Burkina Faso - Threshold BRIGHT I 2007-2008

Mathematica Policy Research - Millennium Challenge Corporation

Report generated on: June 9, 2015

Sampling

Sampling Procedure

The sample frame comprised all households within the 293 villages that applied to the program, including all of the villages in the study's participant and comparison groups. Data collectors, however, were unable to locate two villages, probably because the spelling of the village names on the application did not match village names found by the data collectors-perhaps due to dialect differences or misspellings. As a result, the survey included 291 villages, of which 132 were participant villages and 159 were comparison villages. [Note: The analysis file excludes four additional villages. Two were excluded because they were the only villages that applied for the program from their department and thus were not eligible for the analysis used. The other two villages were excluded because no data were reported for them. Therefore the dataset includes data on 287 villages.]

HOUSEHOLD SAMPLING

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

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

SCHOOL SAMPLING

School data was collected using different sampling techniques for Wave 1 and Wave 2. For Wave 1, interviewers asked village elders to name all the schools, if any, that children from that village attended regularly. Interviewers then selected the up to three schools closest to the village center, within 10 kilometers, as the schools to be surveyed for that village. [Note: This strategy could have introduced sampling bias if villages had children attending more than three schools, and different types of schools were systematically located closer to village centers; however, in 98.7% of villages with any children attending school, only one or two schools were named.]Data were collected from more than 300 schools.

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

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

Deviations from Sample Design

As described above, we were unable to survey four of the 293 applicant villages in our household survey. In addition, two villages were the only villages in their department, making it impossible to create the relative score variable needed for the RD design. As a result, we dropped these six villages from consideration in our analysis and focused on the 287 villages for which we had meaningful applicant and household survey data.

Response Rate

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

The response rate for the school survey is 99.2 percent. This was calculated by dividing the total number of schools who responded (367) by the total number of schools identified in the household survey as having children enrolled (370).

Weighting

Eligibility weights applied to application forms submitted by each of the 293 villages:

QUESTION SCORING
N1 ..... 1 point per girl
N2 ..... 1 point per girl
N3 ..... 1 point per girl
N4 ..... +1 point if between 0 and 5 km and- 1 point for 6 km or more
N5 ..... 1 point per student
N6 ..... +1 if there are no rooms and -1 if there are
N7 ..... +1 for each village between 0 and 5 km and -1 for each village of 6km or more
N8 ..... -1 for each existing school and +1 if there are none
N9 ..... +1 if between 0 and 5 km -1 if 6 km or more
N10 ..... 1 point per girl
N11 ..... +1 if between 0 and 20 km and -1 if 21 km or more
N12 ..... + 1 per student
N13 ..... Not included in scoring

Questionnaires

Overview

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

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

- Household characteristics. This module asked for information about the head of household, such as religion, ethnicity, and education; information about the household itself, including GPS coordinates, construction materials, and water source; and intervention-specific information, such as whether any children were attending preschool (Bisongo) or whether any women were participating in literacy training.

- Household listing form. This module asked the respondent to provide a complete list of all children between 5- and 12-years-old residing in the household. Basic information collected on these children included relationship to the head of household, sex, age, and whether the child had attended school at any time during the 2007-2008 school year.

- Education. This module was administered for all children 5- to 12-years-old who attended school at any time during the 2007-2008 school year. Questions addressed access to textbooks; information about the school attended, including specific interventions such as separate latrines, participation in feeding programs, and attendance; and reasons the parents sent the child to school.

- Child labor. This module was administered for all children 5- to 12-years-old, and asked whether the children were engaged in work for persons outside the household (for pay or in-kind) and whether they performed various chores.

- Mathematics assessment. This module was administered to all children 5- to 12-years-old. Children were shown pre-printed cards and asked to identify numbers, count items, indicate which number was the greater of a pair of numbers, and perform simple addition and subtraction.

- French assessment. This module was administered to all children 5- to 12-years-old. Children were shown pre-printed cards and asked to identify letters, read one- and two-syllable words, and identify the correct noun and verb from a list to fill in a blank in a simple sentence. Examples came from grade 1 and 2 Burkina Faso primary education reading texts.

The school questionnaire was based largely on the World Bank's Living Standards Measurement Study School Questionnaire, modified to address Burkina Faso's educational context and answer the evaluation's research questions. The school survey was administered in two waves. The first wave collected information on school characteristics. The second wave, conducted about five months later along with the household survey, collected attendance and enrollment data for children interviewed in the household survey. Accordingly, Mathematica created two school questionnaire forms. The first included detailed characteristics about the school and a roster to collect overall attendance data. The second included only an attendance roster for students enrolled in the study. Together, the school surveys included the following modules:
- School information. This module included general information about the school, such as name, province, department, and type of respondent.
- School characteristics. This module asked the respondent to provide detailed information about the school, including enrollment, type of school (public or private), textbook availability, and whether the school offered health and feeding programs.
- School personnel characteristics. This module asked respondents to provide information about teachers at the school, including number and gender of teachers, teacher training levels, and whether teachers had participated in gender sensitivity training.
- School physical structure. This module asked about the school's physical structure, such as number of classrooms, availability of desks and chairs, school construction materials, water supply, separate latrines, and the presence of a preschool (Bisongo).

- Student attendance roster. This module was split into two versions. The first was administered during the first visit to the school in conjunction with the modules above. The second was administered by itself during the second visit to the school. The first roster collected information about all students enrolled in the school and whether they were in attendance on that day, were in attendance for the previous three days, and were generally in attendance. The second roster collected information only about those students identified in the household survey as enrolled in school. In addition to the information collected on the first roster, the second roster collected - GPS coordinates, the number of days the school was open during the four previous months, and the number of days the student was absent during the same four months.

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

Household Questionnaire Respondent Native Language / Frequency / Percent
French / 178 / 2.1
Moor / 3,145 / 37.1
Dioula / 33 / 0.4
Fulfud / 1,782 / 21.1
Gulmachma / 2,345 / 27.7
Bwamu / 140 / 1.7
Other Language / 844 / 10.0
Total / 8,467 / 100.1

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

The pilot test identified two key problems. First, the household interview was much too long, averaging more than 90 minutes. To reduce respondent burden, we decreased the number of questions to limit the interview to less than one hour. Second, we determined that several questions were difficult for respondents to answer, particularly those about distances, time, and space. For example, respondents struggled to answer questions about distance from the household to the school or the number of hectares farmed. For questions that we thought important for the analysis, we asked the interviewer for an estimate or sought other measures.[Note: Because both the household and school surveys were substantially modified following the pilot data collection, we did not use the pilot data for analysis. During subsequent data collection, however, all 10 villages included in the pilot data collection were revisited and included in the household and school survey.]

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

Data Collection

Data Collection Dates

Start	End	Cycle
2007-02	2007-04	Pilot household survey in 10 villages
2007-10	2008-04	School surveys in 293 communities
2008-01	2008-04	Household survey in 293 villages

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

To carry out the data collection activities, Mathematica drafted and released an RFP to solicit proposals from local data collection firms. We received seven proposals; Mathematica interviewed representatives of three firms and ultimately selected a team of researchers from the University of Ouagadougou, led by Jean Pierre Sawadogo, Robert Ouedraogo, and Pam Zahonogo. The data collection firm was responsible for the following:
1. Translating and pretesting the questionnaires
2. Writing Terms of Reference and contracts for the field enumerators and controllers
3. Hiring and training field enumerators and controllers
4. Ensuring proper dispatch of the field enumerators and controllers to the survey sites
5. Undertaking field supervision during the data collection to identify and correct problems
6. Maintaining constant communication with the Mathematica team by sending biweekly reports on response rates and rapidly communicating any problems encountered

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

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

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

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

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

Data Collectors

Name	Abbreviation	Affiliation
Jean Pierre Sawadogo, Robert Ouedraogo, and Pam Zahonogo.		University of Ouagadougou

Data Processing

Data Editing

Following data collection, the data were entered and edited by the University of Ouagadougou team using SPSS statistical analysis software. Preliminary data sets were provided to MPR for extensive data checking. The MPR team reviewed the data for completeness, internal consistency, and to determine if the match between household and school data was done correctly. In particular, because of its importance to the central research question, we focused on reconciling data for children identified as being enrolled in school during the household interview but not found on the school attendance roster, and children found on the school attendance roster but not on any household survey. These errors occurred for a variety of reasons, including interviewers not following the procedure and illegible writing.

