of the civil servants	Décret	Ministry for the civil service
40	Décret 2003 - 101 du 13 mars 2003 portant règlement général de la comptabilité publique	Décret 2003 - 101 of March 13 2003 structural general regulation of the public accounting	Décret	MEF
41	irculaire L063 du 19 septembre 1996 portant cahier de charges	L063 irculaire of September 19 1996 structural specifications	Circulaire	MEN
42	Décret 79 - 1165 du 20/12/ 1979 portant organisation de l'enseignement élémentaire	Decree 79 - 1165 of the 20/12 / 1979 carrying organization of the elementary teaching	Décret	MEN
43	Décret 86 - 877 du 19 juillet 1986 portant organisation du MEN	Decree 86 - 877 of July 19, 1986 carrying organization of the MEN	Décret	MEN
44	Arrêté N°003915 du 12 janvier 2002 portant création et organisation des organes de gestion des manuels scolaires	Stopped N°003915 of January 12, 2002 carrying creation and organization of the organs of management of the school manuals	Arrêté	MEN
45	Décret 2006-443 instituant la journée nationale de l'éducation des filles	Decree 2006-443 instituting the national day of the education of the girls	Décret	MEN
46	SCOFI	SCOFI	Document de projet	MEN
47	Projet Aïssatou	Aïssatou project	Document de projet	MEN
48	Appui partenaires techniques et financiers, plan d'action PDEF	Support technical and financial partners, plan of PDEF action	Document	MEN
49	Plan d'action PDEF	Plan of PDEF action	Plan d'action	MEN
50	Ecoles handicapés	Schools disabled	Textes de création	MEN
51	Lettre de politique sectorielle	Sectorial politics letter	Lettre/Document	MEN
52	Rapports statistiques de 2006 à 2012	Statistical reports of 2006 to 2012	Rapport	MEN
53	Rapports économiques et financiers	Economic and financial reports	Rapport	MEN
54	GUIDE DE FORMATION A LA MISE EN PLACE DU COMITE DE GESTION DE L'ECOLE(CGE)	GUIDE OF FORMATION TO THE SETTING UP OF THE COMMITTEE OF MANAGEMENT OF THE	Document	PAES
55	GUIDE DE FORMATION DES CGE A L'ELABORATION D'UN PLAN D'ACTION VOLONTARISTE (PAV)	GUIDE OF FORMATION OF THE CGE (PAV) TO THE DEVELOPMENT OF A PLAN OF VOLONTARISTE	Document	PAES
56	GUIDE DE FORMATION DES CGE A LA GESTION DES RESSOURCES	GUIDE OF FORMATION OF THE CGE TO THE MANAGEMENT OF RESOURCES	Document	PAES
57	GUIDE DE FORMATION A LA MISE EN PLACE DES UNIONS DE CGE	GUIDE OF FORMATION TO THE SETTING UP OF THE UNIONS OF CGE	Document	PAES
58	GUIDE DE SUIVI ES CGE ET DES UNIONS DE CGE	GUIDE OF FOLLOW-UP IS CGE AND OF THE UNIONS OF CGE	Document	PAES

REPUBLIC OF SENEGAL
MINISTRY OF NATIONAL EDUCATION / SENEGAL

TOOLS OF THE SABER SAA PLUS JICA-RI and ME:
Context 2: Questionnaire for ME (SENEGAL)

EXECUTIVE SUMMARY OF SURVEYS ON:

- The DEE: Directorate of Elementary Education
- The DEXCO: the Directorate of Examinations and Competitions
- The INEADE: National Institute of Studies and Actions for the Development of Education
- DAGE: the direction of the General Administration and Equipment
- HRD: the Human Resources

July - August - September-October 2013

2013/8/21

[Note to interviewers: Need to ask questions after you review similar questions in rubric]

A) Information of Interviewees

	Name	Position	Phone /e-mail	Notes (Section)
1	Abdou DIAO	Director E. E.		
2	Alioune Badara DIOP	Head of Division		
3	Sandéné DIOUF	Head of Division		
4	Mor Bassine SARR	Head of Division		
5	Al Ousseyni SY	Head of Division		
6	Abdoul NDIAYE	Deputy Director		
7	Mohamed Mamoya SYLLA	Head of Division		
8	Maseyni NDIAYE	Acting Director		
9	Cheikh SIDIBE	Head of Division		

C) Implementers

	Position/Tasks	Name	Date	Signature
1	Investigator	Souleymane MBAYE	1 – 2 – 3/7 – 2013 8 – 9 / 7 / 2013	
2	Investigator	Souleymane MBAYE	1er – 3 / 7 – 2013 8 / 7 / 2013	
3	Investigator	Souleymane MBAYE	1 – 3 – 5 – 8 15 – 18/7 – 013	
4	Administration of questionnaires	Souleymane MBAYE	1 – 4 – 8 – 11 19 / 7 / 2013	
5	Administration of questionnaires	Souleymane MBAYE	22 – 25 – 29 – 31/7/2013	
6	Administration of questionnaires	Souleymane MBAYE	1 – 2 – 5 /8/2013	
7	Investigator	Souleymane MBAYE	1 – 2 / 7 – 2013 5 / 7 / 2013	

Section 1. Organization and number of employees

- (1) For each department and section of ME/MENA, please indicate the names of its relevant section at de-concentrated offices? (If there is no relevant section, please indicate “None”)

DEE

	Names of Directorate/Departments/Sections at the central level	Name of relevant sections at de-concentrated offices	
		a) IA/ DREBA	b) IDEN/ DPEBA
	<i>[To interviewer. Please fill this column in advance]</i>		
1-1)	Division of School Environment	Office of environment and school life	Office of environment and school life
1-2)	- Office of Monitoring of school projects		
1-3)	- Office of Partnership and Communication		
1-4)	- Office of Culture / Sports & Recreation		
1-5)	Division of Schooling	Office of Planning Monitoring and Evaluation Statistics	Office of Planning Monitoring and Evaluation Statistics
1-6)	- Office of Mobilization / Recruitment		
1-7)	- Office of Promoting children's rights in schools		
1-8)	- Office of tracking statistics and indicators elementary		
1-9)	Division Teaching / Learning	Office of Educational Management - Evaluation of Teaching-Learning	Office of Educational Management - Evaluation of Teaching-Learning
1-10)	- Office of Curriculum,		
1-11)	- Office of Educational Innovation and Transversal Programmes,		
1-12)	- Office of Training / Coaching		
1-13)	- Office of Research, Monitoring / Evaluation		
1-14)	AGE / PREMST / PALM / ELAN		

DEXCO

	Names of Directorate/Departments/Sections at the central level	Name of relevant sections at de-concentrated offices	
		a) IA/ DREBA	b) IDEN/ DPEBA
	<i>[To interviewer. Please fill this column in advance]</i>		
2-1)	Directorate - The Executive Secretariat - The management structures o Accounting of Contents o Accounting for funds o Support Fund Exams and Contest o Records Management and diplomas	Management Office of Financial and Material Resources	Management Office of Financial and Material Resources
2-2)	The division of the Organization, Communication and Management Information Systems (DOCSI)	Partnership Office Communication and Gender	Partnership Office Communication and Gender

	<ul style="list-style-type: none"> - The Office of the General Organization and mail - The Bureau of Information and Communication - The Monitoring Office 		
2-3)	Division of School Assessment Certification (DECS) <ul style="list-style-type: none"> - The Office of Student reviews - The Bureau of monitoring treatment of diplomas - The Office of School Assessment tests 	Office of Educational Management and Evaluation of Teaching-Learning	Office of Educational Management and Evaluation of Teaching-Learning
2-4)	Division of Professional Certification evaluation (PRD) <ul style="list-style-type: none"> - The Office of Professional exams - The Office of Professional Careers - The Office of vocational assessment tests 	Office of Professional Technical Training and Learning	Office of Professional Technical Training and Learning
2-5)	Division Reform and Quality <ul style="list-style-type: none"> - The Office of the Data Analysis and Forecasting - The Bureau of Quality - The Office Edition trials and management computerized item bank 	Planning Monitoring and Evaluation Office-Statistics	Planning Monitoring and Evaluation Office-Statistics

INEADE

	Names of Directorate/Departments/Sections at the central level	Name of relevant sections at de-concentrated offices	
	<i>[To interviewer. Please fill this column in advance]</i>	a) IA/ DREBA	b) IDEN/ DPEBA
3-1)	Division of School Actions <ul style="list-style-type: none"> - Office of Early Childhood Education, - Office of Basic Education, - Office of middle and secondary general education, -Office of Technical and Vocational Education. 	Office of Educational Management, Evaluation, Training, Learning	Office of Educational Management, Evaluation, Training, Learning
3-2)	Division extras-curricular Actions <ul style="list-style-type: none"> - Office of Secondary education practice - Office of Literacy - An Office of Animation. 	Office of Educational Management, Evaluation, Training, Learning	Office of Educational Management, Evaluation, Training, Learning
3-3)	Division of Production and Distribution <ul style="list-style-type: none"> - A workshop designing new teaching methods, - Photo slide workshop, - An offset workshop and duplication, - A workshop for assembling and binding, - The recording studios 	Management Office of Financial and Material Resources	Management Office of Financial and Material Resources

3-4)	Division of Training - An Office of initial training, - An Office of Continuing Education.	BFPTA	BFPTA
3-5)	Division of psychological research and docimological - A Psychological Research Bureau, - An Evaluative Research Office, - An Office of Examinations and Competitions, - A Bureau of Educational and Vocational Guidance.	Office Planning and Monitoring and Evaluation and Statistics	Office Planning and Monitoring and Evaluation and Statistics

Organization and staffing (DAGE)

