

# Curriculum Reform, Teacher Training, and Entrepreneurship Education in Rwanda Pre-Analysis Plan

Moussa P. Blimpo and Todd Pugatch

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## 1 Introduction

This analysis plan describes ex ante the set of analysis to be conducted when the endline become available. This version updates the initial pre-analysis plan completed in July 2016.<sup>1</sup> The update reflects the content and question numbering of the endline survey, but otherwise remains true to the initial plan. Edits new to this version appear in underlined text. The plan is mainly based on the theory of change and thus can be considered as the benchmark against which to judge the final analysis and findings.

The plan is organized as follows: Section 2 provides the general description of the study, including its motivation, data sources, sample selection, partners, funding, etc; Section 3 describes the theory of change and the hypotheses to be tested; Section 4 operationalizes the hypotheses and presents the planned empirical analysis; Section 5 presents the power calculations underlying the study design and the planned balance tests. Survey instruments appear in the appendices.

## 2 Overview of the study

### 2.1 Motivation and project description

Youth account for 60% of Africa’s unemployed, with 72% of employed youth in Rwanda in family firms or self-employed (African Economic Outlook 2016). These outcomes suggest that schools are failing to develop the skills required to enter formal sector jobs or launch and grow small firms.

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<sup>1</sup>Because of the timing of the study, the baseline data were collected before this pre-analysis plan was finalized. However, the authors abstained from consulting the data before drafting this document.

In response, Rwanda is one of ten African countries to reform its secondary curriculum, including the required entrepreneurship course, by incorporating interactive pedagogy and focusing on labor market skills. Curriculum reforms will only improve student outcomes if teachers deliver them effectively, but policymakers lack evidence on effective implementation. This study will examine in-service teacher training, an approach that has shown promise to improve teaching of traditional curricula (Angrist and Lavy 2001, Glewwe, Hanushek, Humpage and Ravina 2011), and test whether it improves education service delivery and leads to improved student outcomes.

The study began in 2016, the year that Rwanda revised its secondary school curriculum and overhauled the entrepreneurship course. A subset of schools were randomly selected to receive two years of in-service teacher training on the curriculum. A control group received the curriculum without the in-service training, but instead were provided with a standard orientation. The study will measure impact on student academic and life outcomes over three years.

To date, the only experiment of school-based entrepreneurship training in sub-Saharan Africa we know of is being run in Uganda by Educate!, the international NGO partnering with Rwanda's Ministry of Education on this project. Preliminary results of this RCT showed increases in business creation and income among participants (Educate! 2014). Results of the present study will contribute to knowledge on promoting labor market skills among secondary school students through teacher training in line with competency-based curriculum reform. Outcomes will have direct relevance for potential scale-up because entrepreneurship is a required subject and government will implement the intervention. The results will inform government efforts to implement competency-based curriculum reforms in secondary schools across Africa.

The study was funded by the Jameel Poverty Action Lab (J-PAL), [the Innovation Growth Lab \(IGL\)](#), and the [IZA/DFID Growth in Labor Markets in Low-Income Countries \(GLM-LIC\) Programme](#). The Rwanda office of Innovations for Poverty Action (IPA) administered the data collection.

## 2.2 Sample selection & interventions

The study population consists of schools from 11 districts in 3 provinces (Eastern, Western, and Northern). The intervention targets the cohort that entered S4 (grade 10) in 2016. The total number of schools eligible were 229. The criteria of eligibility is solely based on the presence of grade S4 in a school offering the entrepreneurship course. We randomly sampled 211 schools within province-district-school type strata, where school type refers to public/non-public. An equal number of schools were assigned to treatment and control within each province-district-school type cell. Cell sizes were determined by the cell's share of enrolled students in the overall sample.

**Intervention:** We randomly selected 106 schools to receive intensive in-service teacher training

on the curriculum over two years. The training includes 10 days of teacher workshops spread throughout each year of the two year intervention, and a one-day administration workshop each year for two years. The training intensity is intended to go beyond standard one-time initial teacher trainings, which have not been effective in altering pedagogy (Lewin and Stuart 2003). The intervention also provides teachers with additional support for curricular implementation, including scripted lesson plans (building on evidence from a similar program for primary teachers in Namibia (O’Sullivan 2003)), visits from trainers to assist with curricular components, and structured peer observations of teaching.

**Control group:** The remaining 105 schools were randomly assigned to the control group. Control schools will participate in the new entrepreneurship curriculum without intensive training. A subset (about 15%) of teachers in control schools will participate in a 5-day general orientation on changes in the broader curriculum,<sup>2</sup> but will not receive training in entrepreneurship content, scripted learning activities or the Skills Lab and Student Business Club pedagogy.

Four schools refused to participate in the study, leaving 103 treatment and 104 control schools. Additionally, a miscommunication between the research team and project implementers led to one control school receiving the intervention, while two treatment schools did not receive the intervention. We will use initial random assignment in all analyses, so that all estimates should be interpreted as the intention to treat (ITT), though these discrepancies affect only 3 of 207 schools.

**Implementation:** The Rwandan Education Board, the implementation arm of the Ministry of Education, will administer the intervention, in conjunction with Educate!, an international NGO. Educate! will train a set of master trainers in each district in the study, who in turn will train entrepreneurship teachers from each treated school.

## 2.3 Data sources

The main sources of data are the following:

- **Baseline data:** This data will be used for balance checks, improving precision of treatment effect estimates, selected heterogeneity analysis, and the production of a descriptive baseline report.
- **Endline data:** This data will primarily serve the purpose of measuring the outcomes of interest and will be used to assess the overall impacts of the program.

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<sup>2</sup>The Rwanda Education Board will lead a five-day general orientation for 4 teachers at every school. One of these teachers will represent the humanities department, which hosts the entrepreneurship curriculum. A typical school has 5 humanities teachers, including 1 entrepreneurship teacher. Given that of the entrepreneurship is newer subject in the schools, we estimate teachers have less than a 1 in 5 chance of being selected for this training.

- **Monitoring data:** Two midline monitoring surveys were conducted between baseline and endline. However, these surveys covered subsamples of 82 and 80 schools, respectively. Because the monitoring data may be underpowered to detect differences between treatment and control, we omit it from this analysis plan.
- **Administrative data:** We have not gained access to administrative data at this point. However, if we do obtain this data, we will use it for mainly two purposes: i) pre-intervention data will be used to construct their baseline counterpart for heterogeneity analysis and group comparisons, as with the baseline data; and ii) post-intervention outcome data, such as students test scores, will be used to construct the endline counterpart of the outcomes of interest for impact assessment.

The questionnaires for the baseline and endline data may be found attached in the appendices.

## 2.4 Timeline

The initial pre-analysis plan was written in July 2016, after baseline data collection but before the data were digitized or analyzed. The plan was submitted to the AEA Trial Registry in January 2017, to reflect a single added footnote (which appears as footnote [x] in this document. This updated analysis plan was written in June 2018, as the endline survey was in the field.

## 3 Hypotheses

### 3.1 Intervention and Theory of Change

This study will test the impact of intensive teacher training for the reformed entrepreneurship curriculum on A-level students in Rwanda. All Rwandan secondary students are required to enroll in the entrepreneurship course. The revised curriculum will promote student-centered pedagogy in its revised version in three distinct ways: 1) active, hands-on Scripted Learning Activities, which correspond to learning objectives, 2) Skills Lab Pedagogy that directs teachers to structure class time in a laboratory format, and 3) Student Business Clubs where students work in teams to start and run school-based businesses.

Entrepreneurship teachers in treated schools will receive additional support to implement this revised curriculum. This support includes:

1. Intensive training: 10 days of teacher workshops spread throughout each year of the two year intervention, and a one-day administration workshop each year for two years

2. Visits from trainers throughout the school year to assist with implementation of Skills Labs, Skills Day student workshops, and guidance of student Business Clubs
3. Support for structured peer observations of teaching among treatment group teachers

The study will measure both educational and life outcomes for students over a period of three years. Figure 1 outlines the theory of change.

Figure 1: Theory of Change

Research Question	Group	Program Components	Outputs	Initial Outcomes	Final Outcomes
What is the effect of continuous teacher training in support of competency-based curriculum reform on: <ol style="list-style-type: none"> <li>1. teacher pedagogy</li> <li>2. student academic outcomes</li> <li>3. student economic outcomes</li> </ol>	Rwanda Competency-Based Curriculum (Treatment & Control groups)	Learning Activities	Student skills	<u>Pedagogy:</u> <ol style="list-style-type: none"> <li>1. Group-based learning</li> <li>2. Student portfolios</li> <li>3. Student presentations</li> </ol> <u>Student Learning:</u> <ol style="list-style-type: none"> <li>4. Secondary school completion</li> <li>5. Academic performance</li> <li>6. University enrollment</li> <li>7. Non-cognitive skills</li> </ol>	<u>Student Economic Outcomes:</u> <ol style="list-style-type: none"> <li>1. Labor market and entrepreneurship skills</li> <li>2. Employment</li> <li>3. Income</li> <li>4. Business and job creation</li> </ol>
		Business Clubs	Business Club formation, product development, marketing, sales		
		Skills Lab	Student portfolios		
	Continuous training and support (Treatment group only)	Continuous Teacher Training	Curricular implementation and pedagogical change		
		Exchange Visits	Peer teaching observations		
		Outreach and support	Skills Day workshops, Business Club formation and success, competitions with other clubs		

### 3.2 Outcomes

When referring to particular variables, we reference the student, teacher, and head teacher questionnaires as SQ, TQ, and HQ, respectively. TO refers to the teacher classroom observation. A “B” suffix refers to baseline and “E” to endline. For example, variable BSQ405 refers to baseline student questionnaire item 405.

We make several hypotheses consistent with our theory of change about the effect of the intervention on students and teachers. Because each hypothesis is related to several outcomes, we list the specific outcomes we plan to test under each hypothesis. For each outcome listed, we plan to test the null that the intervention had no effect. Items marked with “†” will be aggregated into an index, with individual components analyzed only if the index is significantly affected by treatment. We will also test for heterogeneity in treatment effects as described below. When baseline variables are referenced in this list, they refer to the baseline outcome that will be used as a control variable in some specifications (see Section 4.1). Accordingly, we place these baseline variables in brackets.

### Student outcomes

We expect the intervention to affect the following student outcomes: employment, income, and business creation. We specify the main indicator for each outcome below. If the treatment coefficient for a particular outcome is statistically significant, we will also analyze whether treatment altered the related outcomes listed in bullet points:

1. employment (ESQ401 [binary] [BSQ500])
  - source and frequency of earnings (ESQ401 [categorical], ESQ415 [BSQ501-502])
2. income (ESQ401a [BSQ503])<sup>3</sup>
3. business creation (ESQ401 [binary] [BSQ600])
  - business characteristics and earnings (ESQ402-403, ESQ406-407, ESQ409-410 [BSQ601-603, BSQ607-608])

Improvements in these student outcomes are expected to operate through a combination of three key intermediate outcomes:

1. The intervention is expected to improve student cognitive skills.
  - standardized test scores (administrative data, if available)
  - grades (ESQ504-505 [if S4 or S5 score]; administrative data, if available)
  - secondary school completion (administrative data, if available)<sup>4</sup>

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<sup>3</sup>We will check robustness to an alternative measurement, the sum of profits and earnings from ESQ409-410/415-416/420-421.

<sup>4</sup>At the time of writing, we are seeking funds for a tracer survey of participants after they leave school. If this tracer survey takes place in time to use for this report, we will also use its data to measure this outcome.

- university enrollment (administrative data, if available)<sup>5</sup>
2. The intervention is expected to improve student non-cognitive skills.
    - aspirations (ESQ1000-1002 [BSQ1100-1102])
    - locus of control<sup>†</sup> (ESQ1200-1209 [BSQ1200-1209])
    - persistence/grit<sup>†</sup> (ESQ1300-1303 [BSQ1300-1303])
  3. The intervention is expected to improve student financial and entrepreneurship skills.
    - time preference<sup>6</sup> (ESQ801-803 [BSQ801-803])
    - savings (ESQ804-805 [BSQ804-805])
    - entrepreneurship knowledge (ESQ900-906 [BSQ1000-1005])

Because the endline survey is planned for shortly before secondary school completion, it is possible that these intermediate outcomes could be affected by treatment without corresponding changes in the final outcomes of employment, income, and business creation.<sup>7</sup> We will therefore analyze these intermediate outcomes regardless of results for the main outcomes.