Other Processing

Following data collection, the data were entered and edited by the University of Ouagadougou team using SPSS statistical analysis software.

Data Appraisal

No content available

File Description

Variable List

FINAL Burkina Faso BRIGHT Evaluation Data Set

Content	The data file was constructed by merging several datasets. The household dataset was taken as the master dataset. The household dataset contains three types of data: village-level data, household-level data and child-level data. Observations are at the level of individual children, thus analyses based on child level variables do not require manipulation of the dataset (N=21,773). Analyses based on village-level data require the use of an indicator variable: village_level, where 1=one observation from a village and 0=duplicate observations. The indicator variable village_level was constructed by tagging one observation for each unique village identification number (hc1) in the dataset (N=287). Analyses based on household-level data require the use of an indicator variable: household_level, where 1=one observation from a household and 0=duplicate observations. The indicator variable household_level was constructed by tagging one observation for each unique household identification number (hc2) in the dataset (N=8,467). The school wave 1 data were merged onto the household data using school ID numbers (matching sch2 from the school wave 1 data and ed6eco from the household data). Merges were successful for 7,675 individual children in the household dataset. School-level analyses on wave 1 school data require the indicator variable school_levelw1. This indicator variable was constructed by tagging one observation from each unique school identification number (sch2) in the school wave 1 dataset (N=278). The school wave 2 data were merged onto the household data using household and child ID numbers (matching num_na and nuelev from the school wave 2 data and hc2 and hl1 from the household data). Merges were successful for 7,316 individual children in the household dataset, which included 282 children who were reported as not currently attending school. These cases are missing data for variables ed2niv through ed20. School-level analyses on wave 2 school data require the indicator variable school_levelw2. This indicator variable was constructed by tagging one observation from each unique school identification number (ecoleid) in the school wave 2 dataset (N=284). Applicant data were also merged onto the dataset by matching village ID numbers. These variables came from the applications villages submitted to be part of the BRIGHT school program. These variables are region, province and department. Region is unique data in the dataset, while province and department are text variables that should mirror hc6 and hc7 respectively. Additionally, these eight variables were merged from other datasets. All are village level variables. selected proj_selected rel_score hadschool_1 hadschool_2 hadschool_3 hadschool_type All variables in the dataset can be found in the codebook. Entries for each variable include the variable name, variable label, question text, universe, and total non-missing responses. Some variable listings contain descriptions, construct specifications, ranges, frequencies, means, and/or standard deviations, depending on the type of variable. To help users, variables are listed here based on the level at which the data were collected, along with the indicator variable that allows use of these variables. Village-level variables: hc1 hc6 hc7 region province department selected proj_selected rel_score hadschool_1 hadschool_2 hadschool_3 hadschool_type (indicator variable village_level) Household-level variables: hc2 hc5 hc9 hc10 hc11 hc12niv hc12cla hc14 hc15 hc16a hc16b hc16c hc17a hc17b hc18rad hc18telm hc18mon hc18velo hc18mob hc18veh hc18boe hc19 hc20 hc21ann hc21fre hc22 hc23 hc24 hc25a hc25b hc26 hc27 hc29 (indicator variable household_level) Child-level variables : hl1 hl3 hl4 hl5 hl7niv hl7cla hl8 hl9 ed2niv ed2cla ed3 ed4 ed5 ed6eco ed6vil ed7 ed8 ed9 ed10 ed11 ed12 ed13 ed14 ed15 ed16 ed17 ed18a ed18b ed18c ed18d ed18e ed18f ed19 ed20 cl3 cl4 cl5 cl6 cl7 cl8 cl9 cl10 cl11 cl12 cl13 ma2_3 ma2_9 ma3chi ma3poi ma4_78 ma4_45 ma4_92 ma5_42 ma5_71 ma6_31 ma6_85 fa1 fa2c fa2t fa3pap fa3v_l fa4eco fa4tom fa5 fa6 ligne num_na nuelev sexe claselev presaj pr_s3jr freqpre absoct absnov absd_c absjan pr_s7jr (no indicator variable needed, as the dataset is at the child level) School Wave 1 level variables: sch1 sch2 sch5 sch6 sch7 sch8 sch10 sch11 sc1 sc2 sc3 sc4_1gi sc4_1fi sc4_1gr sc4_1fr sc4_2fi sc4_2gi sc4_2gr sc4_2fr sc4_3fi sc4_3gi sc4_3gr sc4_3fr sc4_4gi sc4_4fi sc4_4gr sc4_4fr sc4_5gi sc4_5fi sc4_5gr sc4_5fr sc4_6gi sc4_6fi sc4_6gr sc4_6fr sc5 sc6_c sc6_l sc6_g sc7 sc8 sc9 sc10 sc11 sc12 sp1 sp2 sp3 sp4 sp5_tit sp5_sup sp5_adj sp5_ia sp5_iac sp5_ic sp5_ip sp6_0_5 sp6_5_10 sp6_10 sp7 sp8 ss1 ss2 ss3 ss4 ss5 ss6 ss7 ss8 ss9 ss10 ss11 ss12 ss13 ss14 ss15 ss16 (indicator variable school_levelw1) School Wave 2 level variables: dateec ouvoct ouvnov ouvd_c ouvjan (indicator variable school_levelw2) The Burkina Faso Girls' Education Impact Evaluation Survey data contains 21,773 records and 214 variables. Variables are positioned in the file in the following order: Variables from the Household Survey. Variables are ordered by related questionnaire item number. Variables from the School Survey Wave 1. Variables are ordered by related questionnaire item number. Variables from the School Survey Wave 2. Variables are ordered by related questionnaire item number. Constructed Variables. Constructed variables created from source variables. Variables from Village Applications and Other Sources. Variables from village applications and other sources are found at the end of the dataset.
Cases	21773
Variable(s)	214
Structure	Type: Keys: ()
Version	Public use file ; August 4, 2009
Producer	

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Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1	hc1	Village ID	contin	numeric	Village ID
V2	hc2	Household ID	contin	numeric	Household Number
V3	hc5	Interview Date	discrete	character	Day/Month/Year of Interview

ID	Name	Label	Type	Format	Question
V4	hc6	Province	discrete	character	Province
V5	hc7	Department	discrete	character	Department
V6	hc9	Relationship	discrete	numeric	Respondent relationship to Head of Household
V7	hc10	HH Head Sex	discrete	numeric	Sex of Head of Household
V8	hc11	HH Head Age	contin	numeric	Age of Head of Household
V9	hc12niv	HH Head Ed Level	discrete	numeric	Highest level of education and grade of Head of Household (circle one)
V10	hc12cla	HH Head Ed Year	discrete	numeric	Highest level of education and grade of head of household (circle one)
V11	hc14	HH Size	contin	numeric	Total number of household members
V12	hc15	HH Number of Kids	contin	numeric	Total number of children under 18 years old in household
V13	hc16a	HH Head Religion	discrete	numeric	What is the religion of the head of this household?
V14	hc16b	HH Head Language	discrete	numeric	What is the mother tongue/native language of the head of this household?
V15	hc16c	HH Head Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V16	hc17a	Floor Material	discrete	numeric	Main material of the dwelling floor.
V17	hc17b	Roof Material	discrete	numeric	Main material of the roof.
V18	hc18rad	# Radios	discrete	numeric	How many of the following goods do any members of your household own: A Radio?
V19	hc18telm	# Mobile Telephones	discrete	numeric	How many of the following goods do any members of your household own: A Mobile Telephone?
V20	hc18mon	# Watches	discrete	numeric	How many of the following goods do any members of your household own: A Watch?
V21	hc18velo	# Bicycles	discrete	numeric	How many of the following goods do any members of your household own: A Bicycle?
V22	hc18mob	# Motorcycles	discrete	numeric	How many of the following goods do any members of your household own: A Motorcycle or Scooter?
V23	hc18veh	# Animal Carts	discrete	numeric	How many of the following goods do any members of your household own: An Animal-Drawn Cart?
V24	hc18boe	# Cattle	contin	numeric	How many of the following goods do any members of your household own: Cattle
V25	hc19	Drinking Water	discrete	numeric	What is the main source of drinking water for members of your household during the rainy season?
V26	hc20	HH Water Seeker	discrete	numeric	Who usually goes to this source to fetch water for your household?
V27	hc21ann	Residence Yrs	contin	numeric	How long have you been living continuously in (name of current place of residence): Years
V28	hc21fre	Residence Permanent	discrete	numeric	How long have you been living continuously in (name of current place of residence):
V29	hc22	Age Girls End School	discrete	numeric	At what age should girls stop attending school?
V30	hc23	Age Boys End School	discrete	numeric	At what age should boys stop attending school?
V31	hc24	Kids in Preschool	discrete	numeric	Are there any children in this household who currently attend preschool?
V32	hc25a	HH Women in Mother Lit Training	discrete	numeric	Do any women in this household participate in literacy training of any kind?