	Names of Directorate/Departments/Sections at the central level	Name of relevant sections at de-concentrated offices	
	<i>[To interviewer. Please fill this column in advance]</i>	a) IA/ DREBA	b) IDEN/ DPEBA
4-1)	secretariat		
4-2)	Budget and Finance Division - Office of commitments and liquidation - Control Bureau staff and regulatory - Office expenses and permanent exemptions Office preparations and monitoring of budget - Billetage	Office management of financial and material resources	Office management of financial and material resources
4-3)	Markets Division	Office management of financial and material resources	Office management of financial and material resources
4-4)	Division of material and equipment	Office management of financial and material resources	Office management of financial and material resources
4-5)	Division accounting and investment	Office management of financial and material resources	Office management of financial and material resources

DRH

	Names of Directorate/Departments/Sections at the central level	Name of relevant sections at de-concentrated offices	
	<i>[To interviewer. Please fill this column in advance]</i>	a) IA/ DREBA	b) IDEN/ DPEBA
5-1)	DIVISION OF SOCIAL PROMOTION AND CONFLICT PREVENTION - Office of gender and social advancement	Office of Human Resources Management	Office of Human Resources Management

	- Office of Conflict Prevention and Industrial Relations		
5-2)	DIVISION OF FORECASTING MANAGEMENT JOBS AND SKILLS - Recruitment Office - Office of mutations - Office of Training and Skills Development	Office of Human Resources Management	Office of Human Resources Management
5-3)	DIVISION OF ADMINISTRATIVE AND CAREER MANAGEMENT - Office of Career Management - Office of Management and contractual balance setting - Office of Administrative Affairs, motivation, merits and litigation.	Office of Human Resources Management	Office of Human Resources Management
5-4)	OFFICE ATTACHED - Office management and accounting matters - Office of studies, programs, evaluation and monitoring - Bureau of Statistics, staffing and personnel file	Office of Human Resources Management	Office of Human Resources Management
5-5)	THE SECRETARIAT		

(2) Which directorate, departments and sections have tasks and are responsible for following specific issues related to public primary schools?

No	a) Providing textbooks	b) Providing non-textbook learning resources to school	c) Providing grants (funds) to schools	c) Employment of teachers	d) Teacher salary	e) Monitoring status of schools and students	f) Supporting APE/AME/COGES/CGE	h) Management and publication of information
1-1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1-2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(3) What is a status requirement to become a head of de-concentrated offices?

	0. No requirement	1. Elementary Education (1-6)	2. Middle School (7-10)	3. Secondary Education (11-13)	4. Higher Education (14-)	5. Other
IA/ DREBA					X	
IDEN					X	

Section 2. Curriculum and structure of the education system

Please answer following question according to laws or regulations in public primary educations

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding school calendar, days and hours.

<ul style="list-style-type: none"> - Decree 79-1165 Programs and Schedules Elementary Education - Decree No. 2013 - 654 on quarters and duration of holidays and vacations in schools 2012-2013 - Circular on the management of learning time - 2005. - 2011 - 2012: Decree 2011 - 1612 of 09.28.2011 - 2012 - 2013: Decree n ° 2013 - 654 of 10.05.2013

(2) According to laws and regulations, What is the minimum length of the school day in hours?

[**05**] Number of hours

(3) According to laws and regulations, What is the minimum length of the school week in days and in hours?

[**05**] Number of days, [**29**] Number of hours

If the length differs by grade, please answer by grade.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Same time for all courses					

(4) According to laws and regulations, What is the minimum length of the school year in days?

[] Number of days

(5) According to laws and regulations, What days does the school year start and end in 2011/2012 and 2012/2013

2011/2012 Start [Monday, October 3], End [Tuesday, July 31] (dd /mm)

2012/2013 Start [Monday, October 1], End [Wednesday, July 31] (dd /mm)

(6) According to laws, regulations, or guidelines, should public schools record the actual numbers of school hours and days?

a) Yes, No [If No, skip the next question]

b) If there is also a specific name of the report, please indicate the name and whether the report or information is submitted to the de-concentrated offices

	b) Name of the report	d) IA/	e) IDEN/
1) School hours (lesson) of each day	Schedule	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
2) Number of days (school open) of each year	Report on the hourly quantum	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No

(7) According to laws, regulations, or guidelines, should schools record **student** attendance every day?

a) Yes, No [If No, skip the next question]

b) If there is also a specific name of the report, please indicate the name. [Call Register]

(8) According to laws, regulations, or guidelines, should schools record **teacher** attendance every day?

a) Yes, No [If No, skip the next question]

b) If there is also a specific name of the report, please indicate the name. [Call Register]

Section 3. Finance (DAGE)

(1) Please define appropriate teams or expressions in your country in following activities and concepts. And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition.

(for Senegal)

	General definition	Meaning	Term or expression in your country	Related documents
1	Government budget in education sector	Total budget in education funded by all governmental resources	Education budget	Finance Act of the Year
2	School budget managed by IDEN	IDENs' budget for each school. IDENs manage budgets.	Operating budget of the schools-	Decree No. 2012 - 1276 of 11.13.2012 on IA / IEF
3	School budget funded by commune or CR	Budget for schools managed by Commune or CR and funded by FDD, FDCL and tax of Commune and CR	Endowment of Education	Act 96-07 of 22/03/1996 Decree 96-1136 of 27/12/96 Allocation order endowments
4	Contribution by APE and CGE	Providing materials and civil work by APE and CGE	Participation EPA and CGE	Decree 2002 - 652 of 07.02.2002
5	School cooperative	Monetary contribution to APE from parents (or to CGE from community)	Membership - Participation in school cooperation	Decree 89-581 of 18/05/1989
6	Budget/found of school project	Budget of CGE funded by school project	Budget for the school project	
7	Budget of APE and CGE	Budget of APE and CGE funded by contribution of parents and community and school project.	EPA contributions and CGE	EPA Rules Decree 2002 - 652 of 07.02.2002
8	Materials requests by	Requests of materials and stationary to	Expressions Needs School	Decree 96-1136 of 27.12.1996

school	IDEN, Commune and CR and APE/CGE by school director		
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8/18 Delete (2) and add new (2)

(2) What is budget allocation mechanism in primary education? Each year, at the ME, AI or IDEN level, how is the decision made about how much is going to be spent on education?

Revalued by-base (SVR) based on the previous budget and run through sectoral MTEF (MTEF).
Credits schools managed by the IEF until 2013.
From 2014, it is planned to allocate their funds directly to schools on the basis of a fixed amount per student.

(3) What was the Government expenditure on education from 2009/2010 to 2012/2013?

Name of source document []

	2010 (Actual)	2011 (Actual)	2012 (Budget)
Government expenditure on education (FCFA)	420.063.020.352	410.627.857.402	458.723.962.080
Government current expenditure on education (FCFA)	370.983.500.700	378.289.412.418	378.650.962.080
Government capital expenditure on education (FCFA)	49.079.519.652	32.338.444.984	80.073.000.000
Government expenditure on education as % of total government expenditure	Do not know	Do not know	Do not know
Government current expenditure on primary education (FCFA)	162.069.104.894	166.256.592.666	137.465.578.740

(4) What was the expenditure for school in the last school year (2011/2012 for Planned/Actual) and this school year (2012/2013 for Planned)?

2011/2012 Planned and Actual (if you have another format of budget, it will be acceptable.)

[If the data is only available for the fiscal year, please indicate the year of data is either for FY2011 or FY2012]

Expenditure			Education as a Whole		Primary Education	
			Planned Expenditure (FCFA)	Actual Expenditure (FCFA)	Planned Expenditure (FCFA)	Actual Expenditure (FCFA)
Current: Salary	Teacher	Permanent	Do not know: the officials are paid directly by the MEF			
		Contract	79.470.061.058	79.469.820.758	47.677.161.544	47.676.921.247
		Volunteer	24.609.366.142	24.607.705.439	17.448.010.412	17.448.010.412
	Sub Total					
	Non-teacher	Other pedagogical administrative staff	Do not know	Do not know	Do not know	Do not know
		Support personnel				
Sub Total						
Operational		School books				
		Learning/teaching material	Do not know	Do not know	Do not know	Do not know
		Welfare				

		services				
		Others				
	Sub total					
Capital	Building	New-constriction	Do not know	Do not know	Do not know	Do not know
		Repair				
	Equipment	Table and chair				
		Others				
	Others					
Sub Total						
	Total					

2012/2013 Planed (if you have another format of budget, it will be acceptable.)

[If the data is only available for the fiscal year, please indicate the year of data is either for FY2011 or FY2012]

Expenditure			Education as a Whole		Primary Education	
			Planed Expenditure (FCFA)		Planed Expenditure (FCFA)	
Current: Salary	Teacher	Permanent	Do not know	Do not know	Do not know	Do not know
		Contract			33.641.060.000	
		Volunteer			15.838.940.000	
	Sub Total					
	Non-teacher	Other pedagogical administrative staff	Do not know	Do not know	Do not know	Do not know
		Support personnel				
Sub Total						
Operational		School books				
		Learning/teaching material				
		Welfare services				
		Others				
	Sub total					
Capital	Building	New-constriction				
		Repair				
	Equipment	Table and chair				
		Others				
	Others					
Sub Total						
	Total					

Please answer following question according to laws or regulations in public primary educations

(DEE, DAGE)

(5) Should students pay the following expenses? If yes, put the amount in range and if any exemption by class or type, please specify.