#### Teacher outcomes

The intervention aims to upgrade the skills and alter the pedagogy of teachers. To test that these goals were met, we will test the following hypotheses. To do so, we will run regressions analogous to (1), with  $i$  now indexing the teacher and  $y$  representing a teacher outcome of interest.

1. The intervention will improve teacher adherence to the curriculum reform.
  - attendance at training and exchange visits (administrative data)
  - compliance with entrepreneurship curriculum (ETQ Skills Lab scheduled [BTQ314-315])
2. The intervention will improve teacher skills.
  - use of lesson plans and notes<sup>†</sup> (ETQ407-408 [BTQ224-225])
  - knowledge of entrepreneurship curriculum content<sup>†</sup> (ETQ413-416 [BTQ400-405])
3. The intervention will increase teacher motivation.

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<sup>5</sup>See previous footnote.

<sup>6</sup>We expect that the intervention will make students more patient.

<sup>7</sup>The endline survey was moved to before secondary school completion in order to meet funding restrictions and to maximize the number of baseline participants we could find.

- teacher attendance (EHQ211 [BHQ620])
4. The intervention will alter teacher pedagogy to be more student-centered.
- adherence to student-centered teaching style
    - time spent in active instruction<sup>†</sup> (ETO Stallings classroom observation [BTQ300-302])<sup>8</sup>
    - use of active instructional techniques<sup>†</sup> (ETO307-325)<sup>9</sup>
    - use of active instructional techniques (student reports)<sup>†</sup> (ESQ600-611)
  - ~~promotion of skills-based learning outcomes (BTQ309)~~<sup>10</sup>
5. The intervention will alter school administrators’ perceptions about the curriculum.
- adherence to student-centered teaching style (EHQ507-508 [BHQ614-615])<sup>11</sup>
  - promotion of skills-based learning outcomes<sup>†</sup> (EHQ502/505/506 [BHQ606/608/610])

## 4 Estimation methodology

### 4.1 Main effects - Intent to treat

The main results will come from the regression:

$$y_{isg} = \alpha + \beta T_{sg} + X_{0isg} + \gamma_g + \epsilon_{isg} \tag{1}$$

where  $i$  indexes students;  $s$  indexes schools; and  $g$  indexes strata. The strata are province-district-school type cells, where school types are public and non-public. In this equation,  $y$  is a student or teacher outcome as previously described;  $T$  is set to one if the school was assigned to treatment and zero otherwise;  $X$  is a vector of baseline student characteristics;<sup>12</sup>  $\gamma$  is a stratum fixed effect; and

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<sup>8</sup>This item was changed to use direct observational measures of teaching, which were not included at baseline. Active instruction includes Q&A/discussion, student presentation, and project/interactive activity. The baseline outcome will use indicators for whether the teacher considers at least 2 interactive pedagogical tools as among 3 most comfortable forms of teaching (question and answer; group work; games; activities outside classroom; experiment; portfolio). We will then aggregate these into an index.

<sup>9</sup>This item was changed to use direct observational measures of teaching, which were not included at baseline. Active instructional techniques include group discussion, research, case study, role play, debate, finance/practice activity.

<sup>10</sup>This item was deleted because it relied on a stated preference question of dubious value.

<sup>11</sup>See note on measurement of teacher pedagogy for details.

<sup>12</sup>The characteristics are female, an indicator for employment during the school holiday, and the grit index. These variables are added as controls to the equation because of imbalance between treatment and control schools at baseline.

$\epsilon$  is an error term. Because randomization occurred within strata, the strata fixed effects ensure that treatment assignment  $T$  is unrelated to the error term. The coefficient of interest is  $\beta$ , which measures the intent to treat (ITT), or the effect of the offer of teacher training  $T$  on the mean outcome. We will cluster standard errors by school to account for correlated outcomes among students within a school.

When baseline outcome data are available for a particular outcome, we will estimate (1) with and without the baseline outcome. Inclusion of baseline outcomes should leave the treatment coefficient relatively unchanged but improve precision.

We consider issues of treatment effect heterogeneity, compliance, attrition, and adjustments for multiple outcomes in subsequent sections.

## 4.2 Main effects - Treatment effects on the treated

Depending on the policy objectives, policy makers may be interested in the impact of the program where it was properly and effectively implemented. In this case, we will use the randomization variable  $T$  as an instrumental variable for the intensity or effectiveness of the implementation. See the section on partial compliance below for additional details.

## 4.3 Treatment effect heterogeneity

The effect of the program may differ among students or teachers. Testing for such effects is important as it may point to key policy nuances. We will allow treatment effects to vary according to observable characteristics of a student or school by modifying (1) as:

$$y_{isg} = \alpha + \beta_1 T_{sg} + \beta_2 (T_{sg} \times X_{isg}) + \beta_3 X_{isg} + \gamma_g + \epsilon_{isg} \quad (2)$$

where  $X$  is some characteristic determined prior to the treatment. A non-zero value of  $\beta_2$  indicates that the effect of treatment differs according to  $X$ . When baseline outcome data are available for a particular outcome, we will estimate (2) with and without the baseline outcome, as with (1).

The characteristics  $X$  we plan to test are the following and we motivate them succinctly:

- gender (BSQ301): Gender disparities are important challenges in this context. Education policies in many countries have emphasized these disparities. It is therefore of interest to analyze this dimension.
- household socioeconomic status (SES): For certain outcomes like entrepreneurship, the SES of the family may matter for various mechanisms such as credit constraints.

- parents’ education (BSQ310)
- household assets<sup>†</sup> (BSQ303-308)
- parents’ occupation (BSQ309)
- teacher characteristics
  - gender (BTQ200): teacher’s gender may matter for the effect on students, both overall and according to the gender of the student.
  - experience (BTQ206)
  - qualifications and contract status (BTQ203, BTQ205, BTQ216, BHQ207-208): It is important to understand the teaching experience and qualifications of teachers. This may inform teacher staffing policies.

#### 4.4 Mechanisms

We seek to learn not only if the intervention was effective, but also why. Through what mechanisms did results occur? What aspects of the intervention were most or least influential? The mechanisms through which the teacher training intervention might affect student outcomes include the same take-up measures as above. These might also interact with school or student characteristics.

One way to explore mechanisms is through regressions analogous to (2), where  $X$  now measures some hypothesized channel through which the intervention succeeds. A non-zero value of  $\beta_2$  now represents a differential effect of the program according to values of  $X$ . For instance, if  $X$  measures teacher knowledge, then  $\beta_2 > 0$  indicates that students of teachers with higher levels of knowledge increased their outcomes more than other students in the program.

This approach is worthwhile but faces two major drawbacks. First,  $X$  is an intermediate outcome of the program, i.e., the program alters  $y$  through its effect on  $X$ . It is therefore not entirely clear how to interpret a program effect that holds  $X$  constant; Angrist and Pischke (2008) refer to this as the problem of “bad control.” Second,  $X$  is not randomly assigned among teachers. If  $X$  is correlated with unobserved teacher attributes that also affect the outcome (such as motivation), then  $\beta_2$  will be a biased estimate of  $X$ ’s role as a treatment effect mechanism. These caveats should be kept in mind when interpreting results.<sup>13</sup>

Given the centrality of teacher behavior to the mechanisms underlying our theory of change, we plan to run variants of (2) using each teacher outcome listed in Section 3.2 as an  $X$  variable, with the main effect of  $X$  also included as an explanatory variable.

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<sup>13</sup>An alternate approach would be to instrument for  $X$  using program assignment  $D$ . Other than teacher attendance at the training (the broadest measure of take-up), however, the intervention likely operates through many channels, rather than a single mechanism  $X$ , violating the exclusion restriction.

## 4.5 Threats

### 4.5.1 Partial Compliance

Partial compliance with the experiment could come in three forms:

1. Teacher noncompliance. Teachers could fail to participate in the training program.
2. Teacher contamination. Teachers could switch from treatment to control group, or vice versa, by transferring schools after learning of their group assignment.
3. Student contamination. Students could switch from treatment to control group, or vice versa, by transferring schools after learning of their group assignment.

Teacher noncompliance will be monitored via attendance records taken at training. If noncompliance is prevalent, we will supplement estimates of the intent to treat in (1) with an instrumental variables strategy:

$$D_{isg} = \mu + \theta T_{sg} + \gamma_g + \nu_{isg} \quad (3)$$

$$y_{isg} = \alpha + \beta D_{isg} + \gamma_g + \epsilon_{isg} \quad (4)$$

in which  $D$  is an indicator for whether student  $i$ 's teacher attended training and  $T$  is an indicator for assignment to the treatment group. Equation (3) is the first stage equation for treatment take-up, while (4) is the second stage, in which  $T$  instruments for  $D$ . The parameter  $\beta$  measures the local average treatment effect (LATE), or the effect of the program for students whose teachers complied with their experimental assignment. Baseline outcome data will be included where available.<sup>14,15</sup>

Teacher and student contamination will be measured via personnel and enrollment records, when available, to check for transfers among schools. We will also check whether students are exposed to similar entrepreneurship programs outside of school. All analysis will use the student and teacher's initial school assignment, regardless of their eventual school, to avoid bias based on transfers following treatment assignment.

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<sup>14</sup>To interpret the instrumental variables estimate as the LATE, the instrument must satisfy two assumptions. First, the instrument must predict take-up, which can be checked empirically through hypothesis tests on  $\theta$  in (3). Second, there must be no defiers in the population, which in this case would be a teacher who would refuse training if offered but receive it if denied. The presence of such teachers seems unlikely.

<sup>15</sup>If schools assigned to the control group have zero probability of receiving the treatment, then the instrumental variables estimate can also be interpreted as the average treatment effect on the treated, or ATT (Duflo, Glennerster and Kremer 2007).

### 4.5.2 Attrition

Attrition occurs if we are unable to collect post-treatment outcome data on students who appear in the baseline sample. We will minimize attrition by attempting to locate students who transfer or drop out of school. Nonetheless, some attrition is likely.

To deal with attrition, we will first measure whether it varies by treatment status:

$$A_{isg} = \alpha + \beta T_{sg} + \gamma_g + \epsilon_{isg} \quad (5)$$

where  $A$  is an indicator for being absent in the endline and  $T$  is initial treatment assignment. If  $\beta$  is non-zero, then treatment assignment predicts attrition, raising concern that endline treatment and control samples are no longer comparable.

Even if treatment assignment does not predict the level of attrition, the intervention may still have altered the composition of the sample. We will check whether attrition correlates with observable characteristics by checking for balance in baseline student data between students who remained or left the post-treatment sample.

Finally, we will adjust our estimates for attrition bias by constructing Lee (2009) bounds. These bounds assume rank preservation, meaning that if a student's potential outcome is above a certain quantile in the control group distribution, then it would also be above that quantile in the treatment distribution.

## 4.6 Issues related to multiple outcomes

Because the treatment may affect many outcomes, we must adjust statistical inference for the possibility of spurious results. In some cases listed above, we aggregate related outcomes into an index, as in (Kling, Liebman and Katz 2007). We then analyze components of the index separately only if the treatment significantly affects the index, following the pre-analysis plan in the follow-up to Baird, McIntosh and Ozler (2011).

For other families of outcomes, we will adjust  $p$ -values following the procedure to control the false discovery rate (FDR) in ?, as described in Anderson (2008).<sup>16</sup> We will drop outcomes with limited variation, which we define as binary outcomes for which 90% or more of the sample has the same response.

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<sup>16</sup>The initial version of this document did not specify the specific approach used by Anderson (2008).

## 5 Power Analysis and Baseline Balance

### 5.1 Power Analysis

We have updated this section to reflect the observed intra-cluster correlation (ICC) of key outcomes in the baseline data.