ID	Name	Label	Type	Format	Question
V33	hc25b	HH Women in Any Lit Training	discrete	numeric	Do any women in this household participate in literacy training of any kind?
V34	hc26	School Benefit for Girls	discrete	numeric	Have you heard anything recently about the schooling benefits for girls?
V35	hc27	Interview Results	discrete	numeric	Result of HH interview:
V36	hc29	Data Entry Clerk	discrete	numeric	Data entry clerk
V37	hl1	Child ID	discrete	numeric	Line No.
V38	hl3	Child Relate to HH	discrete	numeric	What is the relationship of (name) to the head of the household?
V39	hl4	Child Gender	discrete	numeric	Is (name) male or female?
V40	hl5	Child Age	discrete	numeric	How old is (name)? How old was (name) on his/her last birthday?
V41	hl7niv	Ed Level	discrete	numeric	What is the highest level of school (name) attended?
V42	hl7cla	Ed Year	discrete	numeric	What is the highest grade (name) completed at this level?
V43	hl8	Currently Attends School	discrete	numeric	During the (2007-2008) school year, has (name) attended school or preschool at any time?
V44	hl9	Why Not School	discrete	numeric	Why is (name) not enrolled in school?
V45	ed2niv	Current Ed Level	discrete	numeric	During the current school year, which level and grade is (name) attending? (Level)
V46	ed2cla	Current Ed Year	discrete	numeric	During the current school year, which level and grade is (name) attending? (Grade)
V47	ed3	Textbook Usage	discrete	numeric	Does (name) have access to a complete set of textbooks for his or her use?
V48	ed4	Obtain Textbooks	discrete	numeric	How did (name) obtain the textbooks that he/she has?
V49	ed5	Private or Public	discrete	numeric	Is the school that (name) attends public or private?
V50	ed6eco	School Name	contin	numeric	What is the name of the school that (name) is currently attending and in which village is it located? (School name)
V51	ed6vil	School Village	contin	numeric	What is the name of the school that (name) is currently attending and in which village is it located? (Village)
V52	ed7	School Distance in Kilometers	contin	numeric	How far away from your home is the school (name) has been attending during the current school year?
V53	ed8	School Travel Time One Way in Minutes	contin	numeric	How long does it take (name) to travel to his/her school?
V54	ed9	School Attendance	discrete	numeric	Did (name) attend school on the most recent day the school was open (day)?
V55	ed10	Reason for Absence	discrete	numeric	What was the principal reason for (name) missing school? Inquire if (name) did not go to school.
V56	ed11	Days School Open Past Week	discrete	numeric	How many days has (name's) school been open in the past 7 days?
V57	ed12	School Attendance Past Week	discrete	numeric	How many days has (name) attended school in the past 7 days?
V58	ed13	Principal Reason for Absence	discrete	numeric	What was the principal reason for (name) missing school in the past 7 days?
V59	ed14	Age Started School	discrete	numeric	How old was (name) when he/she first entered primary school?
V60	ed15	Feeding Program	discrete	numeric	Does (name) participate in any feeding program at his/her school?

ID	Name	Label	Type	Format	Question
V61	ed16	Meal Type	discrete	numeric	What kind of meal does (name) receive at his/her school?
V62	ed17	Meals Per Week	discrete	numeric	How many times per week does (name) receive this meal?
V63	ed18a	Bisongo	discrete	numeric	Does the school (name) attends offer a Bisongo?
V64	ed18b	Separate Gender Bathrooms	discrete	numeric	Does the school (name) attends offer separate bathrooms for boys and girls?
V65	ed18c	Canteen	discrete	numeric	Does the school (name) attends offer school canteen?
V66	ed18d	Dry Rations for Girls	discrete	numeric	Does the school (name) attends offer dry rations for girls only?
V67	ed18e	Dry Rations for Girls and Boys	discrete	numeric	Does the school (name) attends offer dry rations for girls and boys?
V68	ed18f	Textbooks	discrete	numeric	Does the school (name) attends offer textbooks?
V69	ed19	First Reason for School	discrete	numeric	What is the most important reason to you for sending (name) to school?
V70	ed20	Second Reason for School	discrete	numeric	What is the second most important reason to you for sending (name) to school?
V71	cl3	Work	discrete	numeric	During the past week, did (name) do any kind of work for someone who is not a member of this household? For pay in cash or kind?
V72	cl4	Hours Worked	contin	numeric	Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?
V73	cl5	Work Past Year	discrete	numeric	At any time during the past year, did (name) do any kind of work for someone who is not a member of this household? For pay in cash or kind?
V74	cl6	Collect Firewood	discrete	numeric	During the past week, did (name) help with collecting firewood?
V75	cl7	Cleaning	discrete	numeric	During the past week, did (name) help with cleaning?
V76	cl8	Fetch Water	discrete	numeric	During the past week did (name) help with fetching water?
V77	cl9	Care for Siblings	discrete	numeric	During the past week, did (name) help with taking care of younger siblings?
V78	cl10	Tend Animals	discrete	numeric	During the past week, did (name) help tend animals?
V79	cl11	Farming	discrete	numeric	During the past week, did (name) help with farming?
V80	cl12	Shopping	discrete	numeric	During the past week, did (name) help with shopping?
V81	cl13	Family Work	discrete	numeric	During the past week, did (name) do any other family work (in a business or selling goods in the street)?
V82	ma2_3	Identify #3	discrete	numeric	Are you able to identify the following numbers? (3)
V83	ma2_9	Identify #9	discrete	numeric	Are you able to identify the following numbers? (9)
V84	ma3chi	Count Dogs	discrete	numeric	Are you able to count the following items? (Four Dogs)
V85	ma3poi	Count Fish	discrete	numeric	Are you able to count the following items? (Seven Fish)
V86	ma4_78	Greater Number 7 8	discrete	numeric	Of the numbers below, are you able to identify the greater number? (7 and 8)
V87	ma4_45	Greater Number 4 5	discrete	numeric	Of the numbers below, are you able to identify the greater number? (4 and 5)
V88	ma4_92	Greater Number 9 2	discrete	numeric	Of the numbers below, are you able to identify the greater number? (9 and 2)

ID	Name	Label	Type	Format	Question
V89	ma5_42	Add 4 2	discrete	numeric	Are you able to complete the following addition? (4+2=)
V90	ma5_71	Add 7 1	discrete	numeric	Are you able to complete the following addition? (7+1=)
V91	ma6_31	Subtract 3 1	discrete	numeric	Are you able to complete the following subtraction? (3-1=)
V92	ma6_85	Subtract 8 5	discrete	numeric	Are you able to complete the following subtraction? (8-5=)
V93	fa1	Line	discrete	numeric	Line Number
V94	fa2c	Identify C	discrete	numeric	Are you able to identify the following letters? (C)
V95	fa2t	Identify T	discrete	numeric	Are you able to identify the following letters? (T)
V96	fa3pap	Read Papa	discrete	numeric	Are you able to read the following words? (Papa)
V97	fa3v_l	Read Velo	discrete	numeric	Are you able to read the following words? (Velo)
V98	fa4eco	Read Ecole	discrete	numeric	Are you able to read the following more difficult words? (Ecole)
V99	fa4tom	Read Tomate	discrete	numeric	Are you able to read the following more difficult words? (Tomate)
V100	fa5	Pick Missing Word 1	discrete	numeric	Are you able to identify the correct missing word?
V101	fa6	Pick Missing Word 2	discrete	numeric	Are you able to identify the correct missing word?
V102	sch1	SCH Village ID	contin	numeric	Village ID
V103	sch2	SCH ID	contin	numeric	School ID
V104	sch5	SCH Date	discrete	character	Day/Month/Year of Interview
V105	sch6	SCH Province	discrete	numeric	Province
V106	sch7	SCH Department	contin	numeric	Department
V107	sch8	School	contin	numeric	Name of School
V108	sch10	Position	discrete	numeric	Position of Respondent
V109	sch11	SCH Interview Results	discrete	numeric	Result of School Interview
V110	sc1	School Village	discrete	numeric	Is this school located in [village name]?
V111	sc2	Public or Private	discrete	numeric	Is this a public school or a private school?
V112	sc3	Year School Opened	contin	numeric	In which year did this school first open?
V113	sc4_1gi	Male Enrolled Students in CP1	contin	numeric	How many male students are enrolled in each grade?
V114	sc4_1fi	Female Enrolled Students in CP1	contin	numeric	How many female students are enrolled in each grade?
V115	sc4_1gr	Male Repeat Students in CP1	discrete	numeric	How many male students are repeaters?
V116	sc4_1fr	Female Repeat Students in CP1	contin	numeric	How many female students are repeaters?
V117	sc4_2fi	Female Enrolled Students in CP2	contin	numeric	How many female students are enrolled in each grade?
V118	sc4_2gi	Male Enrolled Students in CP2	contin	numeric	How many male students are enrolled in each grade?
V119	sc4_2gr	Male Repeat Students in CP2	contin	numeric	How many male students are repeaters?
V120	sc4_2fr	Female Repeat Students in CP2	discrete	numeric	How many female students are repeaters?