Type of Expense		Amount (FCFA) per Student per year	Condition of Exemption
1. Tuition fee	[] Yes, [x] No		
2. Registration fee	[] Yes, [x] No		

3. Stationary, workbooks, or miscellaneous	[] Yes, [] No		
4. Grade certification fee at the end of each grade	[] Yes, [x] No		
5. Grade certification fee at grade 6	[] Yes, [x] No		
6. Exam fees at each grade	[] Yes, [] No		
7. Exam fees at grade 6 only	[x] Yes, [] No	250 FCFA	no
8. Parental association fees	[x] Yes, [] No		
9. Textbook fee	[] Yes, [x] No		
10. Any special event fee	[] Yes, [] No		

(Question for Senegal)

(6) What was the budget of BCI and What are their target area? (DAGE)

	2010	2011	2012	2013
Total amount of BCI (FCFA)	22. 725. 700. 000	18. 378. 000. 000	20. 138. 000. 000	23. 644. 000. 000

	2010	2011	2012	2013
Target regions of BCI	All Regions	All Regions	All Regions	All Regions

Section 4. Resources for schools (DEE, DAGE)

Please answer following question according to laws or regulations in public primary educations (schools)

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding providing and management materials to schools including textbooks.

Order No. 003915 of 12/01/2002 establishing and organizing the management bodies of textbooks.

(2) According to laws and regulations, what is the norm of textbook distributions for public primary schools?

- [] 1. One book per student own good
 [] 2. One book rented to one student
 [x] 3. One book per two, and should not bring books to home
 [] 4. One book per three or more students, and should not bring books to home
 [x] 5. Other, Please specify []

Please remake, if there is any difference by subject and grade, please answer in the below table.

	1. One book per student own good	2. One book rented to one student	3. One book per two, and should not bring books to home	4. One book per three or more students, and should not bring books to home	5. Other, Please specify
Math-Grade1	[x]	[]	[]	[]	[]
French-Grade1	[x]	[]	[]	[]	[]
Math-Grade6	[x]	[]	[]	[]	[]
French-Grade6	[x]	[]	[]	[]	[]

(3) What is the mechanism for providing textbooks to schools and students in public primary schools?

a) Did the government manage textbook distribution this academic year (2012/2013)? If no, please indicate the last academic year when the government managed. <i>[To interviewer: If the answer differs by grade and subject, please note.]</i>	[<input type="checkbox"/>] Yes, [<input checked="" type="checkbox"/>] No. Year (yyyy) [<input type="checkbox"/>]
b) Did the government contract with the private sector for printing latest mathematics textbooks?	[<input type="checkbox"/>] Yes, [<input checked="" type="checkbox"/>] No.
c) Did the government contract with the private sector for distributing latest mathematics textbooks?	[<input type="checkbox"/>] Yes, [<input checked="" type="checkbox"/>] No. [If No, skip the next question]
d) How many textbooks (mathematics, grade 6) were distributed by the contracted private company to the respective destinations? <i>[To interviewer: If available, please request the document supporting this response.]</i>	[<input type="checkbox"/>] 1. IDEN [<input type="checkbox"/>] 2. Communes/CEB [<input type="checkbox"/>] 3. Schools [<input type="checkbox"/>] Total

(4) Do sub-national organizations and schools have a guideline or regulation for management textbooks? (DEE)

Organizations and school	Stock of textbooks	Request of textbooks	Distributing textbooks
IA	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No	[<input type="checkbox"/>] Yes, [<input type="checkbox"/>] No
IDEN	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No
Commune/ Rural commune	[<input type="checkbox"/>] Yes, [<input checked="" type="checkbox"/>] No	[<input type="checkbox"/>] Yes, [<input checked="" type="checkbox"/>] No	[<input type="checkbox"/>] Yes, [<input checked="" type="checkbox"/>] No
School (Director)	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No	[<input checked="" type="checkbox"/>] Yes, [<input type="checkbox"/>] No

(5) What is the plan to develop new textbooks and to provide them to schools?

YES with manuals curriculum basic education. The process begins with the production workshop evaluation tools manuals.

(6) Is there any norms for distributing the below listed non-textbook materials to public primary schools? If yes, there is please specify the norms in the following table.

Matériaux et équipements	Non fournis	OUI	
		Pour [1. Ecole Enseignant 3. Classe 4. Elèves]	Nombre d'Unités
Cahiers pour les élèves (Grade 1)	<input checked="" type="checkbox"/>		
Ardoise pour les élèves (small blackboard) (Grade 1)	<input checked="" type="checkbox"/>		
Cahiers pour les élèves (Grade 6)	<input checked="" type="checkbox"/>		
Crayon pour les élèves	<input checked="" type="checkbox"/>		
Cahier d'exercice de français pour les élèves (CI)	<input type="checkbox"/>		1 per student
Cahier d'exercice de français pour les élèves (CM2)	<input type="checkbox"/>		1 per student
Cahier d'exercice de Maths pour les élèves (CI)	<input type="checkbox"/>		1 per student
Cahier d'exercice de Maths pour les élèves (CM2)	<input type="checkbox"/>		1 per student
Craie	<input type="checkbox"/>		1 per student
Guide pédagogique en français (CI)	<input type="checkbox"/>		A guide by stage reserved to the masters (CEB)
Guide pédagogique en français (CM2)	<input type="checkbox"/>		
Guide pédagogique de Math (CI)	<input type="checkbox"/>		
Guide pédagogique de Maths (CM2)	<input type="checkbox"/>		

Section 5. Teachers (DRH)

Please answer following questions according to laws or regulations in public primary teachers

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding teacher employment

Law No. 61-33 of 15.06.1961 on the status of civil servants
Decree No. 90-335 of 27.03.90 on the application of Article 59 of Law No. 61-33 of 15.06.61 on the status of civil

servants

Decree No. 71-669 of 21.6.71 laying down common provisions applicable to students referred to in Article 26 of the General Staff Regulations

Order No. 05558/MEN/MCEDLN of 15 June 1995 creating the Project Volunteer Education and establishing the conditions for the selection, training and support for volunteers in the formal education sector Education base

Decree No. 77-987 of 14/11/1977 on the specific status of the part of officers of education .

Decree No. 80-1309 of 31/12/1980 amending Decree 77-987 of 14-11-1977 on the special status of the part of officers of education

Decree No. 89-594/MFPET/CAB/BE of 25/05/1989 amending and supplementing Decree No. 77-987 of 14 November 1977 on the special status of part of education officials

2000.1045 Decree of 29/12/2000 establishing the function of inspector and inspector specialty "school life"

Decree No. 2002 - 78/MFPET/DEP/BE 29 January 2002 laying down the general conditions of employment and remuneration of contract teachers Education

(2) What are definitions of teachers' positions and statutory requirements to become positions?

(Senegal To be modified later)

Position	Definition	Requirements	Type of contract
Volunteers	Volunteers in Education	BFEM - LAC + competition and training	CDI (permanent contract)
Part-time teacher	contractors	With university degree	CDD (fixed term contract)
Assistant teachers	Contract teachers (MC) after	2 years volunteering	CDI
Qualified Teachers	officials	Academic and university degrees + training + recruitment	CDI
Other			

(3) What is a statutory requirement to become a school director?

- Be VEN (Volunteer of Education), MC or staff serving
 - Request to compete at national movement mutation
 - Winning the national competition
 - Being appointed as the Minister's discretion.

(4) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding teachers' working days/hours and absence.

- Order 2013 - 654 of 05/13/2013 determining the division of the school year.
 - Decree 63-0116 on the system of leave, permissions and authorizations absences.
 - Use of class time.

(5) What is the statutory definition of "working time" for public primary school teachers? Working time is:

- The number of teaching hours
- The number of hours spent at school
- The numbers of days attend at school
- Others, Please specify []

(6) What is the statutory working time of public primary school teachers?

If answer of (5) is a or b: [1150] Hours per year or [29] Hours per week

If answer of (5) is c: [] Days per year or [] Days per month

(7) According to laws and regulations, What kind paid leaves do public school teachers have?

Type of paid leave	Yes or No	Days of year or conditions
Paid leave (general)	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	[60] Days per year []
Paid sick leave	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	[90] Days per year []
Paid maternity leave	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	[98] Days per year []
Others, please specify []	<input type="checkbox"/> Yes, <input type="checkbox"/> No	[] Days per year []

(8) Are data of teachers' working time and absent to be available? (According to laws or regulations, do organizations and schools record teachers' working time and absent?)

(Senegal)

Organizations and school	Individual working time	Individual absent	Working time of each school	Total number of absent of each school
ME	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IDEN	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No

(9) Must a public school teacher's salary be reduced when the teacher is absent from school without valid cause and/or without previous notification?

Yes, No

Section 6. Students' examination and assessment (DEE, INEADE)

Please answer following question according to laws or regulations in public primary educations (schools)

(1) Please define appropriate teams or expressions in your country in following activities and concepts, if you don't have, answer "No". And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition .

No	General definition	Meaning	Term or expression in your country	Related documents
1	National Large scale assessment	Assessment for quality of national education system by evaluation of students' achievement as sampling	SNERS	Decree 81-69 of 02/10/81
2	Graduation examination	National level examination for graduation(Grade 6) in primary school	CFEE	Decree No. 2013-738 establishing and organizing the FEAC and establishing the conditions for admission to 6th
3	Promotion examination	Examination for promotion to next grade, conducted by school (teachers) in each trimester	Quarterly Reviews	-Decree No. 2013 - 654 on quarters and duration of holidays and vacations in schools 2012-2013 - Guidance Note DEE - Guidelines IEF
3a	Promotion examination with standardized	Promotion examination with standardized examinations prepared/	Assessment based on standardized tests	- Decree No. 2013 - 654 on quarters and duration of holidays and vacations in

	examination	developed by IDEN		schools 2012-2013 - Guidance Note DEE - Guidelines IEF
3b	Promotion examination with school examination	Promotion examination with examinations prepared/ developed by each school	Composition	- Guidance Note DEE - Guidelines IEF
4	Class room exercise	Small set of test or quiz to check understanding of students in every lesson, conducted by a teacher.	Devoirs	- Journal of charge master - Guidelines IEF - School Action Plan

(2) How do regulations and guidelines instruct to conduct class room/ school level assessment?

Based on official guidelines, the initiative is left to the land which according to the annual action plan organizes evaluations.