Our power analysis calculates the probability that we can detect a treatment effect of various magnitudes given the sample size of the project. The vertical axis of the graph in Figure 2, panel (a) shows this probability. The size of the true effect, measured in standard deviations, varies along the horizontal axis. Each line of the graph makes a different assumption about the intra-cluster correlation (ICC) of the outcome, or the extent to which students within the same school (or cluster) have correlated outcomes.<sup>17</sup> Values used for these ICCs are drawn from an analysis of several key outcomes in the baseline data.

Consider the green dashed line in Figure 2(a), which assumes an ICC of 0.43, corresponding to the observed ICC from baseline data on student S3 exam scores. At this relatively high ICC, we would have only an 18% chance of detecting a true treatment effect of 0.1 standard deviations for a given outcome. As the true effect size increases, this probability climbs, rising to 56% for an effect size of 0.2 standard deviations (a commonly observed magnitude for education interventions), and 89% for an effect size of 0.3 standard deviations.

With lower ICCs, the probability of detecting an effect rises. For illustration, the graph also shows power calculations under ICCs of 0.25 and 0.09. These ICCs fall within the range observed for other outcomes, such as business ownership (ICC=0.17) and employment during the school holiday (ICC=0.09). The probability of detecting an effect is relatively high under these scenarios. For instance, the likelihood of detecting an effect of 0.2 standard deviations is 75% when the ICC is 0.25.

The horizontal red line in Figure 2(a) corresponds to 80% power, which is the standard benchmark used in statistical power analysis. At this level of power, our sample size is sufficient to detect effect sizes of 0.15, 0.21, and 0.26 standard deviations for ICCs of 0.09, 0.25, and 0.43, respectively. These effect sizes fall within the range of positive outcomes found in many studies of education interventions.

Figure 2, panel (b) repeats the power calculations for the case when the outcome is measured in proportions, such as the share of students owning a business or enrolling in university.<sup>18</sup> The

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<sup>17</sup>We make other necessary assumptions to carry out the calculations. We assume a test size of 5% and an outcome standard deviation of one, as would be the case for a normalized test score. These are standard assumptions in the literature. We also fix the sample size at 105 schools and 15 students per school, consistent with the research design.

<sup>18</sup>We assume a baseline proportion of 0.25, roughly in line with the share of students owning a business (0.22) or having a job last school holiday (0.27) in the baseline survey.

same general pattern emerges as in panel (a), with statistical power rising as the true effect size rises, and falling as the ICC rises. For instance, the probability of detecting an increase of 0.1 (or 10 percentage points) in an outcome is 64%, 82%, and 98% when the ICC is 0.43, 0.25, and 0.09, respectively. This effect size of 10 percentage points is a plausible magnitude, as it corresponds to the difference in business ownership between treated and control students in Educate!s Uganda program (Educate! 2014).

As also shown in Figure 2(b), at 80% power our sample size is sufficient to detect effect sizes of 7, 10, and 12 percentage points for ICCs of 0.09, 0.25, and 0.43, respectively. As with outcomes measured in standard deviations, these effect sizes also fall within the range of positive outcomes found in many studies of education interventions.

## 5.2 Balance checks

To check for balance on observable characteristics between treatment and control schools, we will compare school-level means of the following variables from the baseline survey. For each variable, we will present unadjusted means and standard errors by treatment status in a table. To formally test for differences in these means, we will estimate equation (1), replacing the outcome with each baseline characteristic listed below. The  $t$  statistic and associated  $p$ -value on the treatment coefficient in these regression will be our test for equality of means.

We will also look for systematic balance by regressing the treatment indicator on multiple baseline variables:

$$T_{sg} = \alpha + \mathbf{X}_{isg}\beta + \gamma_g + \epsilon_{isg} \quad (6)$$

where  $\mathbf{X}$  is a vector of baseline characteristics and all other notation is as in (1). To test for balance, we will conduct an  $F$ -test to test for joint significance of the coefficient vector  $\beta$ . We will run separate versions of (6) in which  $\mathbf{X}$  consists of student, teacher, or school-level characteristics, as listed below. We will also estimate an omnibus version with all baseline characteristics listed.

The baseline variables to be included in these balance tests are:

### 1. Student characteristics

- gender (BSQ301)
- household assets (mean of all items in BSQ306a-BSQ306g)
- mother's education (BSQ310)
- repeating S4 (BSQ402)

- S3 exam aggregate score (BSQ404)
- employed during school holiday (BSQ700)
- understands interest (BSQ803)
- has savings (BSQ804)
- can calculate business profit (BSQ1002)
- wants to enroll in post-secondary schooling (BSQ1100)
- plans to start a business (BSQ1102)
- grit index (BSQ1300-BSQ1303)

## 2. Teacher characteristics

- gender (BTQ200)
- age (BTQ201)
- qualified (BTQ202)
- showed written entrepreneurship lesson plan (BTQ224)
- considers at least 2 interactive pedagogical tools as among 3 most comfortable forms of teaching (question and answer; group work; games; activities outside classroom; experiment; portfolio) (BTQ300)
- can calculate business profit (BTQ402)
- knows definition of business profit (BTQ405)
- holds another job (BTQ600)

## 3. School characteristics

- public (BHQ108)
- boarding (BHQ109)
- S4 enrollment, male (BHQ209)
- S4 enrollment, female (BHQ209)
- number of teachers, upper secondary (BHQ210)
- teacher absences, past 3 weeks (BHQ213)
- currently has electricity (BHQ216)
- Head Teacher knows definition of Skills Lab (BHQ611)

- considers at least 2 interactive pedagogical tools as among 3 most effective forms of teaching (question and answer; group work; games; activities outside classroom; experiment; portfolio) (BHQ614)

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## **A Baseline instruments**

### **A.1 Student survey, baseline**

# STUDENT QUESTIONNAIRE

Start Time of the Interview	HH : MM 24-hour clock: 2pm=14:00	/___/___/:/___/___/
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1. Identification of the School			
100	Province	1. East 2. North 3. West	/_____/
101	District	1. Bugesera    6. Gicumbi 2. Kayonza    7. Musanze 3. Ngoma        8. Nyabihu 4. Gatsibo     9. Ngororero 5. Rulindo     10. Karongi	/_____/
102	Sector		/_____/
103	Cell		/_____/
104	Village		/_____/
105	Name of the school		/_____/
106	Code of the School		/___/___/___/___/
107	Group	1. Group 1 (Treatment) 2. Group 2 (Control)	/_____/
108	Number of the questionnaire		/___/___/___/___/___/___/
109	Code of the enumerator		/_____/
110	Code of the survey supervisor/Team leader		/_____/
111	Code of data entry clerk		/_____/
112	Date	DD/MM/YYYY	/___/___/_____/

2. Student Identification			
200	Student's Name	First name Family name	/_____ /_____/
201	Can you please tell us about your permanent home?	Province	/_____/
		District	/_____/
		Sector	/_____/
		Cell	/_____/
		Village	/_____/
		-99. If Don't know	
		Location: 1. Urban 2. Rural	/___/
		Do you/ does your family rent or own the house? 1. Rent 2. Own 3. Built by Government/Donor	/___/
202	Are you a boarding or day student?	1. Boarding 2. Day	/_____/
203	How far is your home from the school? Answer in <i>either</i> kilometers or in	Km or Minutes	/_____/ Km
			/_____/ Minutes

	minutes.		
204	By which main means of transport do you travel to school? <i>Choose one</i>	1. Vehicle (car, bus) 2. Moto, bicycle 3. By foot 4. Staying inside the school (boarding)	/____/
205	Can you provide phone numbers that we may use to reach you in the future?  → Write -99 if don't know (but they have)  Write -77 if don't have	Personal number	/_____/ MTN /_____/ Tigo /_____/ Airtel
		Your mother/guardian Name:_____	/_____/ MTN /_____/ Tigo /_____/ Airtel
		Your father/guardian Name:_____	/_____/ MTN /_____/ Tigo /_____/ Airtel
		Any other contact (e.g. Brother, sister, uncle, best friend)? Name:_____	/_____/ MTN /_____/ Tigo /_____/ Airtel
206	Can you provide an email address we may use to reach you in the future? → Write -77 if don't have	1. Personal 2. Any other email address you use	/_____ /_____

3. Socioeconomic Background Characteristics			
300	Age		/___/___/
301	Gender	1. Male 2. Female	/_____/
302	Do you have parents?	1. Only Father 2. Only Mather 3. Mother and Father 4. No biological parents	/_____/
303	What main material is the floor in your main house?	1. Earth/mud 2. Wood/timber 3. Stone/brick 4. Cement/concrete/tiles 5. Clay -66. Other (specify)	/_____/

304	What main material is the roof of your main house?	1. Thatch 2. Wood 3. Iron sheets 4. Plastic sheetings 5. Cement/concrete/clay/tiles -66. Other (specify)	/_____/
305	Where does your household mainly get drinking water?	1. Tap (public or personal) 2. Borehole 3. Hand-pump 4. Protected well 5. Protected spring 6. Unprotected spring 7. River/stream/pond/rain/lake -66. Other (specify)	/_____/
306	Do you have any of the following assets in your house?	0. No 1. Yes	a. Radio /_____/ b. Television /_____/ c. Telephone /_____/ d. Refrigerator /_____/ e. Bicycle /_____/ f. Motorcycle /_____/ g. Private car /_____/
307	What is the main energy source for cooking in your household?	1. Wood 2. Charcoal 3. Gas (Biogas) 4. Electricity 5. Kerosene 6. Waste/debris/burning material -66. Other (specify)	/_____/
308	What is the main energy source for lighting in your household?	1. Electricity 2. Generator 3. Lantern 4. Gas Lantern 5. Fireplace 6. Candle 7. Traditional lamp 8. Solar power 9. Batteries (including torches) -66. Other (specify)	/_____/
309	What does your father/mother/guardian's main occupation?	1. Farming 2. Business 3. Petty trading 4. Casual labor 5. Skilled labor (carpenter, tailor, etc) 6. Professional/salaried (lawyer, doctor, accountant, teacher, etc.) -66. Other (specify)	Father/guardian /_____/ Mother/guardian /_____/
310	What is the highest level of education reached by the following people? (Mark years of schooling).	0. No education 1. Primary 2. Secondary 3. Technical 4. University -66. Other (specify) -99. Do not know -77 If don't have	Your father/guardian /_____/
			Your mother/guardian /_____/
			Your highest educated sibling/any person at home /_____/
311	Does any member of your home own a business? (Parents, brothers, sisters, grandparents, etc).	0. No → skip to Section 4 1. Yes	/_____/

312	If Yes, describe the largest business based on the highest number of employees. <i>-99 if Don't know</i>	Describe the <u>largest</u> business (highest number of employees): a. Owner of the business and relationship b. Number of paid employees including the owner c. Area of activity	a. /_____/ / /_____/Relationship b. /_____/ / c. /_____/ /
-----	---	--	---

#### 4. Academic Background & Performance

400	Current class/level, option and stream  <i>-77 If not applicable</i>	e.g: Class: S4  Option: HEG  Stream: A	/_____/ Class  /_____/ Option  /_____/ Stream
401	What is the name of the entrepreneurship teacher?	Names	/_____/
402	Are you repeating S4 or is this the first time you are in S4?	1. New to S4 2. Repeated once 3. Repeated twice or more	/_____/
403	How many times have you repeated a class/level ever since you started school? (Includes primary and secondary levels)	Number of times	/_____/
404	What was your aggregate mark on your Senior 3 National Exams	Aggregate mark	/_____/
405	What was your Mathematics mark, on your Senior 3 National Exam?  <i>-99 If don't remember</i>	Mark/grade in mathematics	/_____/

#### 5. Labor Market and Entrepreneurial Outcomes

500	Do you currently earn money? Excluding pocket money.	0. No 1. Yes  If No → Skip to Section 6	/_____/
501	From what sources?	1. Personal business 2. Employment 3. Both -66. Other source (specify)	/_____/
502	How often do you earn money?	1. Seasonal 2. Monthly 3. Daily 4. Unpredictable	/_____/
503	How much money did you personally earn from business and employment combined in the last 2 months?		/_____/ FRW