ID	Name	Label	Type	Format	Question
V121	sc4_3fi	Female Enrolled Students in CE1	contin	numeric	How many female students are enrolled in each grade?
V122	sc4_3gi	Male Enrolled Students in CE1	contin	numeric	How many male students are enrolled in each grade?
V123	sc4_3gr	Male Repeat Students in CE1	discrete	numeric	How many male students are repeaters?
V124	sc4_3fr	Female Repeat Students in CE1	discrete	numeric	How many female students are repeaters?
V125	sc4_4gi	Male Enrolled Students in CE2	contin	numeric	How many male students are enrolled in each grade?
V126	sc4_4fi	Female Enrolled Students in CE2	contin	numeric	How many female students are enrolled in each grade?
V127	sc4_4gr	Male Repeat Students in CE2	discrete	numeric	How many male students are repeaters?
V128	sc4_4fr	Female Repeat Students in CE2	discrete	numeric	How many female students are repeaters?
V129	sc4_5gi	Male Enrolled Students in CM1	contin	numeric	How many male students are enrolled in each grade?
V130	sc4_5fi	Female Enrolled Students in CM1	contin	numeric	How many female students are enrolled in each grade?
V131	sc4_5gr	Male Repeat Students in CM1	contin	numeric	How many male students are repeaters?
V132	sc4_5fr	Female Repeat Students in CM1	discrete	numeric	How many female students are repeaters?
V133	sc4_6gi	Male Enrolled Students in CM2	contin	numeric	How many male students are enrolled in each grade?
V134	sc4_6fi	Female Enrolled Students in CM2	contin	numeric	How many female students are enrolled in each grade?
V135	sc4_6gr	Male Repeat Students in CM2	contin	numeric	How many male students are repeaters?
V136	sc4_6fr	Female Repeat Students in CM2	discrete	numeric	How many female students are repeaters?
V137	sc5	SCH Weeks Open	discrete	character	How many weeks was this school actually open during the last academic year?
V138	sc6_c	Language Math	discrete	numeric	What language is used for...(Mathematics Instruction)
V139	sc6_l	Language Reading	discrete	numeric	What language is used for...(Reading Instruction)
V140	sc6_g	Language General	discrete	numeric	What language is used for...(General Conversation)
V141	sc7	All Students Admitted	discrete	numeric	During this school year, were all students who wanted to enroll in this school admitted?
V142	sc8	Feeding Program	discrete	numeric	Does this school have a feeding program?
V143	sc9	SCH Food Offering	discrete	numeric	What kind of meal or snack does the school offer?
V144	sc10	SCH Type of Feeding Program	discrete	numeric	What type of feeding program is offered by the school?
V145	sc11	Health Intervention	discrete	numeric	Does the school provide any health interventions?
V146	sc12	Student Textbooks	discrete	numeric	Does each student have a complete set of textbooks for his or her use?
V147	sp1	Current Teachers	discrete	character	How many teachers are currently teaching in this school, including trainees?
V148	sp2	Female Teachers	discrete	character	How many of these teachers are female?

ID	Name	Label	Type	Format	Question
V149	sp3	Female Teachers Merit Awards	discrete	character	How many female teachers have received a merit-based award?
V150	sp4	Teachers Post Secondary Degree	discrete	numeric	How many teachers have a post-secondary degree?
V151	sp5_tit	Titulaires Teachers	discrete	numeric	How many teachers are there in each category: (Number of Titulaires)
V152	sp5_sup	Substitute Teachers	discrete	character	How many teachers are there in each category: (Number of Substitutes)
V153	sp5_adj	Trainee Teachers	discrete	character	How many teachers are there in each category: (Number of Trainees)
V154	sp5_ia	Assistant Teachers	discrete	character	How many teachers are there in each category: (Number of Assistant Teachers)
V155	sp5_iac	Certified Assistant Teachers	discrete	character	How many teachers are there in each category: (Number of Certified Assistant Teachers)
V156	sp5_ic	Certifed Teachers	discrete	character	How many teachers are there in each category: (Number of Certified Teachers)
V157	sp5_ip	Principal Teachers	discrete	character	How many teachers are there in each category: (Number of Principal Teachers)
V158	sp6_0_5	Teachers Experience Under 5 Years	discrete	character	Now, I would like some information on the teaching experience of these teachers. How many of these teachers have...(Less than 5 years)
V159	sp6_5_10	Teachers Experience 5 to 10 Years	discrete	character	Now, I would like some information on the teaching experience of these teachers. How many of these teachers have...(5 Years but less than 10 Years)
V160	sp6_10	Teachers Experience 10 or More	discrete	character	Now, I would like some information on the teaching experience of these teachers. How many of these teachers have...(10 or more Years)
V161	sp7	Teacher Absence	discrete	numeric	How often is a typical teacher absent?
V162	sp8	Teacher Training Gender Equality	discrete	character	How many teachers have received training on treating boys and girls equally in the classroom?
V163	ss1	Classrooms	discrete	character	How many classrooms does this school have?
V164	ss2	Usable Classrooms	discrete	character	How many classrooms are usable?
V165	ss3	Usable Classrooms with Blackboards	discrete	numeric	How many of these usable classrooms have a blackboard?
V166	ss4	Usable Classrooms with Legible Blackboards	discrete	numeric	How many of these usable classrooms have a blackboard that is legible to all students?
V167	ss5	Usable Classrooms in the Rain	discrete	character	How many classrooms can be used when it rains?
V168	ss6	Enough Desks and Chairs	discrete	numeric	Are there enough desks and/or chairs for all students in this school?
V169	ss7	Percentage Students No Desk or Chair	contin	numeric	What percentage of students do not have desks or chairs?
V170	ss8	Outdoors Classes	discrete	numeric	Do any classes meet outside because of lack of classrooms?
V171	ss9	Amount Outdoors Classes	discrete	numeric	How many classes meet outside?
V172	ss10	SCH Water Supply	discrete	numeric	Does this school have a water supply?
V173	ss11	SCH Toilets	discrete	numeric	Does this school have toilet facilities for students?
V174	ss12	SCH Separate Gender Toilets	discrete	numeric	Do girls and boys have separate toilet facilities?
V175	ss13	SCH Preschool	discrete	numeric	Does this school operate a preschool (Bisongos)?