- Students are assessed through daily duties following the teachings.
- Classes are assessed periodically (monthly, bimonthly, quarterly depending on location)
- Standardized assessments concerning all classes of all schools are made quarterly by the IEF (ex IDEN).

(3) Do schools have students' cards ?

Yes, No

(4) If Answer of (2) is yes. How often do schools evaluate students and give students cards to students?

Every month, Every semester, once a year, Others, please specify [each quarter]

(5) Where are classroom assessment results for individual students typically recorded? Check all that apply.

- a. Students' cards
- b. Teacher's record book
- c. School's record book
- d. Report to IDEN/ CEB
- e. Report to IA/DEPEBA/DREBA
- d. Others, Please specify []

(6) Please list key documents (Law, Order, Directive and Regulation) on the FEAC

Decree No. 2013-738 of 7 June 2013 establishing and organizing the FEAC and establishing the conditions for admission to 6th

(7) What are the goals of the FEAC? Check all topics that fit.]

- a. Certification of the student class
- b. Certification of the student class
- c. Tracking the quality of education
- d. Planning policy reforms in education
- e. Individual Instructional Design Plan
- f. Responsibility of the school or the teacher
- g. Promotion of competition between schools
- h. Other, please specify

(8) Data on the results of the FEAC are available? (According to the laws or regulations, structures and schools they record the results of the FEAC)

Organizations and school	Result of IDEN/ID level	Result of school level	Result of individual (student)
ME	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No

IA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
IDEN	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No

(9) Please list key documents (Law, Decree, Guideline and Regulation) regarding SNERS ?

- Decree 81-69 of 10/02/81 establishing and organizing the INEADE.
 - Decree n ° 87-704 of 04/06/1987 establishing and organizing the INEADE.
 NB: There is no specific text SNERS

(10) What are main purposes of SNERS ? (check all that apply)

- a. Monitoring education quality at the system level
- b. Holding government or political authority accountable
- c. School or educator accountability
- d. Student accountability
- e. Supporting schools and teachers
- f. Others, Please specify []

(11) Who can access the result of SNERS ? (check all that apply)

- a. Principals.
- b. Teachers
- c. Students
- d. Parents
- e. Media (Public) (seminars restitution results)
- f. Other, please specify []
- g. IA
- h. IDEN
- i. ME (central level)

Section 7. Monitoring and Training (DEE, INEADE)

Please answer following questions according to laws or regulations in public primary teachers

(1) Please define appropriate teams or expressions in your country in following activities and concepts. And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition.

	General definition	Meaning	Term or expression in your country	Related documents
1	Evaluation of the school	Reviewed by a director and the school environment by inspectors	School inspector Inspection Management	- Report on the supervision and control - Order 2012 - 1276 of 13-11-2012 - Circular 624 on 9-9-1996 notebooks load
2	Evaluation of the teacher by inspectors	Evaluating the pedagogy of teachers and classes by inspectors (it includes verification of hours of lessons and absences.)	Regular inspections of teachers	- Report on the supervision and control - Order 2012 - 1276 - Circular 624 on 9-9-1996 notebooks charging IEN
3	Evaluation of the teacher by the principal	Evaluation of teachers on the basis of standard criteria (rating) officials annually by the principal.	Business coaching administrative reports	Circular 624 on 9-9-1996 notebooks load Headmaster
4	Training provided by	Teacher training out of	training	Decree 2012 - 1276

	the IDEN	school by the IDEN		
5	training (Training at school by the principal)	The Director observed a lesson on ordinal numbers and advises teachers	frame	- Specification charts Directors
6	Study the lesson (Training school for teachers)	In one school, teachers attend a real lesson and evaluate the lesson.	pedagogic	- Decree 79-1165 Programs and Schedules Elementary Education
7	Collecting data on schools	ME / IA / IDEN collect data on schools each year and make statistical reports.	statistical campaign	- Circular statistical season (annual)
7a	Collection of data on student access	Data collection includes enrollment, repetition and dropout.	· Report on the recruitment · Report back · Year-end Report	- Circular on recruitment CI (every year)
7b	(Suggestion and advice by inspectors)	Inspectors sometimes made suggestions and gave advice to principals and teachers on the basis of data collected and the results of the FEAC	Instructions in the meeting back	

(2) According to laws and regulations, who is responsible for providing funds for teacher trainings?

DAGE and projects

(3) Does ME/MENA have the following teacher training for public primary schools?

- a. Training for new school director
- b. Training for new teachers
- c. Training for pedagogy including school examination and evaluation of students
- d. Training for subjects
- e. Training for subject Math
- f. Training for subject French
- g. Training about community participation for school director
- h. Training about community participation for teachers
- i. Training about equity and inclusion

(4) According to laws and regulations, how often are teachers to take trainings?

[] times per three years. Or [] Not clear defined.

(5) Which of the following criteria are used by the school to assess a public school teacher's performance?

- a. Teacher attendance/absenteeism
- b. Knowledge of subject matter
- c. Compliance with the curriculum
- d. Teaching methods
- e. Use of homework in the classroom
- f. Methods used to assess students
- g. Teacher-student interactions
- h. Students' academic achievement
- i. Teacher-parent interactions
- j. Others, Please specify []

Section 8. Supporting parents and communities participation (DEE)

(1) Please list key documents (Law, Decree, Guideline and Regulation) regarding decentralization in education?

Decree 2002-652 of 07.02.2002 concerning the management bodies of the PDEF

Law 96-07 of 22 March 1996 on the transfer of powers to local authorities.
Decree 96-1136 of 27.12.1996 applying the law 96-07 in the education sector.

(2) Please list key documents (Law, Decree, Guideline and Regulation) regarding APE and CGE?

- Statutes and Regulations EPA
- Decree 2002-652 of 07.02.2002 concerning the management bodies of the PDEF
- Statutes and EPA rules

(3) Please define appropriate terms or expressions in your country in following activities and concepts. And please list key legal documents (Law, Decree, Guideline and Regulation) regarding their definition.

	General definition	Meaning	Term or expression in your country	Related documents
	School Action plan of APE	Program activities conducted by the EPA	The EPA has no action plan	
	School Action plan of CGE	Contract action for the benefit of the community school	School project Action Plan has proactively	Guidance framework PE/2007 Training materials ASPP

(4) What kind of means does ME/MENA take for supporting APE, AME and CGE/COGES at school level?

Please answer following question according to laws or regulations in public primary educations (schools)

- Manual and guideline
- Training by IDEN/CEB
- Monitoring tool for IDEN/CEB
- Monitoring by IDEN/CEB
- Facilitation by IDEN/CEB
- Others, Please specify []

(Question for Senegal)

(5) What was the budget of school project?

	2009/2010	2010/2011	2011/2012	2012/2013
Total amount of school project (FCFA)	1 500 000 F	500 000 F	500 000F	

(6) Please provide details of information of Budget and expenditure of school projects (Budget of each schools)

With PASE 1, a new funding was piloted in Luga . This funding gave 2700 f each student but the projects were focused exclusively on the quality of learning.

The most developed in the project areas are:

- The purchase of teaching materials and reference books,
- The purchase of school supplies,
- Training of CGE and the teaching team ,
- Raising thresholds MA in French and math ,
- Increasing the working time
- The reduction of repetition and dropouts,
- The organization of being strengthened ,

- The preparation of teaching materials,
- Management assessments ,
- Support for pupils,
- Awareness and social mobilization
- Reading activities ,
- The support of budding genius ,
- Site visits ,
- Monitoring student supervision .

In 2010, the encouraging results of this method of financing led to a downsizing of funding has increased from 000 in 1500 to 500 f 000f. Cela has improved the coverage of schools and to accelerate the pace towards the generalization the approach of projects.

Section 9. Projects and Program for primary education (DEE)

(1) Are there any non-majority school projects and/or school supporting programs for public primary schools?

No	Name	Summary	Donor(s)	Targets (Area or type of school)
	PREMST	Improving the teaching of mathematics, science and technology	JICA ETAT du Sénégal	8 academies Louga, Thies Fatick, Kaolack, Kaffrine Diourbel, Saint-Louis and Matam. A generalization in October to 14 academies.
	PAES	Establishment and strengthening response capacity of CGE	JICA ETAT du Sénégal	Fatick, Kaolack, Kaffrine Kédougou. Being extended in the 14 academies
	PALME	Improvement of student achievement in math and reading	USAID	14 academies.
	Appui UNICEF	Recruitment support to CI	UNICEF	

(7) Are there any CCT programs that are related to school access?

No	Name	Summary/ Condition	fund(s)	Targets (Area or type of Family)
	Appui UNICEF	Support for expanding access	UNICEF	14 academies.
	PAEF	Education des filles	cooperation	

Section 10. Teachers Union (DRH)

Please answer following questions according to laws or regulations in public primary school teachers

(1) Please list key legal documents (Law, Decree, Guideline and Regulation) regarding a teacher union and teachers' strike.

Act 61-33 of 06/15/1961 on the general status of the public
Circular No. MFPEMT of 08.08.1980 on the right to strike.

(2) Do public school teachers have the legal right to join a teacher union?

[x] Yes, [] No

(3) How many are there teacher unions ? [59]

(4) Does a teacher union have collective bargaining?

Yes, No

(5) At what level does collective bargaining take place?

(Senegal)

Organizations and school	Collective bargaining
ME	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
IA	<input checked="" type="checkbox"/> Yes, <input type="checkbox"/> No
IDEN	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Commune/ Rural commune	<input type="checkbox"/> Yes, <input type="checkbox"/> No
School (Director)	<input type="checkbox"/> Yes, <input type="checkbox"/> No

(6) Does the legal right to strike exist for a teacher union and teachers?

Yes, No

(7) Are penalties imposed on those who strike?