6. Business Creation			
600	Do you currently have your own business BACK HOME? <i>We mean a business that <b>YOU STARTED</b>, that earns money, and is located AT YOUR HOME where you live). If you're a boarding student, this means where you live during the school holidays). Don't write about projects you've participated in but didn't START.</i>	0. No 1. Yes  If Yes → Skip to question 601  If No → Skip to Section 7	/ _____ /
If you have <b>business back home</b> , answer the following questions (601-608) about <b><u>YOUR MOST PROFITABLE BUSINESS ONLY</u></b> .			
601	What type of business is your most profitable business?  <b>Choose one answer only.</b>	1. Farming/Livestock/Agriculture 2. Art, jewelry or crafts making/selling 3. Food making/food selling business 4. Shop that buys and resells products 5. Salon/hairdresser 6. A small shop 7. Charcoal, brick or tile makers 8. ICT/Computer buying/selling/repair shop 9. Skilled trade (construction, tailoring, carpentry) 10. Self-employment as a domestic worker/doing housework, providing cleaning and/or childcare services (for someone OTHER than your family) -66. Other (specify)	/ _____ /
602	How long have you had this business?	Write number of months, If less than 1 month, specify the number of days	/ ____ /Months / ____ / Days
603	Did you start this business/project as part of a club or a group?	1. Yes, the club / group is: _____  2. No, this is not a group project	/ _____ /
604	Who did you start this business with/who are your business partners?  <i>Choose all that apply</i>	1. My mother/father/guardian 2. My brother/sister/cousin 3. A club/group: _____ 4. A different family member 5. My friend(s) 6. My school/teacher 7. My church/temple/mosque 8. Other organization: _____ 9. No one -66. Someone else: _____	/ _____ / / _____ / / _____ / / _____ / / _____ /
605	What was your starting capital?	Amount FRW	/ _____ / FRW
606	How did you get the money or the asset (goat, land bees, etc) to start / run your business?  <i>Choose all that apply</i>	1. My mother/father/guardian 2. My brother/sister/cousin 3. A club: _____ 4. A different family member 5. My friend(s) 6. My school/teacher 7. My church/temple/mosque 8. Someone else: _____	/ _____ / / _____ / / _____ / / _____ /

		9. No one -66. Other organization, (specify): _____	/_____/
607	Did you earn money from your business?  If no → Skip to Section 7	0. No 1. Yes	/_____/
608	How much money did you earn from your business over the last two months?	FRW	/_____/ FRW
609	Do you intend to continue or change your business in the future?	1. I will continue my business 2. I will change my business and start a new one	/_____/

### 7. Employment

700	When you were on holiday, were you <b>PAID</b> to work at <b>someone else's</b> business?  If Yes → Skip to question 702	0. No 1. Yes	/_____/
701	Were you actively seeking employment during the holiday?  → Skip to question 704	0. Yes, was seeking work at someone else's business 1. No, because I was running my own business 2. No, because I wanted to rest 3. No, because I wanted to prepare for the next school term 4. No, because it is difficult to get a job in Rwanda 5. No because I do not have the right skills/capabilities 6. No, because my parents/family would not like it 7. No, because jobs do not pay enough money 8. No, but I, was attempting to start my own business	/_____/
702	During the last holiday, how many days were you paid to work?  If you did not work → Skip to question 704	Number of days	/_____/ days
703	How much did you earn per day?		/_____/ FRW
704	Are you working part-time for pay during the school term?	0. No 1. Yes, different from my job during holidays 2. Yes, the same as my job during holidays	/_____/
705	Are you working without pay for a business that generates income for your family or outside of your family?	0. No 1. Yes, for my family's business 2. Yes, for an outside business	/_____/

706	When at home, which of the following activities do you do on a regular basis (at least three times per week)?  <b>Choose the top 3</b>	1. Cooking 2. Cleaning 3. Studying 4. Washing clothes 5. Caring for the other siblings 6. Getting water 7. Shopping for the family or household 8. Resting/playing 9. All of the above -66. Other (specify)_	/_____/
707	Do you regularly receive any pocket-money from family, friends or relatives?	0. No 1. Yes	/_____/

### 8. Entrepreneurship Skills and Personal Finance

800	Have you ever borrowed or attempted to borrow, money from a bank, a friend, family or anyone else in order to take advantage of an economic opportunity?	0. No 1. Yes	/_____/
801	Imagine this happened: suppose someone you fully trust offered you 5,000 FRW today. However, he tells you that you can wait one month and receive 10,000 FRW instead. Which would you prefer?	1. 5,000 FRW today 2. 10,000 one month from now	/_____/
802	What if your choice was between 5,000 FRW today or 20,000 FRW one month from now?	1. 5,000 FRW today 2. 20,000 FRW one month from now	/_____/
803	Suppose you had 10,000 FRW in a savings account and the interest rate was 2% per year. After five years, how much do you think you would have in the account if you left the money to grow?	1. More than 10,200 FRW 2. Exactly 10,200 FRW 3. Less than 10,200 FRW	/_____/
804	Do you have any money saved right now?  If no → Skip to Section 9	1. No, I have no savings 2. Yes, hidden in a box/drawer 3. Yes, another person holds it for me 4. Yes, in a group account at a bank 5. Yes, in an individual account at a bank 6. Yes, in a SACCO (Savings and Credit Co-op) 7. Yes, in a telecom company account (MTN mobile money, Tigo cash, Airtel mobile money, etc.) -66. Other (specify)	/_____/
805	How much have you saved?	1. Less than 5,000 FRW 2. 5,000 to 10,000 FRW 3. More than 10,000 FRW	/_____/

### 9. Youth Skill Development Scale

Do you have any of the following skills? Tell us how good you are at this skill by circling a number.

900	Craft making ( <i>jewelry, weaving, beads, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
901	Household product making ( <i>liquid soap, brooms, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
902	Services ( <i>cooking, cleaning, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
903	Agriculture ( <i>planting, intercropping, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
904	Job searching ( <i>CV writing, interviewing, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
905	Sales and marketing ( <i>market research, advertising, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
906	How to raise animals / domestic birds	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
907	Computer / tech skills ( <i>using a word processor, internet, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
908	Financial skills ( <i>bookkeeping, accounting, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /

909	Value addition ( <i>drying fruit, proper packaging, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
910	Management ( <i>recruiting staff, project plans, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
911	Vocational training ( <i>tailoring, carpentry, etc.</i> )	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /
912	How to start a business/business skills	1. Don't have skill 2. Poor 3. Fair 4. Middle 5. Good 6. Great	/ _____ /

### 10. Entrepreneurship Knowledge (Based on the curriculum)

Suppose you are starting a business. Answer the following questions based on what you would do as a business owner.

1000	How would you apply <b>marketing skills</b> to your business?  <i>Choose all that apply.</i>	1. Develop Product Brand 2. Advertise 3. Keeping Accounts 4. Conducting product quality assurance checks 5. Business registration 6. Open bidding process 7. Verbal promotion to potential customers 8. Division of labour	/ _____ / / _____ / / _____ / / _____ / / _____ /
1001	What should be included in your <b>business plan</b> ?  <i>Choose all that apply.</i>	1. Business name 2. Receipts from sales 3. Marketing Plan 4. Profit & Loss Statement 5. Audit	/ _____ / / _____ / / _____ / / _____ /
1002	Suppose you started selling paper bags at 800 FRW. It costs 600 FRW for the materials to make the bags. You sell 5 paper bags per day. How much profit would your business earn in <b>1 month (30 days)</b> ?		/ _____ / FRW
1003	In the above example from question 1002, how would you be able to increase this monthly profit?  <i>Choose all that apply.</i>	1. Sell more paper bags daily 2. Increase the price of the paper bags 3. Employ someone make the paper bags for you 4. Use cheaper materials to make the bags	/ _____ / / _____ / / _____ / / _____ /

1004	Which of the following is <b>NOT</b> considered an indicator of business growth? <i>Choose one.</i>	1. Increase in sales 2. Increase in profits 3. Increase in liquidity assets 4. Increase in liabilities 5. Increase in market share	/_____/
1005	How do you know a business is <b>not</b> profitable? <i>Choose all that apply.</i>	1. The cost of making a product is more than the selling price 2. The cost of making a product is less than the selling price 3. Selling less than 50% of your products 4. Selling more than 50% of your products	/_____/

**11. Aspirations**

1100	What is the highest level of schooling you plan to complete?	1. Level 10 (S4) 2. Level 11 (S5) 3. Level 12 (S6) 4. TVET 5. Diploma (A1) 6. University (A0) 7. Masters 8. Doctorate	
1101	After school, what occupation would you like to have in your life?	1. Farming 2. Business 3. Petty trading 4. Skilled labor (carpenter, tailor, etc) 5. Professional/salaried (lawyer, doctor, accountant, teacher, etc) -66. Other (specify)	/_____/
1102	Do you plan to start a business in the future?	1. No 2. Yes -99. Not sure/I don't know	/_____/

**12. About Your Life**

<p>Some things that happen to you happen because your decisions, or maybe what your parents do, or maybe what God does. Sometime things happen just by chance or accident.</p> <p>Sometimes control is mixed. Imagine you are riding a bicycle on a road. You can control if you are a safe person (you look around you; you avoid busy / dangerous roads) but you cannot control if other people on the road are safe drivers. Maybe you get hurt in a road accident while riding your bicycle but it is not your fault, it was a terrible taxi driver who knocked you down. You only have <b>a little control in this situation</b>. You controlled what you could by being a careful rider but you still might get hurt because you cannot control everything.</p> <p>For each of the following questions, <b>try to answer by reality, not by faith</b>. Answer with a number between 1 and 10. Give a high number (like a 9 or 10) if you think you have total control or a low number (like 1 or 2) if you think you have no control and it is someone else or chance that has the control. Give a number like 5 or 6 when you have some control but not complete control.</p> <p style="text-align: center;"><b>Circle ONE number for each question. How much control do you have over...</b></p>	
--	--

1200	Whether you go to university or not?	<b>1 2 3 4 5 6 7 8 9 10</b>	
1201	<b>Why do you feel that way?</b>	1. Because I might NOT get high enough points 2. Because I WILL get high enough points 3. Because I might NOT have the money 4. Because I WILL have the money 5. Because I don't want to attend 6. Because I will marry or start a family instead -66. Other reason: _____	/ _____ /
1202	How much housework you do at home?	<b>1 2 3 4 5 6 7 8 9 10</b>	
1203	<b>Why do you feel that way?</b>	1. Because my PARENTS decide this 2. Because my parents and I decide TOGETHER 3. Because I decide this ALONE -66. Other reason: _____	/ _____ /
1204	If you have many or very few children when you eventually get married	<b>1 2 3 4 5 6 7 8 9 10</b>	
1205	<b>Why do you feel that way?</b>	1. Because GOD will decide this 2. Because I WILL use family planning 3. Because my spouse will decide 4. Because my spouse and I will decide together -66. Other reason: _____	/ _____ /
1206	Whether you are elected head boy or girl?	<b>1 2 3 4 5 6 7 8 9 10</b>	
1207	<b>Why do you feel that way?</b>	1. Because someone else might be more popular or qualified for the position 2. Because I am popular; many people like me 3. Because I am good at mobilizing people 4. Because I am very qualified for this position -66. Other reason: _____	/ _____ /
1208	If you are safe when you walk out to the shop?	<b>1 2 3 4 5 6 7 8 9 10</b>	
1209	<b>Why do you feel that way?</b>	1. Because there are some dangerous people 2. Because I can protect myself -66. Other reason: _____	/ _____ /

### 13. Your Interests

1300	New ideas and projects sometimes distract me from older projects	1. Not true 2. Not so true 3. Somehow true 4. True 5. Very true	/ _____ /
1301	It is difficult for me to stay interested in a project that takes a long time to finish	1. Not true 2. Not so true 3. Somehow true 4. True 5. Very true	/ _____ /
1302	My interests / passions change from year to year	1. Not true 2. Not so true 3. Somehow true 4. True 5. Very true	/ _____ /
1303	I become interested in new projects every few months	1. Not true 2. Not so true 3. Somehow true 4. True 5. Very true	/ _____ /