ID	Name	Label	Type	Format	Question
V176	ss14	SCH Floor Material	discrete	numeric	Main material of the school floor.
V177	ss15	SCH Roof Material	discrete	numeric	Main material of the school roof.
V178	ss16	SCH Wall Material	discrete	numeric	Main material of the walls.
V179	dateec	Date of Visit	discrete	character	Date of Visit
V180	ouvoct	Days School was Open in October	contin	numeric	Number of days school was open in: October
V181	ouvnov	Days School was Open in November	contin	numeric	Number of days school was open in: November
V182	ouvd_c	Days School was Open in December	discrete	numeric	Number of days school was open in: December
V183	ouvjan	Days School was Open in January	contin	numeric	Number of days school was open in: January
V184	ligne	Line Number	contin	numeric	Line no.
V185	num_na	Student Household Number	contin	numeric	Student Household Number
V186	nuelev	Students in Household	discrete	numeric	Number of Students in the Household
V187	sexe	Sex	discrete	numeric	Sex
V188	claselev	Student Grade	discrete	character	Student Grade
V189	presaj	Student In School Today	discrete	numeric	Is student in school today?
V190	pr_s3jr	Past 3 Days School Attendance	discrete	numeric	Of the last three days the school was open, how many did the student attend?
V191	freqpre	Frequency of being Present in School	discrete	numeric	How often does the student usually attend school?
V192	absoct	Days Absent Per Month in October	contin	numeric	Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.
V193	absnov	Days Absent Per Month in November	contin	numeric	Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.
V194	absd_c	Days Absent Per Month in December	contin	numeric	Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.
V195	absjan	Days Absent Per Month in January	contin	numeric	Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.
V196	pr_s7jr	Student At School 7 Days Ago	discrete	numeric	Was the student present at school on this day 7 days ago (if the school wasn't open on that day, ask about the past 6 or 8 days)?
V197	merge_schools_w1	Merge with wave 1 school data	discrete	numeric	
V198	merge_schools_w2	Merge with wave 2 school data	discrete	numeric	
V199	child_level	Indicator variable for observations at level of single child	discrete	numeric	
V200	household_level	Indicator variable for observations at level of single household	discrete	numeric	

ID	Name	Label	Type	Format	Question
V201	village_level	Indicator variable for observations at level of single village	discrete	numeric	
V202	school_levelw1	Indicator Variable for observations at level of Wave 1 School Data	discrete	numeric	
V203	school_levelw2	Indicator Variable for observations at level of Wave 2 School Data	discrete	numeric	
V204	school_level	Indicator variable for observations at level of single school	discrete	numeric	
V205	region	Region from Application Data	discrete	character	
V206	province	Province from Application Data	discrete	character	
V207	department	Department from Application Data	discrete	character	
V208	selected	Village Received School	discrete	numeric	
V209	proj_selected	Village Should Have Received School	discrete	numeric	
V210	rel_score	Normalized Poverty Score	contin	numeric	
V211	hadschool_1	Children attending school in the village in 2005/06	discrete	numeric	
V212	hadschool_2	Children attending school in the village in 2005/06 and matched	discrete	numeric	
V213	hadschool_3	Children attending school in the village in 2005/06, matched, and have type	discrete	numeric	
V214	hadschool_type	School Type	discrete	numeric	

Village ID (hc1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-293

Valid cases: 21773
Invalid: 0
Minimum: 1
Maximum: 293

Literal question

Village ID

Household ID (hc2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 0
Range: 1-30007650

Valid cases: 21773
Invalid: 0
Minimum: 1
Maximum: 30007650

Literal question

Household Number

Interview Date (hc5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 21773
Invalid: 0

Literal question

Day/Month/Year of Interview

Province (hc6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 21773
Invalid: 0

Literal question

Province

Department (hc7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Department (hc7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: character
Width: 14

Valid cases: 21773
Invalid: 0

Literal question

Department

Relationship (hc9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-11

Valid cases: 21773
Invalid: 0

Literal question

Respondent relationship to Head of Household

HH Head Sex (hc10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 21773
Invalid: 0

Literal question

Sex of Head of Household

HH Head Age (hc11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 15-111

Valid cases: 21742
Invalid: 31
Minimum: 15
Maximum: 111

Literal question

Age of Head of Household

HH Head Ed Level (hc12niv)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

HH Head Ed Level (hc12niv)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-8

Valid cases: 21773
Invalid: 0

Literal question

Highest level of education and grade of Head of Household (circle one)

HH Head Ed Year (hc12cla)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-18

Valid cases: 20895
Invalid: 878

Literal question

Highest level of education and grade of head of household (circle one)

HH Size (hc14)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 2-47

Valid cases: 21757
Invalid: 16
Minimum: 2
Maximum: 47

Literal question

Total number of household members

HH Number of Kids (hc15)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-30

Valid cases: 21757
Invalid: 16
Minimum: 0
Maximum: 30

Literal question

Total number of children under 18 years old in household

HH Head Religion (hc16a)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

HH Head Religion (hc16a)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 21761
Invalid: 12

Literal question

What is the religion of the head of this household?

HH Head Language (hc16b)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 21773
Invalid: 0

Literal question

What is the mother tongue/native language of the head of this household?

HH Head Ethnicity (hc16c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 21773
Invalid: 0

Literal question

To what ethnic group does the head of this household belong?

Floor Material (hc17a)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 21773
Invalid: 0

Literal question

Main material of the dwelling floor.

Roof Material (hc17b)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Roof Material (hc17b)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 21773
Invalid: 0

Literal question

Main material of the roof.

Radios (hc18rad)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 21771
Invalid: 2

Literal question

How many of the following goods do any members of your household own: A Radio?

Mobile Telephones (hc18telm)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 21771
Invalid: 2

Literal question

How many of the following goods do any members of your household own: A Mobile Telephone?

Watches (hc18mon)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-11

Valid cases: 21771
Invalid: 2

Literal question

How many of the following goods do any members of your household own: A Watch?

Bicycles (hc18velo)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Bicycles (hc18velo)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-9

Valid cases: 21771
Invalid: 2

Literal question

How many of the following goods do any members of your household own: A Bicycle?

Motorcycles (hc18mob)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-5

Valid cases: 21771
Invalid: 2

Literal question

How many of the following goods do any members of your household own: A Motorcycle or Scooter?

Animal Carts (hc18veh)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-2

Valid cases: 21768
Invalid: 5

Literal question

How many of the following goods do any members of your household own: An Animal-Drawn Cart?

Cattle (hc18boe)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-150

Valid cases: 21759
Invalid: 14
Minimum: 0
Maximum: 150

Literal question

How many of the following goods do any members of your household own: Cattle

Drinking Water (hc19)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Drinking Water (hc19)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-10

Valid cases: 21773
Invalid: 0

Literal question

What is the main source of drinking water for members of your household during the rainy season?

HH Water Seeker (hc20)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 21766
Invalid: 7

Literal question

Who usually goes to this source to fetch water for your household?

Residence Yrs (hc21ann)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-111

Valid cases: 20963
Invalid: 810
Minimum: 1
Maximum: 111

Literal question

How long have you been living continuously in (name of current place of residence): Years

Residence Permanent (hc21fre)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 95-96

Valid cases: 21773
Invalid: 0

Literal question

How long have you been living continuously in (name of current place of residence):

Age Girls End School (hc22)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Age Girls End School (hc22)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 21752
Invalid: 21

Literal question

At what age should girls stop attending school?

Age Boys End School (hc23)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 21752
Invalid: 21

Literal question

At what age should boys stop attending school?

Kids in Preschool (hc24)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21773
Invalid: 0

Literal question

Are there any children in this household who currently attend preschool?

HH Women in Mother Lit Training (hc25a)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21773
Invalid: 0

Literal question

Do any women in this household participate in literacy training of any kind?

HH Women in Any Lit Training (hc25b)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

HH Women in Any Lit Training (hc25b)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21773
Invalid: 0

Literal question

Do any women in this household participate in literacy training of any kind?

School Benefit for Girls (hc26)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21773
Invalid: 0

Literal question

Have you heard anything recently about the schooling benefits for girls?

Interview Results (hc27)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 21772
Invalid: 1

Literal question

Result of HH interview:

Data Entry Clerk (hc29)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-12

Valid cases: 21773
Invalid: 0

Literal question

Data entry clerk

Child ID (hl1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Child ID (hl1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-17

Valid cases: 21773
Invalid: 0

Literal question

Line No.

Child Relate to HH (hl3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 21719
Invalid: 54

Literal question

What is the relationship of (name) to the head of the household?

Child Gender (hl4)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 21759
Invalid: 14

Literal question

Is (name) male or female?

Child Age (hl5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 5-12

Valid cases: 21747
Invalid: 26

Literal question

How old is (name)? How old was (name) on his/her last birthday?

Ed Level (hl7niv)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Ed Level (hl7niv)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-8

Valid cases: 21756
Invalid: 17

Literal question

What is the highest level of school (name) attended?

Ed Year (hl7cla)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 21685
Invalid: 88

Literal question

What is the highest grade (name) completed at this level?