Yes, Yes, but only strike without a legal right to do so , No

2013/08/10

**[Note to interviewers: Need to ask questions after you review similar questions in rubric]
CRES/CEDRES to modify based on the context of Senegal/Burkina Faso**

A) Information of Interviewees

	Name	Position	Phone /e-mail	Notes (Section)
1	Yacine Biaye	Chief of the division of the human resources		
2	Abdoul Aziz Sow	Chief of the division of Financial Monitoring of CL		
3				
4				
5				

C) Implementers

	Position/Tasks	Name	Date	Signature
1	Investigator	Souleymane MBAYE	From 26/08	
2				
3				

Section A. Organization and staffing

For each department and section of MATDS/ MDCL(DADL) please indicate the names of its relevant section

	Names of Directorate/Departments/Sections at the central level	Number of total employees	Does the section manage primary education	Remarks
1)	Division of the Follow-up of Ministry of Finance of the CL (DSFCL) of the DCL	4	1. Yes [] 0. No [x]	
2)	Administrative division and the Human Resources (DARH)	?	1. Yes [] 0. No [x]	
3)	Division of Structural Studies and Planning (PED)	?	1. Yes [] 0. No [x]	
4)	Division de la Documentation et des Archives	?	1. Yes [] 0. No [x]	
5)			1. Yes [] 0. No []	
6)			1. Yes [] 0. No []	
7)			1. Yes [] 0. No []	
8)			1. Yes [] 0. No []	
9)			1. Yes [] 0. No []	
10)			1. Yes [] 0. No []	
11)			1. Yes [] 0. No []	
12)			1. Yes [] 0. No []	
			1. Yes [] 0. No []	
			1. Yes [] 0. No []	
			1. Yes [] 0. No []	

Section B. Finance

(1) What was the Ministry budget and expenditure from 2011 to 2013? (FCFA) Please fill the numbers in the below table or provide any documents that include all respective numbers.

	2011 (Actual)	2012(Actual)	2013(Planned)
Ministry total budget			
Ministry total expenditure			
Ministry total current expenditure			

(2) What was the Ministry budget and expenditure on education from 2011 to 2013? (FCFA) Please fill the numbers in the below table or provide any documents that include all respective numbers.

	2011 (Actual)	2012 (Actual)	2013 (Planned)
Ministry total budget on education	NP	NP	NP
Ministry current expenditure on education	NP	NP	NP
Ministry capital expenditure on education	NP	NP	NP
Ministry total budget on primary education	NP	NP	NP
Ministry total expenditure on primary education	NP	NP	NP
Ministry current expenditure on primary education	NP	NP	NP

(3) Revenue

(a) What was the amount of revenue for **all communes** in the last year (2012)?

(b) Is the budget used for education as well?

Please fill the numbers in the below table or provide any documents that include all respective numbers.

Sources	a) Amount(FCFA)	b) Used for Education	
Own income (taxes and local taxes)	[NP]	1. Yes [x] 0. No []	(own revenue, ie local taxes)
Specific transfers of State for Education (their assignment are not free)	[NP]	1. Yes [x] 0. No []	(earmarked transfers from the government) (commune cannot decide the allocation of fund)
Other general government transfers (the commune decided their assignment)	[NP]	1. Yes [x] BCI 0. No []	(other general fund transfer from the government) (commune decides of allocation of funds)
Credit	[]	1. Yes [] 0. No [x]	Loans
Development agency	[NP]	1. Yes [x] 0. No []	Development agencies
ONG	[NP]	1. Yes [x] 0. No []	NGOs
Other	[NP]	1. Yes [x] 0. No []	Others
TOTAL	[]	1. Yes [] 0. No []	

Section C. Operation on education at Marie / collective local office level

- (1) Is there any legal documents (Law, Decree, Guideline and Regulation) to define the responsibility and/or role of Marie / collective local office? Please list key government documents.

Yes, Law 96-06 of 22 March 1996 on the code of CL.
 Law No. 96-07 of March 1996 transfer of skills to CL.
 Decree 96-1136 of 27 December 1996 implementing the Law on the transfer of powers to the regions and rural communities in education, literacy, promotion of national languages and vocational training.

- (2) According to the legal documents, are Marie/collective local offices expected to undertake the following tasks for primary schools within the commune or rural collectivity?

	Rural Marie/ CL	Urban Marie/ CL
a) Providing operational budget and grant to schools	1.Yes [x] 0. No []	1.Yes [x] 0. No []
b) Providing educational resources to school	1.Yes [x] 0. No []	1.Yes [x] 0. No []
c) Providing teacher salary	1.Yes [] 0. No [x]	1.Yes [] 0. No [x]
d) Employment of permanent teachers	1.Yes [] 0. No [x]	1.Yes [] 0. No [x]
e) Employment of contract teachers	1.Yes [] 0. No []	1.Yes [] 0. No []
f) Supporting training to teachers and school director	1.Yes [x] 0. No []	1.Yes [x] 0. No []
g) Monitoring schools	1.Yes [x] 0. No []	1.Yes [x] 0. No []
h) Guiding and supporting school councils (CGE)	1.Yes [x] 0. No []	1.Yes [x] 0. No []
i) Supporting parental associations (APE/AME)	1.Yes [x] 0. No []	1.Yes [x] 0. No []
j) Building classrooms	1.Yes [x] 0. No []	1.Yes [x] 0. No []
k) Supporting canteen	1.Yes [x] 0. No []	1.Yes [x] 0. No []
l) Others, please comments	()	()

- (3) Is there any legal documents (Law, Decree, Guideline and Regulation) to formulate technical committees at Marie / collective local office? Please list key government documents.

Yes, Article 162 Law No. 96-06 of 22 March 1996

- (4) Do the legal documents define to formulate a education technical committee?

[x] 1. Yes [] 0. No

- (5) According the legal documents, does a education technical committee have role to discuss and give suggestion for following issues?

a) Allocation of governmental budget for schools	1.Yes [] 0. No [x]
b) Allocation of materials	1.Yes [x] 0. No []
c) Feeding program	1.Yes [x] 0. No []
d) Allocation and deployment of teachers	1.Yes [] 0. No [x]
e) School building	1.Yes [x] 0. No []
f) Reducing the number of children who are out of school in surrounding communities	1.Yes [x] 0. No []
g) Improvement of equity (e.g. girls, children with special needs)	1.Yes [x] 0. No []
h) Improvement of learning achievement (e.g. scores of graduation examinations)	1.Yes [x] 0. No []

System Evaluation for Best Education Results (SABER): In-depth Study of the Autonomy and the Responsibility of Schools (AAS)

**SABER-SAA PLUS OF POLICY IMPLEMENTATION ASSESSMENT TOOL:
Questionnaire for the Union of Associations of Schools Management Councils and/or Associations of Parents and Students (UCGE and/or UAPE)**

12/08/2013

(A) Identification of the UAPE/UCGE: before starting the interview, check if the following information is correct and put a check mark in column (b). [Complete names in column (a) **before visiting the UAPE/UCGE.**]

		(a) Name	(b) Check if it is correct
1	IA		[]
2	IDEN		[]
3	Community		[]
4	ID UCGE/UAPE	UAPE (FENAPEES) National Federation of Parents and students from Senegal	

(B) Identification of the President and another contact person: before starting the interview, check if the following information is correct. [Complete names in column (a) **before visiting UAPE/UCGE.**]

		(a) Information	(b) Check if it is correct
1	Organization to interview with this questionnaire	1. UAPE only [x], 2. UCGE only [], 3. Only one person is President of the UAPE and UCGE []	[x]
2	Name of the President	BAKARY BADIANE	[]
3	Gender of the President	1. Male [x] 2. Female []	[]
4	Mobile number of the President		[x]
5	(If another person) the name of the other person to contact	MOMAR DJIM CISSE	[x]
6	(If someone else) the telephone number of the person to contact		[x]

(c) The team will complete this section just after the end of the questionnaire and the regional coordinator will verify and will complete this section. In addition, a member of the central team can verify during the evaluation visits.

	Position/Task	(a) Name	(b) Date of visits	(c) Check if it is filled	(d) Remarks (for example need to do follow-up visit)
1	Team Leader	SOULEYMANE MBAYE	25/09/2013 28/09/2013	[X]	
2	Interviewer 1			[]	
3	Interviewer 2			[]	
4	Regional Coordinator			[]	
5	Member of Central Team			[]	

(D) Team of control of data [The team will complete this section while performing their tasks.]