**14. Your Ideas**

1400	You have saved 100,000 RFW and you can use it to start <b>ANY</b> project you want! What type of project do you want to start? What you sell?	<b>Describe here:</b>
1401	Imagine you lost your key to your dorm at school or your home. How will you get back into your room or home?	1 <sup>st</sup> idea: _____ _____ 2 <sup>nd</sup> idea: _____ _____
1402	<p>Someone started drawing 3 pictures but they did not finish them. Try finishing the drawings to see what you can create!</p> <p>For example:</p>  <p>Unfinished Drawing</p> 	<p>What is it?</p> <p><b>Now it is a chicken!</b></p>
1403	<p>Unfinished Drawing</p> 	<p>What is it?</p>
1404	<p>Unfinished Drawing</p>	<p>What is it?</p>

		
1405	Unfinished Drawing 	What is it?

End Time of the Interview	HH : MM 24-hour clock: 2pm=14:00	/__ / __ / : / __ / __ /
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**Thank You!**

## A.2 Teacher survey, baseline

# TEACHER SURVEY

Start Time of the Visit	HH: MM 24-hour clock: 2pm=14:00	/___/___/: /___/___/
-------------------------	------------------------------------	----------------------

1. School Identification			
100	Province	1. East 2. North 3. West	/_____/
101	District	1. Bugesera    6. Gicumbi 2. Kayonza    7. Musanze 3. Ngoma       8. Nyabihu 4. Gatsibo    9. Ngororero 5. Rulindo    10. Karongi	/_____/
102	Sector		/_____/
103	Cell		/_____/
104	Village		/_____/
105	District Location	1. Rural 2. Urban	/_____/
106	Name of the school		/_____/
107	Code of the School		/___/___/___/___/
108	Is this school public or private?	1. Public 2. Private 3. Part- public, part-private	/_____/
109	Teacher name	First name Family name	/_____/ /_____/
110	Would you mind sharing your phone number with us so that we may follow up with you if need more information?	0. No    1. Yes  <i>(If YES, record all numbers for MTN, Tigo, Airtel and others, if applicable).</i>	/_____/ MTN /_____/ Tigo /_____/ Airtel /_____/ Other
111	Group	1. Group 1 Treatment 2. Group 2 Control	/_____/
112	Number of the questionnaire		/___/___/___/___/___/
113	Code of the enumerator		/_____/
114	Code of the survey supervisor		/_____/
115	Code of data entry clerk		/_____/
116	Date of the Interview	DD/MM/YYYY	/___/___/_____/
117	Do you teach Entrepreneurship for S4?	0. No → (end of survey? Wrong teacher)  1. Yes	/_____/

118	Which stream(s) and options of S4 do you teach	Stream: A, B, C ..... Options: HEC, MPC...	Stream /_____/	Option /_____/	
119	Do you teach Entrepreneurship for S5?	0. No 1. Yes	/_____/		
120	Do you teach entrepreneurship for S6?	0. No 1. Yes	/_____/		
121	Do you teach other subjects in the school?	0. No → Skip to Section 2 1. Yes	/_____/		
122	Which other subjects do you teach and at which levels? (List all that apply)	1. Physics 2. Chemistry 3. Maths 4. Biology 5. Physics 6. Geography 7. Economics 8. History 9. English 10. French 11. Kinyarwanda 12. Kiswahili 13. Computer Science 14. Literature -66. Other, specify	S4 /-----/	S5 /-----/	S6 /-----/

Sections 2-6 should be completed via an interview with the teacher.

2. Teacher Experience and Training			
200	What is your gender?	1. Male 2. Female	/_____/
201	What is your age? -88 if refused to answer	Years	/_____/
202	What is your position at this school?	1. Head Teacher 2. Deputy Head Teacher 3. Teacher  <i>If answered 1 or 2, skip to question 204</i>  <i>If answered 3, specify type of teacher in the next question</i>	/_____/
203	What kind of teacher are you?  <i>Receiving training on pedagogy means a teacher did not study education but took a 6-month education training (such as Post graduate diploma in education)</i>	1. Qualified teacher (you studied Education) 2. Unqualified teacher (you did NOT study Education) but trained on pedagogy 3. Unqualified teacher (you did NOT study Education) but not trained on pedagogy 4. Internee	/_____/
204	Is this position a full time or part time?	1. Full time 2. Part time	/_____/

205	What is your contract status	1. One-year contract 2. Multi-year or indefinite contract -66. Other, specify -99. Don't know	/ _____ /
206	Which year did you begin formal teaching?	(XXXX)	/ ___ / ___ / ___ / ___ /
207	Which year did you begin teaching at this school?	(XXXX)	/ ___ / ___ / ___ / ___ /
208	Up to now, how many different public schools have you taught at?	If 0 → Skip to question 209	/ _____ /
209	What is the total number of years you have taught in public schools?		/ _____ / years
210	Up to now, how many different private schools have you taught at?	If 0 → Skip to question 211	/ _____ / years
211	What is the total number of years you have taught in private schools?		/ _____ / years
212	How many students are there in your S4 entrepreneurship class?	Both males and females	a. Males / ___ / ___ / b. Females / ___ / ___ /
213	How many students do you teach across all your classes? <i>Enter -99 if don't know and cannot make a reasonable estimate</i>		a. Males / ___ / ___ / b. Females / ___ / ___ /
214	Do you teach more than one class at the same time/period/together in the same classroom?	0. No 1. Yes	/ _____ /
215	What were the reasons for your appointment to this school?	1. Transfer with promotion 2. First Posting 3. Routine transfer 4. Personal Request for transfer 5. Political Inference/pressure 6. Punishment/discipline posting 7. Personally, I applied here	/ _____ /
216	What is the highest level of education you have completed?	<i>Mark one</i> 1. Completed Secondary Education 2. Received A1 Diploma 3. Received bachelors (A0 equivalent) 4. Masters/ Other postgraduate	/ _____ /
217	What education training did you receive to qualify as a teacher? <i>If answer = 1 or 2 → Continue to question 217. Otherwise, Skip to question 218</i>	<i>Mark one</i> 1. Completed 2-year training program including Teaching Practice 2. Completed 4-year program in University including Teaching Practice 3. Currently in a Teacher Training College 4. None → Skip to question 221 -66. Other, specify	/ _____ /

218	When did you complete the education training before you were employed as a teacher?	MM/YYYY	/____/_____/
219	When was the last time you attended an in-service teacher-training program?	MM/YYYY <i>Mark -77 if Never -99 don't know</i>	/____/_____/
220	Have you attended any trainings on competence based curriculum (the new curriculum beginning in 2016) specifically?	0. No 1. Yes.  If yes, How many trainings?	/____/  /____/ trainings
221	Have you attended any trainings on entrepreneurship specifically?	0. No 1. Yes. If yes, How many?	/____/  /____/ entrepreneurship trainings
222	Have you observed another teacher conduct a lesson in the last term?	0. No 1. Yes. If yes, How many?	/____/  /____/ number of teacher observations
223	Has another teacher observed you teach a lesson in the last term?	0. No 1. Yes If yes, How many?	/____/
224	Do you have a written entrepreneurship lesson plan? <i>If yes, ask to see it.</i>	0. No 1. Yes and did not show it 2. Yes, showed it	/_____/
225	Do you have written lesson notes for today's lesson? If you are not giving a lesson today, do you have written lesson notes for your most recent entrepreneurship lesson?" <i>If yes, ask to see them.</i>	0. No 1. Yes, and did not show it 2. Yes, showed it	/_____/
226	Does your school have a staff code of conduct? <i>If yes, ask for a <u>brief</u> description.</i>	0. No 1. Yes, did not describe it 2. Yes, described it	/_____/
227	When was the last staff meeting you were expected to attend?	DD/MM/YYYY If cannot remember day, write -99 in day field.	/ ____ / ____ / ____ /
228	Did you attend that meeting?	0. No 1. Yes	/____/
229	What was the main topic of the most recent staff meeting?	1. School Finance 2. Students attendance 3. Students performance 4. Students discipline 5. Teacher attendance / punctuality 6. General administrative issues -66. Other, specify	/_____/
230	How many lessons per week do the S4 students study entrepreneurship?	<i>Ask students if teacher is absent</i>	/____/_____/

231	How would you describe what the students learned as a result of today's or previous entrepreneurship lesson?	<i>Write a detailed response of the teacher's answer. If possible, write down the answer exactly word-for-word:</i>
-----	--	---

<b>3. Pedagogy</b>			
300	What are the three (3) teaching methods or pedagogies you are <b>most</b> comfortable using?	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games (e.g. energizers, competitions, cards, etc) 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/ _____/  / _____/  / _____/
301	What are the three (3) teaching methods or pedagogies you are <b>least</b> comfortable using?	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games (e.g. energizers, competitions, cards, etc) 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/ _____/  / _____/  / _____/
302	Which of these teaching methods did you use in the <b>last</b> entrepreneurship lesson you taught?  (Choose all that apply)	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games (e.g. energizers, competitions, cards, etc) 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/ _____/  / _____/  / _____/  / _____/
303	Do you currently coach any clubs at your school?	0. No → Skip to question 307 1. Yes Which one(s) _____ _____ _____	/ _____/

304	Do you have a student business or entrepreneurship club at your school?	0. No → Skip to question 307 1. Yes -99. Unsure → Skip to question 307	/_____/
305	Does this business club sell products?	0. No → Skip to question 307 1. Yes -99. Unsure → Skip to question 307	/_____/
306	Does this business club earn money or profits?	0. No 1. Yes -99. Unsure	/_____/
307	Which five (5) teaching methods do you think are most effective at preparing students to pass exams?	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/_____ /_____ /_____ /_____ /_____
308	Which five (5) teaching methods do you think are <b>least</b> effective at preparing students to pass exams?	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/_____ /_____ /_____ /_____ /_____
309	In your opinion, what is your main goal as a teacher? <i>(Enumerator, allow teacher to respond freely and codes response.)</i>	1. Develop student knowledge 2. Develop student skills and attitudes 3. Develop student knowledge, skills and attitudes -66. Other, specify _____	/_____/
310	A competence-based approach to teaching develops students' skills and attitudes in addition to their knowledge. In your opinion, do you use a competence-based approach?	0. No → Skip to question 313 1. Yes -99. Unsure → Skip to question 313	/_____/
311	How often do you use a competence-based approach?	1. Every lesson 2. Once or twice every week 3. Once or twice every month 4. Once or twice every term 5. Once or twice every year 6. Only once or twice ever	/_____/
312	What prepared you to use a competence-based approach?	1. A REB training 2. A training not by REB 3. My Headmaster trained me 4. A Teacher at my school trained me 5. A teacher from another school trained me 6. I researched and read to learn it on my own 7. I developed my own approach -66. Other, specify _____	/_____/

313	If you have not adopted a competence-based approach, what is the main reason?	1. Never been trained on it 2. Never heard of it 3. Don't agree with it 4. Have not had time to start using it 5. Do not have the materials to use it -66. Other, specify _____	/_____/
314	Is there something in the competence-based 2016 entrepreneurship subject called Skills Lab?	1. No → Skip to question 316 2. Yes -99. Don't know → Skip to question 316	/_____/
315	What is the definition of Skills Lab?	1. A time after classes for students to do activities 2. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities 3. A laboratory session for science students 4. A time for students to start student business clubs and administer their business activities	/_____/
316	Which three (3) teaching methods do you believe are <b>most</b> effective for teaching entrepreneurship subject?	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/_____ /_____ /_____
317	Which 3 teaching methods do you believe are <b>least</b> effective for teaching entrepreneurship subject?	1. Lecture or note taking 2. Question & Answer 3. Quiz or Exam 4. Small Group Work 5. Games 6. Class Discussion 7. Activities outside of the classroom 8. Reading from a text 9. Practice exercises 10. Research (use of library or computer) 11. Experiment 12. Student Portfolio	/_____ /_____ /_____
318	How do you assess students on their skills and attitudes instead of just their knowledge? Choose all that apply.	1. Assess if students can write the most important notes on the topic 2. Assess how much students memorize for exams 3. Assess if students can recall facts taught to them a long time ago 4. Assess if students can remember both facts and figures 5. Assess if students can answer questions that make them use higher order thinking skills (i.e. apply, analyze)	/_____ /_____ /_____ /_____