Currently Attends School (hl8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21760
Invalid: 13

Literal question

During the (2007-2008) school year, has (name) attended school or preschool at any time?

Why Not School (hl9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 13204
Invalid: 8569

Literal question

Why is (name) not enrolled in school?

Current Ed Level (ed2niv)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Current Ed Level (ed2niv)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-8

Valid cases: 8476
Invalid: 13297

Literal question

During the current school year, which level and grade is (name) attending? (Level)

Current Ed Year (ed2cla)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 8484
Invalid: 13289

Literal question

During the current school year, which level and grade is (name) attending? (Grade)

Textbook Usage (ed3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8446
Invalid: 13327

Literal question

Does (name) have access to a complete set of textbooks for his or her use?

Obtain Textbooks (ed4)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-8

Valid cases: 7648
Invalid: 14125

Literal question

How did (name) obtain the textbooks that he/she has?

Private or Public (ed5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Private or Public (ed5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 8442
Invalid: 13331

Literal question

Is the school that (name) attends public or private?

School Name (ed6eco)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-489

Valid cases: 8459
Invalid: 13314
Minimum: 1
Maximum: 489

Literal question

What is the name of the school that (name) is currently attending and in which village is it located? (School name)

School Village (ed6vil)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-488

Valid cases: 8459
Invalid: 13314
Minimum: 1
Maximum: 488

Literal question

What is the name of the school that (name) is currently attending and in which village is it located? (Village)

School Distance in Kilometers (ed7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 19
Decimals: 0
Range: 0.00999999977648258-13

Valid cases: 8399
Invalid: 13374
Minimum: 0
Maximum: 13

Literal question

How far away from your home is the school (name) has been attending during the current school year?

School Travel Time One Way in Minutes (ed8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

School Travel Time One Way in Minutes (ed8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-115

Valid cases: 8396
Invalid: 13377
Minimum: 1
Maximum: 115

Literal question

How long does it take (name) to travel to his/her school?

School Attendance (ed9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8445
Invalid: 13328

Literal question

Did (name) attend school on the most recent day the school was open (day)?

Reason for Absence (ed10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 183
Invalid: 21590

Literal question

What was the principal reason for (name) missing school? Inquire if (name) did not go to school.

Days School Open Past Week (ed11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 8411
Invalid: 13362

Literal question

How many days has (name's) school been open in the past 7 days?

School Attendance Past Week (ed12)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

School Attendance Past Week (ed12)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 8388
Invalid: 13385

Literal question

How many days has (name) attended school in the past 7 days?

Principal Reason for Absence (ed13)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 178
Invalid: 21595

Literal question

What was the principal reason for (name) missing school in the past 7 days?

Age Started School (ed14)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-12

Valid cases: 8389
Invalid: 13384

Literal question

How old was (name) when he/she first entered primary school?

Feeding Program (ed15)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8424
Invalid: 13349

Literal question

Does (name) participate in any feeding program at his/her school?

Meal Type (ed16)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Meal Type (ed16)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 7285
Invalid: 14488

Literal question

What kind of meal does (name) receive at his/her school?

Meals Per Week (ed17)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 7283
Invalid: 14490

Literal question

How many times per week does (name) receive this meal?

Bisongo (ed18a)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8416
Invalid: 13357

Literal question

Does the school (name) attends offer a Bisongo?

Separate Gender Bathrooms (ed18b)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8416
Invalid: 13357

Literal question

Does the school (name) attends offer separate bathrooms for boys and girls?

Canteen (ed18c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Canteen (ed18c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8424
Invalid: 13349

Literal question

Does the school (name) attends offer school canteen?

Dry Rations for Girls (ed18d)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8418
Invalid: 13355

Literal question

Does the school (name) attends offer dry rations for girls only?

Dry Rations for Girls and Boys (ed18e)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8415
Invalid: 13358

Literal question

Does the school (name) attends offer dry rations for girls and boys?

Textbooks (ed18f)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 8429
Invalid: 13344

Literal question

Does the school (name) attends offer textbooks?

First Reason for School (ed19)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

First Reason for School (ed19)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 8429
Invalid: 13344

Literal question

What is the most important reason to you for sending (name) to school?

Second Reason for School (ed20)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 8356
Invalid: 13417

Literal question

What is the second most important reason to you for sending (name) to school?

Work (cl3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21703
Invalid: 70

Literal question

During the past week, did (name) do any kind of work for someone who is not a member of this household? For pay in cash or kind?

Hours Worked (cl4)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-21

Valid cases: 1359
Invalid: 20414
Minimum: 0
Maximum: 21

Literal question

Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?

Work Past Year (cl5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Work Past Year (cl5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21701
Invalid: 72

Literal question

At any time during the past year, did (name) do any kind of work for someone who is not a member of this household? For pay in cash or kind?

Collect Firewood (cl6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21683
Invalid: 90

Literal question

During the past week, did (name) help with collecting firewood?

Cleaning (cl7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21693
Invalid: 80

Literal question

During the past week, did (name) help with cleaning?

Fetch Water (cl8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21697
Invalid: 76

Literal question

During the past week did (name) help with fetching water?

Care for Siblings (cl9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Care for Siblings (cl9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21700
Invalid: 73

Literal question

During the past week, did (name) help with taking care of younger siblings?

Tend Animals (cl10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21702
Invalid: 71

Literal question

During the past week, did (name) help tend animals?

Farming (cl11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21704
Invalid: 69

Literal question

During the past week, did (name) help with farming?

Shopping (cl12)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21704
Invalid: 69

Literal question

During the past week, did (name) help with shopping?

Family Work (cl13)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Family Work (cl13)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21701
Invalid: 72

Literal question

During the past week, did (name) do any other family work (in a business or selling goods in the street)?

Identify #3 (ma2_3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21726
Invalid: 47

Literal question

Are you able to identify the following numbers? (3)

Identify #9 (ma2_9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21726
Invalid: 47

Literal question

Are you able to identify the following numbers? (9)

Count Dogs (ma3chi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21729
Invalid: 44

Literal question

Are you able to count the following items? (Four Dogs)

Count Fish (ma3poi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Count Fish (ma3poi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21726
Invalid: 47

Literal question

Are you able to count the following items? (Seven Fish)

Greater Number 7 8 (ma4_78)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21727
Invalid: 46

Literal question

Of the numbers below, are you able to identify the greater number? (7 and 8)

Greater Number 4 5 (ma4_45)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21727
Invalid: 46

Literal question

Of the numbers below, are you able to identify the greater number? (4 and 5)

Greater Number 9 2 (ma4_92)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21730
Invalid: 43

Literal question

Of the numbers below, are you able to identify the greater number? (9 and 2)

Add 4 2 (ma5_42)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Add 4 2 (ma5_42)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21731
Invalid: 42

Literal question

Are you able to complete the following addition? (4+2=)

Add 7 1 (ma5_71)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21731
Invalid: 42

Literal question

Are you able to complete the following addition? (7+1=)

Subtract 3 1 (ma6_31)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21731
Invalid: 42

Literal question

Are you able to complete the following subtraction? (3-1=)

Subtract 8 5 (ma6_85)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21731
Invalid: 42

Literal question

Are you able to complete the following subtraction? (8-5=)

Line (fa1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Line (fa1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-17

Valid cases: 21733
Invalid: 40

Literal question

Line Number

Identify C (fa2c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21734
Invalid: 39

Literal question

Are you able to identify the following letters? (C)

Identify T (fa2t)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21733
Invalid: 40

Literal question

Are you able to identify the following letters? (T)

Read Papa (fa3pap)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21734
Invalid: 39

Literal question

Are you able to read the following words? (Papa)

Read Velo (fa3v_l)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Read Velo (fa3v_l)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21734
Invalid: 39

Literal question

Are you able to read the following words? (Velo)

Read Ecole (fa4eco)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21732
Invalid: 41

Literal question

Are you able to read the following more difficult words? (Ecole)

Read Tomate (fa4tom)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21733
Invalid: 40

Literal question

Are you able to read the following more difficult words? (Tomate)

Pick Missing Word 1 (fa5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21733
Invalid: 40

Literal question

Are you able to identify the correct missing word?

Pick Missing Word 2 (fa6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Pick Missing Word 2 (fa6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21733
Invalid: 40

Literal question

Are you able to identify the correct missing word?