	Position/Task	(a) Name	(b) Date of execution of the task	(c) Note (for example need clarification)
1	Data control			
2	Control of document			
3	Data entry			
4	Data entry control			

*** NOTE: If the items from this interview concerns only the UAPE or the UCGE, skip the questions concerning other organization.**

Organizational structure of section A

1	When the UAPE or the UCGE was created?	a) UAPE [1967] b) UCGE []					
2	How many APEs/CGEs are in the local community (area of the UAPE/UCGE)?	a) APEs [] b) CGEs []					
3	How many APE/CGE are members of the UAPE/UCGE?	a) APEs [6500] b) CGEs []					
4	How many times the UAPE/UCGE held a General Assembly with all representatives of the APE/CGE during the current school year (2012-2013)?	a) UAPE [01] times b) UCGE [] times					
5	How many times has the board of the UAPE/UCGE met during this school year (2012-2013)?	a) UAPE [10] times b) UCGE [] times					
6	Have the officers and inspectors of the IDEN participated in the last General Assembly of the UAPE/UCGE?	a) UAPE 1. Yes [X], 0. No [] b) UCGE 1. Yes [], 0. No []					
7	Have the officers and inspectors of the IDEN participated in the last meeting of the board of the UAPE/UCGE?	a) UAPE 1. Yes [], 0. No [X] b) UCGE 1. Yes [], 0. No []					
8	What was the approximately percentage of the APE who were present at the last General Assembly of the UAPE? Please choose an option.	1. Approximately equal to or less than 50% [] 2. Between 50% – 80% [X] 3. More than 80% [] 0. Not applicable because there was not a General Assembly this year []					
9	Approximately what was the percentage of the CGE who were present at the last General Assembly of the UCGE? Please choose an option	1. Approximately equal to or less than 50% [] 2. Between 50% – 80% [] 3. More than 80% [] 0. Not applicable because there was not a General Assembly this year []					
10	Who holds the following positions in the office of the UCGE this school year (2012-2013)? Please choose [unique choice by row]	1) Nobody	2) Responsible in the Community (chief of the village, head of neighborhood)	3) School Director	4) Student Father	5) Student Mother	6) Another member of the community, please specify who
a)	President	[]	[]	[]	[]	[]	[X] retired teacher
b)	Vice president						
c)	Secretary general Secretary Executive/Secretary administrative	[]	[]	[]	[]	[]	[]
d)	Treasurer	[]	[X]	[]	[]	[]	[X] retired teacher
e)	Public relations officer	[X]	[]	[]	[]	[]	[]
f)	Auditor/ financial controller/external auditor	[]	[]	[]	[X]	[]	[]
11	How many members the board of the UAPE have in total and by gender? Write "0" if no board members	a) Total [33] b) Males [30] c) Females [03]					
12	How many members the board of the UCGE have in total and by gender? Write "0" if no board member	a) Total [] b) Males [] c) Females []					

About the President of the UAPE

13	What is your age (the President)?	[80] years
14	For how many years have you served in this current position as President?	[09] years
15	Does the President speak French?	1. Yes [X] 0. No []
16	What is the highest level of instruction of the President?	1. Primary School (1-6) [] 2. Lower Secondary (7-10) [] 3. Upper Secondary (11-13) [] 4. University/Superior School (14-) [X] 0 = No instruction []
17	Did you (President) held the following positions or worked in the mentioned sectors?	
a)	Staff of the school administration	1. Yes [X] 0. No []
b)	Other public administration Personnel	1. Yes [X] 0. No []
c)	Director of school or teacher	1. Yes [X] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes, past [] 2. Yes, now [] 0. No []

About the president of the UCGE

18	What is the age of the President?	[] years
19	For how many years have you served in the current position as President?	[] years
20	Does the President speak French?	1. Yes [] 0. No []
21	What is the highest level of instruction of the President?	1. Primary School (1-6) [] 2. Lower Secondary (7-10) [] 3. Upper Secondary (11-13) [] 4. University/Superior School (14-) [] 0 = No instruction []
22	Did you (President) hold the following positions or worked in the mentioned sectors fields?	
a)	Staff of the school administration	1. Yes [] 0. No []
b)	Other public administration Personnel	1. Yes [] 0. No []
c)	Director of school or teacher	1. Yes [] 0. No []
d)	Private formal sector	1. Yes [] 0. No []
e)	Farmer or agricultural sector	1. Yes [] 0. No []
f)	Chief of village	1. Yes, past [] 2. Yes, now [] 0. No []

Section B Budget, resources of the UAPE, UCGE, APE and CGE**Budget of the UAPE:**

1	What was the income of the UAPE last year (2011/2012) from the following sources?	Total [] FCFA
a)	Contributions of the APEs	[200 000] FCFA
b)	Contribution of other social groups in the community	[] FCFA
c)	Contribution of the educational administrations (for example ME, IA, IDEN, CODEC)	[15 000 000] FCFA
d)	Contribution of local government (for example, local communities)	[] FCFA
e)	Other contributions (for example NGOs)	[] FCFA
f)	Other (specify) []	
2	What was the amount of expenses made by the UAPE last year (2011/2012) for:	Total [13 000 000] FCFA
a)	Provision of liquidity of the APEs	[] FCFA
b)	Provision of donations in kind to the APEs	[] FCFA
c)	Holding of general meetings	[6 000 000] FCFA
d)	Training and monitoring	[4 000 000] FCFA
e)	Other (specify) [REUNIONS AFRICAINES]	[3 000 000] FCFA
f)	Other (specify) []	[] FCFA
g)	Other (specify) []	[] FCFA

Budget of the UCGE :

3	What was the income of the UCGE last year (2011/2012) from the following sources?	Total [] FCFA
a)	Contribution of the CGEs	[] FCFA
b)	Contribution of other social groups in the community	[] FCFA
c)	Contribution of the educational administrations (for example ME, IA, IDEN, CODEC)	[] FCFA
d)	Contribution of local government (for example, communes or rural communities)	[] FCFA
e)	Other contributions (for example NGOs)	[] FCFA
f)	Other (specify) []	[] FCFA
4	What was the amount of expenses made by the UCGE last year (2011/2012) for:	Total [] FCFA
a)	Provision of liquidity of the CGE	[] FCFA
b)	Provision of donations in kind to the CGE	[] FCFA
c)	Holding of general meetings	[] FCFA
d)	Training and monitoring	[] FCFA
e)	Other (specify) []	[] FCFA
f)	Other (specify) []	[] FCFA
g)	Other (specify) []	[] FCFA

Budget of the APE and the CGE:

About the APE and CGE of the local government (the UAPE/UCGE area). Please choose the answer that you think describes best the situation in your area. If you have no information, please write NP.

(5) Who **participated in the approval and execution** of the action plan and of the budget of the APE/CGE during the current school year (2012-2013) (or last school year (2011/2012)? Please select all relevant stakeholders who participated by checking in each column. If such a periodic plan does not exist, please choose "1". [Multiple choice]

	a	b	c	d	e	f
[Plus 1B1-M]	There is no plan or periodic budget of the APE/CGE	Members of the office of the APE/CGE	Parents of students	Members of the community who are not parents of students	School Director	Teachers
a) APE						
(1) Approval	(X)	()	()	()	()	()
(2) Execution	()	()	()	()	()	()
b) CGE	()	()	()	()	()	()
(1) Approval	()	()	()	()	()	()
(2) Execution	()	()	()	()	()	()

(6) Who **allocated funds to the APE/CGE** during the last two school years (2011/2012 and 2012/2013)? Please choose all stakeholders that have allocated funds by checking in the columns that suit. In the case where such a fund does not exist please choose "1". [Multiple choice]

	1	2	3	4	5	6
[Plus 1B2]	There is no budget or funds	Parents of students	Members of the community who are not parents of students	Educational Government officials (for example ME, IA, IDEN, CODEC)	Local government (e.g. rural community or commune)	Other (e.g. NGOs, donors, OSC)
a) APE	()	(X)	()	()	()	()
b) CGE	()	()	()	()	()	()

(7) What **kind of expenditure** the action plan or the budget of the APE/CGE has taken into account this year or last year (2011/2012 and 2012/2013)? Please choose the most appropriate answer from the options below. [Multiple choice] If such a fund does not exist then please mention "1".

	1	2	3	4
[Plus1B3]	The APE/CGE did not have plan or budget.	The APE/CGE periodic action plan included categories of expenditure relating " <u>to the operational budgets</u> " (for example, textbooks, furniture and teaching materials)	APE/CGE periodic action plan included categories of expenditure on civil engineering works or infrastructure	The APE/CGE periodic action plan <u>included</u> salary or allowances of teachers
a) APE	(<input checked="" type="checkbox"/>)	()	()	()
b) CGE	()	()	()	()

Section C Activities (Action Plan) of UAPE, UCGE, APEs and CGEs

Action Plan of the UAPE:

1	Has the UAPE developed a plan of action of the UAPE for the current school year (2012-2013)?	1. Yes [<input checked="" type="checkbox"/>], 0. No []
2	Has the UAPE submitted the action plan to the IDEN for the current school year (2012-2013)?	1. Yes [], 0. No [<input checked="" type="checkbox"/>]
3	Has the UAPE hold a general meeting to approve the plan of action of the UAPE this school year (2012/2013)?	1. Yes [<input checked="" type="checkbox"/>], 0. No []
4	How many APE submitted action plans to the UAPE during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [] b) 2012/2013 []
5	How many CGE submitted a final report / financial report of the action plan to the UAPE last school year (2011/2012)?	[]
6	What are the APEs' actions that have been recommended in the plan of action of the UAPE this or last school year (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Construction/Renovation infrastructure	1. Yes [<input checked="" type="checkbox"/>], 0. No []
b)	Contracting teaching staff t	1. Yes [<input checked="" type="checkbox"/>], 0. No []
c)	School meals (food, kitchen, etc.)	1. Yes [<input checked="" type="checkbox"/>], 0. No []
d)	Support to education (remedial classes, supplementary lessons for exams, etc.)	1. Yes [<input checked="" type="checkbox"/>], 0. No []
e)	Teaching materials and furniture to acquire	1. Yes [<input checked="" type="checkbox"/>], 0. No []
f)	Water supply at the disposal of schools	1. Yes [<input checked="" type="checkbox"/>], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [<input checked="" type="checkbox"/>], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [<input checked="" type="checkbox"/>], 0. No []
i)	Promotion and awareness of girls education	1. Yes [<input checked="" type="checkbox"/>], 0. No []
j)	Special program for children with disabilities	1. Yes [<input checked="" type="checkbox"/>], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [<input checked="" type="checkbox"/>], 0. No []
7	Has the plan of action of the UAPE recommended specific activities to APEs during this or last school year (2011/2012 or 2012/2013)?	
a)	Competition of students in Mathematics	1. Yes [], 0. No [<input checked="" type="checkbox"/>]
b)	Acquisition of birth certificate for students	1. Yes [<input checked="" type="checkbox"/>], 0. No []
c)	Support in the organization of mock exams for CFEE	1. Yes [<input checked="" type="checkbox"/>], 0. No []
d)	Other (specify) [LITERACY OF PARENTS]	1. Yes [<input checked="" type="checkbox"/>], 0. No []

UCGE Action Plan :