319	How can your lesson quality improve? (Choose the two (2) that you think are most important)	1. With better materials 2. With more training 3. With more support from my head teacher 4. With more time spent on lesson planning 5. With more feedback and experience sharing with other teachers -66. Other, specify: _____	/_____/
320	What is your biggest challenges in trying to teach good lessons? Choose the two (2) most important reasons.	1. Low student capacity 2. Not enough materials 3. Low quality or confusing materials 4. Personal lack of knowledge on subject content 5. Personal lack of knowledge on teaching methods or pedagogy 6. Low teacher's salary/motivation 7. Teacher absences 8. English language -66. Other, specify: _____	/_____/
321	What materials do you have for the new Competence-based curriculum? Choose all that apply.	1. Syllabus 2. Teacher's Guide 3. Learner's Guide / Textbook 4. Notes based on the syllabus 5. Lesson plans based on the syllabus 6. Nothing -66. Other, specify: _____	/_____/

<b>4. Entrepreneurship Curriculum</b>			
400	How should students apply <b>marketing skills</b> in their school business club?  (Select all that apply).	1. Develop Product Brand 2. Advertise 3. Keeping Accounts 4. Business registration 5. Verbal promotion to potential customers	/_____/
401	What should be included in a student's <b>business plan</b> ?  (Select all that apply).	1. Business name 2. Receipts from sales 3. Marketing Plan 4. Profit & Loss Statement 5. Audit	/_____/
402	Let's imagine your students' business club started selling paper bags at 800 FRW per bag and it costs 600 FRW for the materials to make the bags. Imagine your club sell 5 paper bags per day. How much profit would your business earn in <b>one month (30 days)</b> ?		/_____/ FRW
403	In the above example, how would you be able to increase this monthly profit?  Select all answers that apply.	1. Sell more paper bags daily 2. Increase the price of the paper bags 3. Employ someone make the paper bags for you 4. Use cheaper materials to make the bags	/_____/

404	Which of the following is <b>NOT</b> considered an indicator of business growth?  <i>Choose one.</i>	1. Increase in sales 2. Increase in profits 3. Increase in liquidity assets 4. Increase in liabilities 5. Increase in market share	/____/
405	How do you know a business is <b>not</b> profitable?  <i>Choose one.</i>	1. The cost of making a product is more than the selling price 2. The cost of making a product is less than the selling price 3. Less than 50 people buy the product 4. More than 50 people buy the product	/____/

**5. Job Duties**

Explain to the teachers that the purpose of the following questions is to gather information for a research study, not to assess the performance of an individual teacher for their personnel records. Reassure them that answers will be anonymized and not individually reported to any official.

500	Did you have to be away from school in the last month? 0. No 1. Yes /_____ If Yes, please list the number of days you were not at school and the reason? <i>(Do not include weekends or holidays)</i>	1. School Closed 2. REB Training 3. Training (not by REB) 4. Events & Functions 5. Official School Business 6. Personal Reasons -66. Other, specify: _____	/_____/ number of days Reasons: /_____ /_____ /_____ /_____
501	How many hours of school day did you spend outside of school yesterday (for any reason)? Do NOT count the regular break time.	Write number of hours. <i>If absent yesterday, mark -77.</i>  <i>Leave blank if teacher <b>present</b> whole time/day.</i>	/_____/_____/ hours
502	On average, how much time did you spend in the last working day in each of the following activities?	1. Teaching Activity 2. Preparing for class 3. Correcting homework 4. Maintaining order and discipline 5. Administrative/paperwork 6. Breaks during school 7. Mid-day meals/tea break 8. Preparation/distribution 9. Extra/Evening classes -66. Other, specify: _____	/_____/ Minutes /_____/ Minutes /_____/ Minutes /_____/ Minutes /_____/ Minutes /_____/ Minutes /_____/ Minutes /_____/ Minutes /_____/ Minutes
503	On average, how many days in a month do you have to substitute for other teachers?		/_____/ days per month

504	Of the days you were away from school since the beginning of the year, how many days were you away due to the following reasons?	1. Duties related to administrative work 2. Preparation and supply of statistics or other information to the Education Department 3. Attending official meetings or trainings 4. Being on duties related to education (e.g. enrolment drive, child census, midday meal, text books distribution, admission related work) 5. Being on official duties not related to education (e.g. election work, committee meetings, community service) 6. Sick leave 7. Personal reasons 8. Maternity leave	/_____/ /_____/ /_____/ /_____/ /_____/ /_____/ /_____/
505	During last school year, how many times did you perform non-teaching related duties? (Voter registration, disaster management, committee meetings, community service, etc.)	-99 if do not remember	/_____/ times
506	How regularly does the average parent come to ask you about their children?	1. Never → Skip to Section 6 2. Yearly 3. A few times a year 4. Monthly 5. Weekly -99. Don't know	/_____/
507	When did the last parent come?	MM/DD/YYYY	/_____/ / ____/ / ____/
508	What was the topic of discussion?	1. Discipline 2. Performance/ test 3. Routine information 4. Absenteeism/ sickness -66. Other (specify)_____	/_____/

<b>6. Teacher Income and Job Satisfaction</b>			
600	Aside from teaching, are you engaged in any other occupations to earn extra income?	0. No → Skip to question 603 1. Yes	/_____/
601	How many hours per week do you spend on these other occupations on average?  Record average number of hours		/_____/ hours per week
602	What is your total monthly income from these occupations?  Record -88 if respondent refused to answer	1. Less than 50,000 FRW 2. 50,000-100,000 FRW 3. 100,001-150,000 FRW 4. Greater than 150,000 FRW	/_____/
603	Do you conduct after-class tutoring to some students of this school for pay?	0. No 1. Yes	/_____/
604	Are you aware of any local/district/national level methods of recognizing good teachers with any kind of recognition or award?	0. No → Skip to question 606 1. Yes	/_____/

605	If yes, has anyone in the school ever won such recognition or award for his/her contribution towards education? This could be a formal government award or an informal local organization.	0. No 1. Yes	/____/
606	How satisfied or dissatisfied are you with your teaching job from the following points of view?  <u>Scale:</u> 1=Very dissatisfied 2=Dissatisfied 3=Satisfied 4=Very satisfied	1. Salary/Income 2. Workload 3. Current posting 4. Job security 5. Appreciation from parents/students 6. Social status in the community 7. Work environment 8. Support/guidance from govt./management for becoming a better teacher 9. Overall job satisfaction	/____/ /____/ /____/ /____/ /____/ /____/ /____/ /____/ /____/

124	End Time of the Interview	HH: MM 24-hour clock: 2pm=14:00	/____/____/:/____/____/
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**Thank You!**

### A.3 Head teacher survey, baseline

# HEAD TEACHER QUESTIONNAIRE

Interview start time	HH: MM 24-hour clock: 2pm=14:00	/___/___/: /___/___/
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1. School Identification			
100	Province	1. East 2. North 3. West	/_____/
101	District	1. Bugesera      6. Gicumbi 2. Kayonza      7. Musanze 3. Ngoma        8. Nyabihu 4. Gatsibo      9. Ngororero 5. Rulindo      10. Karongi	/_____/
102	Sector		/_____/
103	Cell		/_____/
104	Village		/_____/
105	District Location	1. Rural 2. Urban	
106	Name of the school		/_____/
107	Code of the School		/___/___/___/___/___/
108	Is this school public or private?	1. Public 2. Private 3. Part public-part private	/_____/
109	Is this school boarding, day or both?	1. Boarding 2. Day 3. Both	
110	Group <i>Enumerator please fill, do not ask respondent</i>	1. Group 1 Treatment 2. Group 2 Control	/_____/
111	Code of the enumerator <i>Enumerator please fill, do not ask respondent</i>		/_____/
112	Code of the survey supervisor <i>Enumerator please fill, do not ask respondent</i>		/_____/
113	Code of data entry clerk <i>Enumerator please fill, do not ask respondent</i>		/_____/
114	Date	DD/MM/YYYY	/___/___/_____/
115	Year this school was created/built?	YYYY -99 if don't know	/_____/
116	How many buildings make up the school compound?	<i>Count buildings as separate if they have a separate roof.</i>	/_____/_____/

117	What is the condition of the main school building?  (The building where the head teacher's office is).	1. Building in good condition 2. Building needs some minor repairs (roof, windows, walls) 3. Building needs rehabilitation 4. No roof, walls are heavily damaged, need complete reconstruction 5. Needs complete reconstruction -66. Other (specify)	/_____/
<b>2. Head Teacher Identification</b>			
200	What is your name?	First name Family name	/_____ /_____/
201	What is your position? <i>(We always want to interview the head-teacher. However, if they are not present, we will interview a different person who is in charge at that time)</i>	1. Head Teacher 2. Deputy Head Teacher 3. Teacher Representative 4. Normal Teacher -66. Other (specify)	/_____/
202	Your gender?	0. Male 1. Female	/_____/
203	Your age?	Years	/_____/
204	For how long has the current head teacher been in charge of this school?	Years <i>If less than one year, specify.</i> -99 Don't know	/_____/
205	For how long have you been in the teaching profession?	Years <i>If less than one year, specify.</i>	/_____/
206	What is your highest grade completed in your formal education?	1. Completed Senior 4-6 2. Received A1 Diploma 3. Received Bachelors (A0 equivalent) 4. Masters/ Other postgraduate	/_____/
207	Are the <u>entrepreneurship teachers</u> at your school ...  Please answer separately (lines a-e) for each individual entrepreneurship teacher at your school.  <i>Enter -99 if Don't know</i>	1. Qualified teacher (he/she/they studied Education) 2. Unqualified teacher (he/she/they did NOT study Education) but trained on pedagogy 3. Unqualified teacher (he/she/they did NOT study Education) but not trained on pedagogy 4. Internees	a. /_____ b. /_____ c. /_____ d. /_____ e. /_____/
208	Thinking about the same entrepreneurship teachers you considered above, what is the status of their teaching contract?	1. One-year contract 2. Multi-year or indefinite contract -66. Other, specify -99. Don't know	a. /_____ b. /_____ c. /_____ d. /_____ e. /_____/

209	How many students are there in this school by level, for the following levels?  <i>If your school does not have all levels, mark -77 in the "Not Applicable" column</i>	Level	Not Applicable (-77)	Male	Female	Total			
		Primary							
		S1							
		S2							
		S3							
		S4							
		S5							
		S6							
210	How many teachers in total are currently working in this school?  <i>Include head teacher, volunteer teachers but not teachers on leave.</i>  <i>Mark -77 in the column if not applicable</i>		Male Teachers	Female Teachers					
		Primary							
		Lower Secondary							
		Upper Secondary							
<i>If a teacher teaches in both lower and upper secondary, s/he is included in upper secondary. This also applies for head teacher.</i>									
211	Now we would like to ask a few more questions on <b>only those who teach entrepreneurship classes.</b>								
		Name	Gender 1. Male 2. Female	Level taught (S4-S6)	Stream(s) A, B, C .....	Which other subject does [name] teach  <i>See codes below</i>	For how many year [name] have been teaching in this school Years	Is teacher qualified or not?  <i>0. No 1. Yes</i>	Is the teacher on full or part time contract?  <i>1. Full time, 2. Part time</i>
	1								
	2								
	3								
4									
<b>Subject codes:</b> 1. Physics, 2. Chemistry, 3. Maths, 4. Biology, 5. Geography, 6. Economics, 7. History, 8. English, 9. French, 10. Kinyarwanda, 11. Kiswahili, 12. Computer Science, 13. Literature -66. Other, specify									
212	Do you have records of the teachers' attendance?  <i>If yes, ask to see records.</i>	0. No → Skip to question 213 1. Yes, did not show records → 213 2. Yes, showed records				/ _____ /			
213	Look at the teacher attendance book and mark the number of teachers who were absent for the last three Tuesdays.		Tuesday 1	Tuesday 2	Tuesday 3				
		Number of teachers Absent							
214	Does this school have a library?	0. No 1. Yes				/ _____ /			
215	a. Does the school have grid electricity?					/ _____ /			
	b. Does the school have a generator?	0. No 1. Yes If no to all 3 → Skip to Section 3				/ _____ /			
	c. Does the school have solar panels?					/ _____ /			
216	Is there electricity right now?	0. No 1. Yes				/ _____ /			