SCH Village ID (sch1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 2-292

Valid cases: 7675
Invalid: 14098
Minimum: 2
Maximum: 292

Literal question

Village ID

SCH ID (sch2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 6-454

Valid cases: 7675
Invalid: 14098
Minimum: 6
Maximum: 454

Literal question

School ID

SCH Date (sch5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 7645
Minimum: NaN
Maximum: NaN

Literal question

Day/Month/Year of Interview

SCH Province (sch6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

SCH Province (sch6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-10

Valid cases: 7675
Invalid: 14098

Literal question

Province

SCH Department (sch7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-59

Valid cases: 7675
Invalid: 14098
Minimum: 1
Maximum: 59

Literal question

Department

School (sch8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 6-454

Valid cases: 7675
Invalid: 14098
Minimum: 6
Maximum: 454

Literal question

Name of School

Position (sch10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 7675
Invalid: 14098

Literal question

Position of Respondent

SCH Interview Results (sch11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

SCH Interview Results (sch11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 7675
Invalid: 14098

Literal question

Result of School Interview

School Village (sc1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Is this school located in [village name]?

Public or Private (sc2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 7675
Invalid: 14098

Literal question

Is this a public school or a private school?

Year School Opened (sc3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1961-2007

Valid cases: 7653
Invalid: 14120
Minimum: 1961
Maximum: 2007

Literal question

In which year did this school first open?

Male Enrolled Students in CP1 (sc4_1gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Male Enrolled Students in CP1 (sc4_1gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-85

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 85

Literal question

How many male students are enrolled in each grade?

Female Enrolled Students in CP1 (sc4_1fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-92

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 92

Literal question

How many female students are enrolled in each grade?

Male Repeat Students in CP1 (sc4_1gr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-18

Valid cases: 7675
Invalid: 14098

Literal question

How many male students are repeaters?

Female Repeat Students in CP1 (sc4_1fr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-28

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 28

Literal question

How many female students are repeaters?

Female Enrolled Students in CP2 (sc4_2fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Female Enrolled Students in CP2 (sc4_2fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-63

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 63

Literal question

How many female students are enrolled in each grade?

Male Enrolled Students in CP2 (sc4_2gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-71

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 71

Literal question

How many male students are enrolled in each grade?

Male Repeat Students in CP2 (sc4_2gr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-36

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 36

Literal question

How many male students are repeaters?

Female Repeat Students in CP2 (sc4_2fr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-13

Valid cases: 7660
Invalid: 14113

Literal question

How many female students are repeaters?

Female Enrolled Students in CE1 (sc4_3fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Female Enrolled Students in CE1 (sc4_3fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-61

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 61

Literal question

How many female students are enrolled in each grade?

Male Enrolled Students in CE1 (sc4_3gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-67

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 67

Literal question

How many male students are enrolled in each grade?

Male Repeat Students in CE1 (sc4_3gr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-14

Valid cases: 7675
Invalid: 14098

Literal question

How many male students are repeaters?

Female Repeat Students in CE1 (sc4_3fr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-19

Valid cases: 7675
Invalid: 14098

Literal question

How many female students are repeaters?

Male Enrolled Students in CE2 (sc4_4gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Male Enrolled Students in CE2 (sc4_4gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-57

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 57

Literal question

How many male students are enrolled in each grade?

Female Enrolled Students in CE2 (sc4_4fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-51

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 51

Literal question

How many female students are enrolled in each grade?

Male Repeat Students in CE2 (sc4_4gr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-12

Valid cases: 7675
Invalid: 14098

Literal question

How many male students are repeaters?

Female Repeat Students in CE2 (sc4_4fr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-14

Valid cases: 7649
Invalid: 14124

Literal question

How many female students are repeaters?

Male Enrolled Students in CM1 (sc4_5gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Male Enrolled Students in CM1 (sc4_5gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-54

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 54

Literal question

How many male students are enrolled in each grade?

Female Enrolled Students in CM1 (sc4_5fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-42

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 42

Literal question

How many female students are enrolled in each grade?

Male Repeat Students in CM1 (sc4_5gr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-26

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 26

Literal question

How many male students are repeaters?

Female Repeat Students in CM1 (sc4_5fr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-13

Valid cases: 7675
Invalid: 14098

Literal question

How many female students are repeaters?

Male Enrolled Students in CM2 (sc4_6gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Male Enrolled Students in CM2 (sc4_6gi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-44

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 44

Literal question

How many male students are enrolled in each grade?

Female Enrolled Students in CM2 (sc4_6fi)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-37

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 37

Literal question

How many female students are enrolled in each grade?

Male Repeat Students in CM2 (sc4_6gr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-26

Valid cases: 7675
Invalid: 14098
Minimum: 0
Maximum: 26

Literal question

How many male students are repeaters?

Female Repeat Students in CM2 (sc4_6fr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-20

Valid cases: 7675
Invalid: 14098

Literal question

How many female students are repeaters?

SCH Weeks Open (sc5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

SCH Weeks Open (sc5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: character
Width: 2

Valid cases: 7675
Invalid: 0

Literal question

How many weeks was this school actually open during the last academic year?

Language Math (sc6_c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-10

Valid cases: 7675
Invalid: 14098

Literal question

What language is used for...(Mathematics Instruction)

Language Reading (sc6_l)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-10

Valid cases: 7675
Invalid: 14098

Literal question

What language is used for...(Reading Instruction)

Language General (sc6_g)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-10

Valid cases: 7675
Invalid: 14098

Literal question

What language is used for...(General Conversation)

All Students Admitted (sc7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

All Students Admitted (sc7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7605
Invalid: 14168

Literal question

During this school year, were all students who wanted to enroll in this school admitted?

Feeding Program (sc8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Does this school have a feeding program?

SCH Food Offering (sc9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 6486
Invalid: 15287

Literal question

What kind of meal or snack does the school offer?

SCH Type of Feeding Program (sc10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 6486
Invalid: 15287

Literal question

What type of feeding program is offered by the school?

Health Intervention (sc11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Health Intervention (sc11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 7675
Invalid: 14098

Literal question

Does the school provide any health interventions?

Student Textbooks (sc12)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Does each student have a complete set of textbooks for his or her use?

Current Teachers (sp1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are currently teaching in this school, including trainees?

Female Teachers (sp2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many of these teachers are female?

Female Teachers Merit Awards (sp3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

Female Teachers Merit Awards (sp3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

How many female teachers have received a merit-based award?

Teachers Post Secondary Degree (sp4)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-2

Valid cases: 7652
Invalid: 14121

Literal question

How many teachers have a post-secondary degree?

Titulaires Teachers (sp5_tit)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 7645
Invalid: 14128

Literal question

How many teachers are there in each category: (Number of Titulaires)

Substitute Teachers (sp5_sup)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are there in each category: (Number of Substitutes)

Trainee Teachers (sp5_adj)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are there in each category: (Number of Trainees)

Assistant Teachers (sp5_ia)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are there in each category: (Number of Assistant Teachers)

Certified Assistant Teachers (sp5_iac)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are there in each category: (Number of Certified Assistant Teachers)

Certifed Teachers (sp5_ic)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are there in each category: (Number of Certified Teachers)

Principal Teachers (sp5_ip)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers are there in each category: (Number of Principal Teachers)

Teachers Experience Under 5 Years (sp6_0_5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

Now, I would like some information on the teaching experience of these teachers. How many of these teachers have...(Less than 5 years)

Teachers Experience 5 to 10 Years (sp6_5_10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

Now, I would like some information on the teaching experience of these teachers. How many of these teachers have...(5 Years but less than 10 Years)

Teachers Experience 10 or More (sp6_10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

Now, I would like some information on the teaching experience of these teachers. How many of these teachers have...(10 or more Years)

Teacher Absence (sp7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 7675
Invalid: 14098

Literal question

How often is a typical teacher absent?

Teacher Training Gender Equality (sp8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many teachers have received training on treating boys and girls equally in the classroom?

Classrooms (ss1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Classrooms (ss1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many classrooms does this school have?

Usable Classrooms (ss2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 7675
Invalid: 0

Literal question

How many classrooms are usable?

Usable Classrooms with Blackboards (ss3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 7611
Invalid: 14162

Literal question

How many of these usable classrooms have a blackboard?

Usable Classrooms with Legible Blackboards (ss4)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 7372
Invalid: 14401

Literal question

How many of these usable classrooms have a blackboard that is legible to all students?