8	Has the UCGE developed an action plan of the UCGE this school year (2012-2013)?	1. Yes [], 0. No []
9	Has the UCGE submitted the plan of action of the UCGE to IDEN this school year (2012-2013)?	1. Yes [], 0. No []
10	Has the UCGE hold a general assembly to approve the plan of action of the UCGE in this school year (2012-2013)?	1. Yes [], 0. No []
11	How many of CGE submitted action plans to the UCGE during the last school year or the current school year (2011/2012 and 2012 2013)?	a) 2011/2012 [] b) 2012/2013 []
12	How many of CGE submitted a final report/financial report of the UCGE action plan last school year (2011/2012)?	[]
13	What were the actions of the CGE recommended in the action plan of the UCGE during the last school year or the current school year (2011/2012 and 2012/2013)? Please select one response for each item below.	
a)	Construction/Renovation of infrastructure	1. Yes [], 0. No []
b)	Contracting teaching staff t	1. Yes [], 0. No []
c)	School meals (food, kitchen, etc.)	1. Yes [], 0. No []
d)	Support to education (remedial classes, supplementary lessons for exams, etc.)	1. Yes [], 0. No []
e)	Teaching materials and furniture to acquire	1. Yes [], 0. No []

f)	Water supply at the disposal of schools	1. Yes [], 0. No []
g)	Environment (cleaning, planting, etc.)	1. Yes [], 0. No []
h)	Special events (sport, festival, etc.)	1. Yes [], 0. No []
i)	Promotion and awareness of girls education	1. Yes [], 0. No []
j)	Special program for children with disabilities	1. Yes [], 0. No []
k)	Special program for children culturally or economically disadvantaged	1. Yes [], 0. No []
14	Has the plan of action of the UCGE recommended specific activities to the CGE for the current or last year (2011/2012 and 2012/2013)?	
a)	Competition of students in Mathematics	1. Yes [], 0. No []
b)	Acquisition of birth certificate for students	1. Yes [], 0. No []
c)	Support in the organization of mock exams for CFEE	1. Yes [], 0. No []
d)	Other (specify) []	1. Yes [], 0. No []

Action Plan of the APEs and the CGEs:

About the APEs and CGEs' members of the UAPE/UCGE. Please choose the answer that you think describes best the situation in your zone. If you have no information, please contact NP.

(15) To which **target indicators** has the action plan of the APE/CGE referred to (e.g. annually) this or last school year (2011/2012 and 2012/2013)? Please select the appropriate options below. If such a fund does not exist then please mention «1».

[Multiple choice]

	1	2	3	4
[Plus1B4]	The APE/CGE does not have such a plan of action	The action plans and/or periodic budgetary plans of the APE/CGE do not relate to an indicator target (for example the registrations and the existing exam success rate) (last or current school year).	<u>Action plan and periodic budgets of the APE/CGE include target indicators in term of access</u>	Action plans and periodic budget plan the EPA/CGE refer to target indicators of <u>learning achievements (CFEE results for example - current year or last year).</u>
a) APE	(X)	()	()	()
b) CGE	()	()	()	()

(16) Who has access to the **financial report** of the APE/CGE which gives information on the budget and actual expenditure during the last school year (2011/12)? Please choose the most appropriate answer from the options below. If such report does not exist then please put '1'. [Single choice]

	1	2	3	4
[Plus 1C1]	<u>APE/CGE do not produced financial report.</u>	<u>APE/CGE had a financial report.</u> The report was shared with the members of the board.	<u>APE/CGE had a financial report.</u> <u>The report was shared with members of the APE/CGE</u> (for example in the General Assembly or by posting on the board).	<u>APE/CGE had a financial report.</u> The report <u>was shared with members of the stakeholders</u> (for example, local government and federation of the APE/CGE).
a) APE	[]	[]	(X)	[]
b) CGE	[]	[]	[]	[]

(17) Who has access **to the periodic progress report of the APE/CGE**, which informs the state of implementation of the actions foreseen and, and if need be, the assessment of the results of education targeted during the last academic year (2011/2012)? Please choose the most appropriate answer among the options below. If such a report does not exist, please choose "1". [Single choice]

	1	2	3	4
[Plus 1C2]	The <u>APE/CGE</u> had not a periodic report on the state of progress	The APE/CGE <u>had a periodic report on the state of progress.</u> The report was shared with the members of the bureau.	The APE/CGE <u>had a periodic report on the State of progress.</u> The report has been shared with the <u>members of the APE/ CGE for example to the General Assembly or by posting to the table.</u>	The APE/CGE <u>has had a periodic report on the state of progress.</u> The report has been shared with the members of the <u>APE/CGE and other stakeholders (for example, local authorities and the federation of the APE/CGE)</u>
a) APE	(X)	[]	[]	[]
b) CGE	[]	[]	[]	[]

More Details on APEs:

18	Have APEs provided financial and/or in-kind support to the schools for the following activities during the last or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below.	
a)	Construction/renovation of infrastructure	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
b)	Contract teachers recruitment	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
c)	School meals (food, cooking, etc.)	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
d)	Support to education (remedial classes, supplementary lessons for examinations, etc.)	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
e)	Equipment and teaching materials	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
f)	Water supply	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
g)	Environment (cleaning, planting, etc.)	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
h)	Special events (sport, festival, etc.)	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
i)	Promotion and awareness of girls in education	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
j)	Special program for children with disabilities	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]
k)	Special program for children culturally or economically disadvantaged	1. Yes [<input checked="" type="checkbox"/> , 0. No [<input type="checkbox"/>]

More details on CGEs :

19	Have CGEs provided financial and/or in-kind support to the schools for the following activities during the last school year or the current school year (2011/2012 and 2012/2013)? Please select an answer for each item listed below	
a)	Construction/renovation of infrastructure	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
b)	Contract teachers recruitment	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
c)	School meals (food, cooking, etc.)	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
d)	Support to education (remedial classes, supplementary lessons for examinations, etc.)	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
e)	Equipment and teaching materials	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
f)	Water supply	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
g)	Environment (cleaning, planting, etc.)	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
h)	Special events (sport, festival, etc.)	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
i)	Promotion and awareness of girls in education	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
j)	Special program for children with disabilities	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
k)	Special program for children culturally or economically disadvantaged	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
20	Have the plans of the CGE established the following target indicators this or last school year(2011/2012 and 2012/2013)? If such a plan does not exist, please choose the answer “no”.	
a)	Increased attendance of students	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
b)	Reducing of grade repetition	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
c)	Reducing of expulsion	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
d)	Improvement of the results of the entrance examination	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
e)	Improvement of the results of other examinations	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]
f)	Teachers’ efficiency (e.g. presence or absence)	1. Yes [<input type="checkbox"/> , 0. No [<input type="checkbox"/>]

Section D support to APEs, the CGEs and Schools

(1) What kind of support or **training has the** UAPEs or the UCGEs provided to school directors and teachers over the past two years? Please choose the most appropriate option in the options below. If there is no information, please choose “1”. [Single choice]

	1	2	3
[Plus 1D1]	There is no union of APE/CGE.	The federation of the APE/CGE has not organized activities such as training, follow-up, or other equivalent activities for the stakeholders (APE, CGE, schools) at the school level.	The federation of the APE/CGE organized activities such as training, follow-up, or other equivalent activities for stakeholders (APE, CGE, schools) at the school level.
a) APE	[]	[]	[]
b) CGE	[]	[]	[]

(2) About the training and guidance provided by the UAPE or the UCGE, please choose the most relevant opinion among the options below. [Single choice]

	1	2	3	4
[Plus 1D 1]	There is no such thing as federation. Even if it exists, <u>the APEs or CGEs' federation led no activity to facilitate</u> parents and community participation in school management.	The APEs or CGEs' federation <u>gave information or training to stakeholders of the school</u> on the participation of the APE/CGE or/and the community in the management of the school.	The <u>APEs or CGEs' federation gave information or training to stakeholders in school</u> on the participation of the APE/CGE or/ and the community in the management of the school. The APEs or CGEs' federation has also monitored of the functioning of APEs and the CGE.	The <u>APEs or CGEs' federation has given information or training to stakeholders of the school on the participation of the APE/CGE or/and the community in the management of the school.</u> The <u>APEs or CGEs' federation has also monitored the functioning of APEs and CGEs and also had to provide guidance and make suggestions for improvement.</u>
a) APE	[]	[]	<input checked="" type="checkbox"/>	[]
b) CGE	[]	[]	[]	[]

(3) About the training and orientation provided by the local administration (IDEN and/or local community), please select the most relevant answer from the options below. [Single choice]

	1	2	3	4
[Plus 1D 1]	The local administration didn't conduct any activities to make the participation of parents and community easier in the management of school	The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/CGE or the community in the management of the school.	<u>The local administration gave information or training to stakeholders in school</u> on the participation of the APE / CGE or/and the community in the management of the school. <u>Local administration has also monitored the functioning of APE/ CGE</u>	The local administration <u>gave information or training to stakeholders of the school</u> on the participation of the APE/CGE or/and the community in the management of the school. <u>Local administration has also monitored the functioning of the APE/CGE provided guidance and made a refund improve their functioning.</u>
a) APE Not published	[]	[]	[]	[]
b) CGE	[]	[]	[]	[]

(4) What kind of **monitoring** local administration (IDEN, CODEC, local community) has conducted in schools in your local government these last two years? Please choose the most appropriate answer from the options below. If there is no monitoring, please choose "1". [Unique choice]