### 3. School Finances and Resources

300	Does this school collect any fees directly from the parents (Tuition and fees)?	0. No → Skip to question 302 1. Yes	/_____/												
301	How much money will the school collect in fees from parents this academic year, per student?	Include all contributions, not just school fees (association fees, caution fees, medical insurance fees, Parent Committee fees, ID card fees, etc).  -99. If <i>Don't know</i>	/_____/												
302	How many/much [...] did the secondary school receive from [...] this academic year?  If the school is combined primary and secondary, and the HT cannot separate the funding, please note that here.  <i>If none, enter 0.</i>  <i>If received but cannot identify amount, enter XX.</i>  <i>If don't know, enter -99.</i>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 25%;">Government</th> <th style="width: 25%;">NGO/Donor</th> <th style="width: 30%;">Parent Teacher Committee/Community</th> </tr> </thead> <tbody> <tr> <td>TEXTBOOKS</td> <td>/_____/</td> <td>/_____/</td> <td>/_____/</td> </tr> <tr> <td>MONEY</td> <td>/_____/</td> <td>/_____/</td> <td>/_____/</td> </tr> </tbody> </table> <p>Write YY if cannot separate primary and secondary funding /_____/</p>		Government	NGO/Donor	Parent Teacher Committee/Community	TEXTBOOKS	/_____/	/_____/	/_____/	MONEY	/_____/	/_____/	/_____/	
	Government	NGO/Donor	Parent Teacher Committee/Community												
TEXTBOOKS	/_____/	/_____/	/_____/												
MONEY	/_____/	/_____/	/_____/												

### 4. School Management

Now we would like to ask a few questions about school management. We are interested both in school management and in school record keeping, so in some cases we may ask to see whether you have written records of things. If you do not have them or do not have them readily available, that is fine; just let us know.

400	What is the school's daily schedule from <b>Monday to Friday</b> ?	i. Opening time: / ____ / ____ /: / ____ / ____ / am ii. Closing time: / ____ / ____ /: / ____ / ____ / pm iii. Total Break time including assembly: / _____ / Minutes	
401	How many days this new school term has the school closed <u>apart from</u> public holidays? We want to know about unscheduled school closures.	Write number of days.  -99. If <i>don't know</i>  If 00 or -99 → Skip to question 404	/_____/
402	What is the main reason why the school closed?	1. Strike 2. Rain/Storm (Weather) 3. Lack of resources 4. Training (teachers) -66. Other (specify) _____	/_____/
403	And as a result, was instructional time lost?	1. Yes 2. No, speed up to cover the material 3. No, work extra time during the week 4. No, organize extra session during the weekend	/_____/
404	What was the date of the most recent staff meeting?	DD/MM/YYYY <i>mark 99/99/9999 if don't know</i>	/____/____/_____/



412	How do you reward good behavior from the students, if you do?	<i>Do not prompt. Mark all that apply</i> 1. Public praise 2. Private praise 3. Prizes/incentives 4. Do not reward good behavior -66. Other (specify) _____	/_____/ /_____/
413	Is there currently a need for additional teachers in this school?	0. No→ Skip to question 415 1. Yes	/_____/
414	If yes, how many, in your opinion?		/_____/ teachers
415	What are the three (3) most important factors that should be considered in the selection process for hiring teachers?	1. Qualification (general education) 2. Teachers' training 3. Age 4. Gender 5. Distance from home to school of teacher (teacher's commute) 6. Teaching experience other than being a contract teacher 7. Prior experience as contract teacher in this school 8. Prior experience as contract teacher in any school 9. Long term interest in pursuing education as a career 10. Recommendation from an important person -66. Other (specify) _____ -99. Don't Know/Can't Say	/_____/ /_____/ /_____/
416	How many private and public secondary schools are also in this sector?  <i>Code -77 if there are no private or public secondary schools in the sector. -99 if don't know</i>	Private secondary schools in this sector  Public secondary schools in this sector	/_____/ /_____/
<b>5. Community Participation</b>			
500	Does the school have a Parent Teacher Committee that meets at least once a year?	0. No→Skip to question 600 1. Yes	/_____/
501	How many times do you expect to meet with the Parent Committee to discuss school related issues during this term (Between February 2 and April 1, 2016)?		/_____/_____/
502	What would you say is the biggest challenge to this school in its effort to provide learning to the students?	<i>Do not prompt</i> 1. Lack of resources/materials/furniture 2. Lack of appropriate training of teachers 3. Lack of community participation 4. Lack of enthusiasm from the students 5. Lack of enthusiasm from the teachers -66. Other (specify) _____	/_____/

## 6. Pedagogy & Competence-Based Curriculum

600	What are the three (3) teaching methods or pedagogies your teachers are <b>most</b> comfortable using?	<ol style="list-style-type: none"> <li>1. Lecture or note taking</li> <li>2. Question &amp; Answer</li> <li>3. Quiz or Exam</li> <li>4. Small Group Work</li> <li>5. Games (e.g: energizers, competitions, cards, etc)</li> <li>6. Class Discussion</li> <li>7. Activities outside of the classroom</li> <li>8. Reading from a text</li> <li>9. Practice exercises</li> <li>10. Research (use of library or computer)</li> <li>11. Experiment</li> </ol>	/_____/
601	What are the three (3) teaching methods or pedagogies your teachers are <b>least</b> comfortable using?	<ol style="list-style-type: none"> <li>1. Lecture or note taking</li> <li>2. Question &amp; Answer</li> <li>3. Quiz or Exam</li> <li>4. Small Group Work</li> <li>5. Games (e.g: energizers, competitions, cards, etc)</li> <li>6. Class Discussion</li> <li>7. Activities outside of the classroom</li> <li>8. Reading from a text</li> <li>9. Practice exercises</li> <li>10. Research (use of library or computer)</li> <li>11. Experiment</li> </ol>	/_____/
602	Do teachers currently lead/coach any clubs at your school? (We understand that community members sometimes lead different clubs, we want to know about teachers only, leading clubs at your school).	<ol style="list-style-type: none"> <li>0. No</li> <li>1. Yes. Which club(s)_____</li> </ol>	/_____/
603	Do you have a student business or entrepreneurship club at your school?	<ol style="list-style-type: none"> <li>0. No → Skip to question 606</li> <li>1. Yes</li> <li>-99. Don't know/Unsure → Skip to question 606</li> </ol>	/_____/
604	Does this business club sell products?	<ol style="list-style-type: none"> <li>0. No → Skip to question 606</li> <li>1. Yes</li> <li>-99. I don't know/Unsure → Skip to question 606</li> </ol>	/_____/
605	Does this business club earn money or profits?	<ol style="list-style-type: none"> <li>0.No</li> <li>1.Yes</li> <li>-99. I don't know/Unsure</li> </ol>	/_____/
606	Now we'd like to ask some questions about how your teachers approach their duties. In your opinion, what is the main goal of your teachers? <i>Choose only one</i>	<ol style="list-style-type: none"> <li>1. Develop student knowledge</li> <li>2. Develop student skills and attitudes</li> <li>3. Develop student knowledge, skills and attitude</li> <li>-66. Other</li> </ol>	/_____/

607	Which five (5) teaching methods do <b>you</b> think are <b>least</b> effective at preparing students to pass exams?	<ol style="list-style-type: none"> <li>1. Lecture or note taking</li> <li>2. Question &amp; Answer</li> <li>3. Quiz or Exam</li> <li>4. Small Group Work</li> <li>5. Games (e.g. energizers, competitions, cards, etc)</li> <li>6. Class Discussion</li> <li>7. Activities outside of the classroom</li> <li>8. Reading from a text</li> <li>9. Practice exercises</li> <li>10. Research (use of library or computer)</li> <li>11. Experiment</li> <li>12. Student Portfolio</li> </ol>	 /_____/ /_____/ /_____/ /_____/ /_____/
608	A competence-based approach to teaching develops students' skills and attitudes in addition to their knowledge. How often do your teachers use a competence-based approach? <i>Choose only one</i>	<ol style="list-style-type: none"> <li>1. Every lesson</li> <li>2. Once or twice every week</li> <li>3. Once or twice every month</li> <li>4. Once or twice every term</li> <li>5. Once or twice every year</li> <li>6. Only once or twice ever</li> <li>7. Never</li> </ol>	/_____/
609	How did your teachers learn to use a competence-based approach? <i>Choose only one</i>	<ol style="list-style-type: none"> <li>1. A REB training</li> <li>2. A training not by REB</li> <li>3. I, as Headmaster (school principal), trained them</li> <li>4. A Teacher from my school trained the others</li> <li>5. A teacher from another school trained my teachers</li> <li>6. Teachers researched and read to learn it on their own</li> <li>-66. Other (specify)_____</li> </ol>	/_____/
610	Is there something in the competence-based entrepreneurship subject called Skills Lab?	<ol style="list-style-type: none"> <li>1. No → Skip to question 612</li> <li>2. Yes</li> <li>-99. Don't know → Skip to question 612</li> </ol>	/_____/
611	What is the definition of Skills Lab? <i>Choose only one</i>	<ol style="list-style-type: none"> <li>1. A time after school for students to do activities</li> <li>2. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities</li> <li>3. A laboratory session for science students</li> <li>4. A time for students to start student business clubs and administer their business activities</li> <li>-99. Don't know</li> </ol>	/_____/
612	Are there teachers who did not adopt a competence-based approach?	<ol style="list-style-type: none"> <li>0. No, -→ 614</li> <li>1. Yes, → 613</li> </ol>	/_____/
613	At this school, if your teachers have not adopted a competence-based approach, what is the main reason?	<ol style="list-style-type: none"> <li>1. Never been trained on it</li> <li>2. Never heard of it</li> <li>3. Don't agree with it</li> <li>4. Have not had time to start using it</li> <li>5. Do not have the materials to use it</li> <li>-66. Other (specify)_____</li> </ol>	/_____/

614	Which three (3) teaching methods do you believe are <b>most</b> effective for teaching entrepreneurship subject?	<ol style="list-style-type: none"> <li>1. Lecture or note taking</li> <li>2. Question &amp; Answer</li> <li>3. Quiz or Exam</li> <li>4. Small Group Work</li> <li>5. Games (e.g. energizers, competitions, cards, etc)</li> <li>6. Class Discussion</li> <li>7. Activities outside of the classroom</li> <li>8. Reading from a text</li> <li>9. Practice exercises</li> <li>10. Research (use of library or computer)</li> <li>11. Experiment</li> <li>12. Student Portfolio</li> </ol>	 /_____/  /_____/  /_____/
615	Which three (3) teaching methods do you believe are <b>least</b> effective for teaching entrepreneurship subject?	<ol style="list-style-type: none"> <li>1. Lecture or note taking</li> <li>2. Question &amp; Answer</li> <li>3. Quiz or Exam</li> <li>4. Small Group Work</li> <li>5. Games (e.g. energizers, competitions, cards, etc)</li> <li>6. Class Discussion</li> <li>7. Activities outside of the classroom</li> <li>8. Reading from a text</li> <li>9. Practice exercises</li> <li>10. Research (use of library or computer)</li> <li>11. Experiment</li> <li>12. Student Portfolio</li> </ol>	 /_____/  /_____/  /_____/
616	How do you assess students on their skills and attitudes beyond just their knowledge? <i>Choose all that apply.</i>	<ol style="list-style-type: none"> <li>1. Assess if students can write the most important notes on the topic</li> <li>2. Assess how much students memorize for exams</li> <li>3. Assess if students can recall facts taught to them a long time ago</li> <li>4. Assess if students can remember both facts and figures</li> <li>5. Assess if students can answer questions that make them use higher order thinking skills (i.e. apply, analyze)</li> </ol>	 /_____/ /_____/ /_____/ /_____/
617	How can the quality of lessons at your school be improved? <i>Choose up to three (3) that apply</i>	<ol style="list-style-type: none"> <li>1. With better materials</li> <li>2. With more training</li> <li>3. With more support from government</li> <li>4. With more effort from teachers</li> <li>5. With more feedback and experience sharing among teachers (both within schools and between schools)</li> <li>-66. Other (specify) _____</li> </ol>	 /_____/  /_____/  /_____/
618	What are the <b>biggest</b> challenges to having high quality lessons at your school? <i>Choose all that apply.</i>	<ol style="list-style-type: none"> <li>1. Low student capacity</li> <li>2. Not enough materials</li> <li>3. Low quality or confusing materials</li> <li>4. Teacher lack of knowledge on subject content</li> <li>5. Teacher lack of knowledge on teaching methods or pedagogy</li> <li>6. Low teacher's salary/motivation</li> <li>7. Teacher absences</li> <li>8. English language</li> <li>-66. Other (specify) _____</li> </ol>	 /_____/ /_____/ /_____/ /_____/
619	What materials do you have for the new Competence-based curriculum? Choose all that apply.	<ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. Teacher's Guide</li> <li>3. Learner's Guide / Textbook</li> <li>4. Notes based on the syllabus</li> <li>5. Lesson plans based on the syllabus</li> <li>6. Nothing</li> <li>-66. Other (specify) _____</li> </ol>	 /_____/