Usable Classrooms in the Rain (ss5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 2

Valid cases: 7675
Invalid: 0

Literal question

Usable Classrooms in the Rain (ss5)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

How many classrooms can be used when it rains?

Enough Desks and Chairs (ss6)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Are there enough desks and/or chairs for all students in this school?

Percentage Students No Desk or Chair (ss7)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-100

Valid cases: 4903
Invalid: 16870
Minimum: 0
Maximum: 100

Literal question

What percentage of students do not have desks or chairs?

Outdoors Classes (ss8)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Do any classes meet outside because of lack of classrooms?

Amount Outdoors Classes (ss9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-3

Valid cases: 3366
Invalid: 18407

Literal question

Amount Outdoors Classes (ss9)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

How many classes meet outside?

SCH Water Supply (ss10)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Does this school have a water supply?

SCH Toilets (ss11)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

Does this school have toilet facilities for students?

SCH Separate Gender Toilets (ss12)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 5869
Invalid: 15904

Literal question

Do girls and boys have separate toilet facilities?

SCH Preschool (ss13)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7675
Invalid: 14098

Literal question

SCH Preschool (ss13)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Does this school operate a preschool (Bisongos)?

SCH Floor Material (ss14)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-96

Valid cases: 7675
Invalid: 14098

Literal question

Main material of the school floor.

SCH Roof Material (ss15)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-96

Valid cases: 7643
Invalid: 14130

Literal question

Main material of the school roof.

SCH Wall Material (ss16)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-96

Valid cases: 7643
Invalid: 14130

Literal question

Main material of the walls.

Date of Visit (dateec)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 7316
Invalid: 0

Literal question

Date of Visit

Days School was Open in October (ouvoct)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-23

Valid cases: 7174
Invalid: 14599
Minimum: 0
Maximum: 23

Literal question

Number of days school was open in: October

Days School was Open in November (ouvnov)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-25

Valid cases: 7193
Invalid: 14580
Minimum: 0
Maximum: 25

Literal question

Number of days school was open in: November

Days School was Open in December (ouvd_c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-18

Valid cases: 7183
Invalid: 14590

Literal question

Number of days school was open in: December

Days School was Open in January (ouvjan)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 3-26

Valid cases: 7167
Invalid: 14606
Minimum: 3
Maximum: 26

Literal question

Number of days school was open in: January

Line Number (ligne)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Line Number (ligne)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-576

Valid cases: 7188
Invalid: 14585
Minimum: 1
Maximum: 576

Literal question

Line no.

Student Household Number (num_na)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 2-10029

Valid cases: 7316
Invalid: 14457
Minimum: 2
Maximum: 10029

Literal question

Student Household Number

Students in Household (nuelev)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-17

Valid cases: 7316
Invalid: 14457

Literal question

Number of Students in the Household

Sex (sexe)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 7308
Invalid: 14465

Literal question

Sex

Student Grade (claselev)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Student Grade (claselev)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 7301
Invalid: 0

Literal question

Student Grade

Student In School Today (presaj)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7316
Invalid: 14457

Literal question

Is student in school today?

Past 3 Days School Attendance (pr_s3jr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-3

Valid cases: 7316
Invalid: 14457

Literal question

Of the last three days the school was open, how many did the student attend?

Frequency of being Present in School (freqpre)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 7315
Invalid: 14458

Literal question

How often does the student usually attend school?

Days Absent Per Month in October (absoct)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Days Absent Per Month in October (absoct)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-22

Valid cases: 7263
Invalid: 14510
Minimum: 0
Maximum: 22

Literal question

Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.

Days Absent Per Month in November (absnov)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-26

Valid cases: 7315
Invalid: 14458
Minimum: 0
Maximum: 26

Literal question

Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.

Days Absent Per Month in December (absd_c)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-22

Valid cases: 7315
Invalid: 14458
Minimum: 0
Maximum: 22

Literal question

Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.

Days Absent Per Month in January (absjan)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-23

Valid cases: 7315
Invalid: 14458
Minimum: 0
Maximum: 23

Literal question

Number of days the student was absent, per month, since the start of the 2007-2008 school year. Write zero if the student wasn't absent during the month considered.

Student At School 7 Days Ago (pr_s7jr)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 7316
Invalid: 14457

Literal question

Was the student present at school on this day 7 days ago (if the school wasn't open on that day, ask about the past 6 or 8 days)?

Merge with wave 1 school data (merge_schools_w1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21773
Invalid: 0

Merge with wave 2 school data (merge_schools_w2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 21773
Invalid: 0

Indicator variable for observations at level of single child (child_level)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-1

Valid cases: 21773
Invalid: 0

Indicator variable for observations at level of single household (household_level)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Indicator variable for observations at level of single household (household_level)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Indicator variable for observations at level of single village (village_level)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Indicator Variable for observations at level of Wave 1 School Data (school_levelw1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Indicator Variable for observations at level of Wave 2 School Data (school_levelw2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Indicator variable for observations at level of single school (school_level)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Indicator variable for observations at level of single school (school_level)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Region from Application Data (region)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 17

Valid cases: 21773
Invalid: 0

Province from Application Data (province)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 21773
Invalid: 0

Department from Application Data (department)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: character
Width: 16

Valid cases: 21773
Invalid: 0

Village Received School (selected)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Village Should Have Received School (proj_selected)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Village Should Have Received School (proj_selected)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Normalized Poverty Score (rel_score)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: -924-3741

Valid cases: 21773
Invalid: 0
Minimum: -924
Maximum: 3741

Children attending school in the village in 2005/06 (hadschool_1)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Children attending school in the village in 2005/06 and matched (hadschool_2)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

Children attending school in the village in 2005/06, matched, and have type (hadschool_3)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 21773
Invalid: 0

School Type (hadschool_type)
File: FINAL Burkina Faso BRIGHT Evaluation Data Set

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 7803
Invalid: 13970

Related Materials

Questionnaires

Survey questionnaire (English version)

Title	Survey questionnaire (English version)
Country	Burkina Faso
Language	English
Filename	Doc/Questionnaires/BFA_BRIGHT_Quest_ENG.pdf

Survey questionnaire (French version)

Title	Survey questionnaire (French version)
Country	Burkina Faso
Language	French
Filename	Doc/Questionnaires/BFA_BRIGHT_Quest_FR.pdf

Reports

Final Evaluation Report

Title	Final Evaluation Report
Author(s)	Mathematica
Country	Burkina Faso
Language	English
Filename	Doc/Reports/burkina_bright.pdf

Working paper: The Effects of Girl-Friendly Schools: Evidence from the BRIGHT School Construction Program in Burkina Faso

Title	Working paper: The Effects of Girl-Friendly Schools: Evidence from the BRIGHT School Construction Program in Burkina Faso
Author(s)	Kazianga, Harounan, Dan Levy, Leigh L. Linden, and Matt Sloan
Country	Burkina Faso
Language	English
Filename	Doc/Reports/app.5.3.pdf

Technical documents

Burkina Faso Girls' Education Survey - Data Guide

Title	Burkina Faso Girls' Education Survey - Data Guide
Date	2010-01-01
Country	Burkina Faso
Language	English
Filename	Doc/Technical/BF BRIGHT Data Guide.pdf

Burkina Faso's BRIGHT School Evaluation: Household and School Survey Codebook

Title	Burkina Faso's BRIGHT School Evaluation: Household and School Survey Codebook
Author(s)	Marissa Strassberger, Kristen Velyvis, Matt Sloan, and Dan Levy
Date	2009-08-05
Country	Burkina Faso
Language	English
Filename	Doc/Technical/FINAL Burkina Faso BRIGHT Evaluation Data Codebook.pdf

Burkina Faso’s BRIGHT School Evaluation: Household and School Survey User’s Manual - Final Report

Title	Burkina Faso’s BRIGHT School Evaluation: Household and School Survey User’s Manual - Final Report
Author(s)	Matt Sloan, Kristen Velyvis and Dan Levy (Mathematica Policy Research, Inc.)
Date	2009-08-05
Country	Burkina Faso
Language	English
Filename	Doc/Technical/FINAL Burkina FASO BRIGHT Evaluation Data Users Manual.pdf

Burkina Faso Revised Data Delivery

Title	Burkina Faso Revised Data Delivery
Author(s)	Matt Sloan
Date	2009-05-08
Country	Burkina Faso
Language	English
Filename	Doc/Technical/FINAL Data Delivery Revisions.pdf