	1	2	3	4
[Plus 1D3]	There was <u>no monitoring of schools and counseling</u> by the local administration on any subject	There was monitoring and guidance given to schools by the local administration. But they have not included themes related to the participation of the APE/CGE, parents or the community in the management of schools. (e.g. monitoring is only educational).	A follow-up was done and guidance was provided by the local authority to schools on <u>themes</u> related to the participation of the APE/CGE, parents or <u>the community in the management of schools.</u>	A follow-up was done and guidance was provided by the local authority to schools on themes related to the participation of the APEs/CGES, <u>parents or the community in the management of schools.</u> <u>Suggestions for improvement were also made.</u>
a) CODEC Not published	[]	[]	[]	[]
b) Commune Not published	[]	[]	[]	[]

More Details on the UAPE:

5	How many times the UAPE has conducted trainings during the current school year (2012-2013)?	[14]
6	What is the content of the training provided by the UAPE? If there is no training, simply choose "a"	
a) No training		[]

b) Organizational characteristics of the School Council, including the process for the election of the members of the office	1. Yes [], 0. No []
c) Management of the action plan and the school budget	1. Yes [X], 0. No []
d) Financial management	1. Yes [], 0. No []
e) Monitoring tool and mechanism	1. Yes [X], 0. No []
f) Guidelines	1. Yes [X], 0. No []
7 What are the targets of the monitoring and/or restitution done by the UAPE? If there is no monitoring, please choose "a"?	
a) No monitoring	[]
b) Organizational structure of School Council	1. Yes [X], 0. No []
c) Action plan/periodic budget	1. Yes [X], 0. No []
d) Technical report on results	1. Yes [X], 0. No []
e) Financial report	1. Yes [], 0. No []
f) Other (please provide details) []	1. Yes [], 0. No []

More Details on the UCGE:

8 How many times has the UCGE hold training courses this school year (2012-2013)?	[]
9 What is the content of training provided by the UCGE? If there's no training, set only "a".	
a) No training	[]
b) Organizational characteristics of the School Council, including the process for the election of the members of the office	1. Yes [], 0. No []
c) Management of the action plan and the school budget	1. Yes [], 0. No []
d) Financial management	1. Yes [], 0. No []
e) Monitoring tool and mechanism	1. Yes [], 0. No []
f) Guidelines	1. Yes [], 0. No []
10 What are the targets of the monitoring targets and/or restitution done by the UCGE? If there is no monitoring, please choose "a"?	
a) No monitoring	[]
b) Organizational structure of School Council	1. Yes [], 0. No []
c) Action plan/periodic budget	1. Yes [], 0. No []
d) Technical report on results	1. Yes [], 0. No []
e) Financial report	1. Yes [], 0. No []
f) Other (please provide details) []	1. Yes [], 0. No []

Section E - Voice and Role played by the APE and the CGE in the Management of Public Budget

About APEs and CGEs, members of the UAPE CGE/UCGE. Please choose the answer that you think best describes the situation in your area. If you have no information, please write NP.

(1) How the action plans of APEs/CGEs had been used by the local or central authorities in requesting and planning the budget of the Government for schools? Please choose the most appropriate answer from the options below for the APE and CGE. Please choose "1" if there is no action plan of the APE/CGE. [Single choice]

	1	2	3	4
[Plus 1E1]	The APE/CGE does not have action plan	The action plans of APEs/ CGE were not used by the authorities for budget planning.	School action plans were compiled and used by the local authorities (local community) at the time of budget planning.	School action plans were compiled and used by the local authorities (local community) and the central administration at the time of budget planning.
(a) APE	[X]	[]	[]	[]
(b) CGE	[]	[]	[]	[]

Please answer the 4 questions ((2), (3), (4) and (5)) concerning the role of the APE/CGE in the school budget provided by the IDEN (no budget of the APEs /CGEs based on their own incomes).

(2) What was the role of the APE/CGE in the preparation of the budget of the school this school year (2012-2013)? Please choose one of the options below for each of the EPA and CGE. [Single choice]

	1	2	4
[3A]	The APE/CGE played no role, budgets have been prepared by ME (central level)	The APE/CGE has a voice in the planning and preparation of the budget at the level of the school, but the final responsibility lies with the school director	The APE/CGE has formal mechanisms for participation in the school's budget if they wish.

(a) APE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) What was the role of the APE/CGE in the approval of the budget of the school this school year (2012-2013)? Please choose one of the four options for each of the EPA and CGE. [Single choice]

	1	2	3	4
[3B]	ME/IA, IDEN/CODEC have the authority to approve the budget of the school. The APE/CGE does not participate.	The APE/CGE can be consulted but the AI, IDEN/CODEC or the Mayor are responsible for the approval of the school's budget	The approval of the budget is made by the school principal. The APE/CGE can be consulted but does not have authority for approval.	The APE/CGE <u>can be responsible for the approval of the budget.</u>
(a) APE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) What is the role of the APE/CGE in the implementation of the budget of the school for the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the CGE [Single choice]

	1	2	3	4
[3D]	The implementation of the budget is the responsibility of the AI/CODEC/IDEN or ME.	The implementation of the budget is supervised at the level of the IA/IDEN. The APE/CGE is <u>accountable only on additional funding coming from parents and other fund off-budget.</u>	The APE/CGE is responsible for executing the budget and requesting from time to time formal audits with the competent authorities.	The APE/CGE <u>doesn't receive specific report on the school's budget since it is a public information that is always available. Formal monitoring systems work well.</u>
(a) APE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(5) How national and delocalised/decentralized authorities have used the school's budget prepared with the participation of the APE/CGE during the current school year (2012-2013)? Please choose the most appropriate answer from the options below for the APE and the CGE. [Single choice] Please choose '1' "If there is no budget to school prepared with the participation of the APE/CGE.

	1	2	3	4
[3E]	Budgetary decisions are made by ME/CODEC/AI/IDEN without the participation of the APE/CGE	ME/IA/IDEN/CODEC uses the request or the proposal sent by schools as recommendations for the final allocation of resources.	ME/IA/IDEN/CODEC uses the request or the proposal sent by the schools as their main source of recommendation for the transfer of resources to the school.	ME/IA/IDEN/CODEC uses the request or the proposal sent by the schools as their main source of recommendation for the final transfer of resources to the school.
(a) APE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F - More Information about Schools and APE/CGE

About the APE/CGE in your UAPE/UCGE area. Please choose an option that best represents the situation in your area. If there is no information, please write NP.

(1) How were the representatives of parents of the APE /CGE's board chosen during the current school year (2012-2013) or last year (2011/2012) if they are not yet chosen for this year? Please choose an answer from the options below. [Single choice]

	1	2	3	4
[Plus1A2]	The APE and the CGE do not exist.	The representatives of the parents <u>were chosen by school directors or community leaders (e.g. PCR/Mayor).</u>	The representatives of the parents <u>were chosen by parents but are not elected.</u>	The representatives of the parents <u>were elected by parents.</u>
(a) APE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(b) CGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) How were the **following members** (listed below) of the APE/CGE's board chosen during the current school year (2012-2013) or last year (2011/2012) if they are not yet chosen for this year? Please choose one answer by row from the options below. [Single choice by row]

	1	2	3	4
[Plus1A3]	The position does not exist in the APE/CGE's board	There is no process of selection of the members of the APE/CGE's board. The positions are held by predetermined individuals (for example the school director)	The position in the APE/CGE's board was granted without election by the members of the APE/CGE.	The position in the APE CGE's board was granted after election by the members of the APE /CGE.
(a) APE				
1) President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2) Vice president	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) General Secretary / Executive Secretary /Administrative Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4) Treasurer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5) Auditor/ financial control / Board of auditors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(b) CGE				
1) President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Vice president	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) General Secretary / Executive Secretary /Administrative Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Treasurer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Auditor/ financial control / Board of auditors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) Who decided the aspects of the school listed below in your local government (UAPE/UCGE area) during the school year 2012/2013? Please choose all answers that are appropriate from options below [Multiple choice]

	1	2	3	4	5	6	7	8
[4B2]	ME	IA, IDEN	CODEC	Local government (Mayor/ rural community)	School director	APE	CGE	Teachers Union
a) School Calendar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hourly volume of subjects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information about the School:

4	What is the degree of severity of the absenteeism of pupils at the school in your local government (UAPE/UCGE area)? Please answer according to the gender of the students	a) Girls: 1. No problem [], 2. Minor [], 3. Grave. [] b) Boys: 1. No problem [], 2. Minor [], 3. Grave. [] Not published (the FENAPEES at national level)
5	What is the degree of severity of the absenteeism of teachers at the school in your local government (UAPE/UCGE area)?	1. No problem [], 2. Minor [], 3. Grave. [] Not published (the FENAPEES at national level)
6	Is the capacity of the schools in the area of the UAPE/UCGE to give quality lessons affected by the lack or insufficiency of any of the following? Please choose one for each row.	
a)	Didactic materials (e.g. textbooks)	1. Much [], 2. Some [], 3. A bit [], 4. None []
b)	Budget for teaching materials (e.g. paper, pencils)	1. Much [], 2. Some [], 3. A bit [], 4. None []
c)	Teachers	1. Much [], 2. Some [], 3. A bit [], 4. None []
d)	School buildings and grounds	1. Much [], 2. Some [], 3. A bit [], 4. None []
e)	The instruction area (e.g. classrooms)	1. Much [], 2. Some [], 3. A bit [], 4. None []
f)	Lighting system	1. Much [], 2. Some [], 3. A bit [], 4. None []
g)	Drinking Water	1. Much [], 2. Some [], 3. A bit [], 4. None []
h)	Toilet facilities	1. Much [], 2. Some [], 3. A bit [], 4. None []
i)	Security	1. Much [], 2. Some [], 3. A bit [], 4. None []
j)	Special equipment for the students with disabilities	1. Much [], 2. Some [], 3. A bit [], 4. None []

Report of visits

Day of visit		Name of the team of interviewers	
Target ID		Type	
Name of the target			
Interviewee			
Start time		End time	
Need to be visited again and reason			
Number of missing answers		Number of collected documents	
Comment by interviewees			
Difficulties and problems			
Other remarks			