620	<p>How many entrepreneurship teachers are there in your school?</p> <p>How many are here today?</p> <p>Enumerators, we would like to politely verify this information, if possible, by asking the HT to call the entrepreneurship teacher(s) into the office, or bringing you to their classroom to introduce you.</p>	<p>/_____/ Entrepreneurship teacher(s)</p> <p>/_____/ Present teacher(s)</p> <p>Enumerator, were you able to verify this information?</p> <p>0. No</p> <p>1. Yes</p> <p>/_____/</p>
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Interview end time	HH: MM 24-hour clock: 2pm=14:00	/____/____/:/____/____/
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**Thank You!**

#### A.4 Student survey, endline

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## STUDENT QUESTIONNAIRE/IBIBAZO BIGENEWE ABANYESHURI

Start Time of the Interview/Igihe ikiganiro cyatangiriye	HH/AMASAHA: MM/IMINOTA 24-hour clock/isaha ibarwa ku buryo bw'amasaha 24: aho i saa munani 2pm= byandikwa nka14:00	/___/___/:/___/___/
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1. Identification of the School/Ibiranga ishuri			
100	Province/Intara	1. East/Turasirazuba 2. North/Amajyaruguru 3. West/Iburengerazuba	/_____/
101	District/Akarere	1. Bugesera 2. Gakenke 3. Gatsibo 4. Gicumbi 5. Karongi 6. Kayonza 7. Musanze 8. Ngoma 9. Ngororero 10. Nyabihu 11. Rulindo	/_____/
102	Sector/Umurenge		/_____/
103	Cell/Akagari		/_____/
104	Village/Umudugudu		/_____/
105	Name of the school/Izina ry'ishuri		/_____/
106	Code of the School/Kode iranga ishuri		/___/___/___/___/
107	Group/Itsinda	1. Group 1 (Treatment)/Itsinda rikorerwaho ubushakashatsi 2. Group 2 (Control)/Itsinda rigereranywa n'iryakoreweho ubushakashatsi	/_____/
108	Number of the questionnaire/Nimero y'Ibibazo		/___/___/___/___/___/___/
109	Code of the enumerator/Kode y'umukarani		/_____/
110	Code of the survey supervisor/Team leader/Kode y'ukuriye ubushakashatsi/Umuyobozi w'Itsinda		/_____/
111	Date/Itariki	DD/MM/YYYY UMUNSI/UKWEZI/UMWAKA	/___/___/_____/

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<b>2. Student Identification/Umwironoro w'Umunyeshuri</b>			
200	Student's Name/Izina ry'Umunyeshuri	First name/Izina ry'idini Family name/Izina ry'umuryango	/_____/
201	Student unique ID (from baseline)/Kode yihariye y'umunyeshuri (ushingiye ku bushakashatsi bw'ibanze)		
		202B-205: ask only for student not in baseline survey.	
202	Can you please tell us about your permanent home?/Ushobora kutubwira amakuru ajyanye n'aho uba igihe cyose	Province/Intara	/_____/
		District/Akarere	/_____/
		Sector/Umurenge	/_____/
		Cell/Akagari	/_____/
		Village/Umudugudu -99. If Don't know/Andika -99 niba igidubizo atanze ari simbizi	/_____/
		Location/Ahantu: 1. Urban/Mu Mujyi 2. Rural/Mu Cyaro	/_____/
		Do you/ does your family rent or own the house? /Ese inzu (m)ubamo (m)urayikodesha? 1. Rent/ndayikodesha/turayikodesha 2. Own/Ni iyanjye/ni iyacu bwite 3. Built by Government/Donor/Yubatswe na Leta/Umutekanga	/_____/
203	Are you a boarding or day student?/Wiga uba ku ishuri cyangwa utaha	1. Boarding/Niga mba ku ishuri 2. Day/Niga ntaha	/_____/
204	By which main means of transport did you travel to school today? /Waje ku ishuri ute? Choose one /Hitamo uburyo bumwe	1. Vehicle (car, bus)/Imodoka (ivatiri, bisi) 2. Moto, bicycle/Moto, igare 3. By foot/Amaguru 4. Staying inside the school (boarding)/ Nguma ku ishuri/(niga mba ku ishuri)	/_____/
205	About how long does it take to travel from your home to schools?/Ukoresha igihe kingana iki kuva	Minutes/Iminota	/_____/ Minutes/Iminota

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	mu rugo ujya ku ishuri?		
206	<p>Can you provide phone numbers that we may use to reach you in the future?/Ushobora kuduha numero ya telefoni twazakoresha kugira ngo tuzakuvugishe ubutaha</p> <p>→ Write -99 if don't know (but they have)/Andika -99 niba igisubizo ari simbizi (ariko bayifite)</p> <p>Write -77 if don't have/Andika -77 niba igisubizo ari simbizi</p>	<p>Personal number /Telefoni yanjye bwite</p> <p>/_____ / MTN</p> <p>/_____ / Tigo</p> <p>/_____ / Airtel</p>	
		<p>Your mother/guardian/Iya mama/iy' undera</p> <p>Name/Izina: _____ - _____</p> <p>/_____ / MTN</p> <p>/_____ / Tigo</p> <p>/_____ / Airtel</p>	
		<p>Your father/guardian/iso/ukurera</p> <p>Name/Izina: _____ - _____</p> <p>/_____ / MTN</p> <p>/_____ / Tigo</p> <p>/_____ / Airtel</p>	
		<p>Any other contact (e.g. Brother, sister, uncle, best friend)?/Indi numero ya telefoni (urugero: Musaza, mushiki, so wanyu, inshuti magara)</p> <p>Name/Izina: _____ - _____</p> <p>/_____ / MTN</p> <p>/_____ / Tigo</p> <p>/_____ / Airtel</p>	
207	<p>Do you have an email address we may use to reach you in the future?/Ese ufite email twazakoresha ngo tukwandikire ubutaha?</p> <p>→Write -77 if don't have/Andika -77 niba igisubizo ari ntayo mfite</p>	<p>1. Personal/yawe bwite</p> <p>2. Any other email address you use/Hari indi email waba ukoresha</p>	<p>/_____ /</p> <p>/_____ /</p>

**3. Socioeconomic Background Characteristics/Ibiranga iterambere ry'imibereho myiza n'ubukungu**

300	Age/Imyaka y'ubukure		/____/____/
301	Gender/Igitsina	<p>1. Male/Gabo</p> <p>2. Female/Gore</p>	/_____/
302	Are your parents alive?/Ababyeyi bawe bariho?	<p>1. Only Father/Papa wenyine niwe uriho</p> <p>2. Only Mather/Mama wenyine niwe uriho</p> <p>3. Mother and Father/Papa na mama bariho</p> <p>4. No living biological parents/Ababyeyi bombi ntibakiriho</p>	/_____/
303	What main material is the floor in your main house?/Hasi mu	<p>1. Earth/mud/Ibitaka</p> <p>2. Wood/timber/Imbaho</p>	/_____/

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	nzu hubakishije ibihe bikoresho by'ingenzi?	3. Stone/brick/Amabuye/Amatafari 4. Cement/concrete/tiles/Sima/boroke sima/amakaro 5. Clay/Ibumba -66. Other (specify)/Ibindi (sobanura)	
304	What main material is the roof of your main house?/Inzu isakajwe ibihe bikoresho by'ingenzi	1. Thatch/Ibyatsi 2. Wood/Ibiti 3. Iron sheets /Amabati 4. Plastic sheetings/Shitingi 5. Cement/concrete/clay/tiles/sima/boroke sima/ibumba/amakaro -66. Other (specify)/Ibindi (sobanura)	/ _____ /
305	Where does your household mainly get drinking water?/Ni hehe mukunze kuvoma amazi yo kunywa?	1. Tap (public or personal)/kuri robine (rusange cyangwa yanyu) 2. Borehole/Ku ivomo 3. Hand-pump/Ku ipombo ikurura amazi mu butaka 4. Protected well/Ku iriba ritunganyijwe 5. Protected spring/Ku isoko y'amazi itunganyijwe 6. Unprotected spring/Ku isoko idatunganyijwe 7. River/stream/pond/rain/lake/Mu ruzi/mu mugezi/mu kizengacy'amazi/amazi y'imvura/mu kiyaga -66. Other (specify)/Ahandi (sobanura)	/ _____ /
306	Do you have any of the following assets in your house?/Mu rugo mufite kimwe muri ibi bikoresho?	0. No/Oya 1. Yes/Yego	a. Radio/Radio / _____ / b. Television/Televiziyo / _____ / c. Telephone /Telefoni / _____ / d. Refrigerator/ Firigo / _____ / e. Bicycle /Igarere / _____ / f. Motorcycle/Moto / _____ / g. Private car/Imodoka bwite / _____ /
307	What is the main energy source for cooking in your household? Mu rugo mucanisha iki mu guteka?	1. Wood/Inkwi 2. Charcoal/Amakara 3. Gas (Biogas)/Gazi (Biyogazi) 4. Electricity/Amashanyarazi 5. Kerosene/ Mazutu 6. Waste/debris/burning material/Ibishingwe/ibikoresho byaka -66. Other (specify)/Ibindi (sobanura)	/ _____ /
308	What is the main energy source for lighting in your household?/Mu rugo mucanisha iki mu kumurika?	1. Electricity/Amashanyarazi 2. Generator/Jenereta 3. Lantern/Itara 4. Gas Lantern/Itara rya gazi 5. Fireplace/Iziko 6. Candle/Buji 7. Traditional lamp/Agatadowa 8. Solar power/Amashanyarazi y'imirasire y'izuba	/ _____ /

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		9. Batteries (including torches)/Amabuye (harimo itoroshi) -66. Other (specify)/Ibindi (Sobanura)	
309	What is your father/mother/guardian's main occupation? /Papa/mama/ukurera akora uwuhe murimo w'ingenzi?	1. Farming/Ubuhinzi 2. Business/Ibikorwa bibyara inyungu 3. Petty trading/Ubucuruzi buciriritse 4. Casual labor/Ibiraka 5. Skilled labor (carpenter, tailor, etc)/Umwuga (kubaza, kudoda, n'ibindi) 6. Professional/salaried (lawyer, doctor, accountant, teacher, etc.)/Akazi ko mu biro (uwunganira abandi mu nkiko/umwavoka, umuganga, umucungamari, umwarimu, n'ibindi) -66. Other (specify)/Ibindi (sobanura)	Father/guardian/Papa/undera /_____/  Mother/guardian/Mama/undera /_____/
310	What is the highest level of education reached by the following people? (Mark years of schooling). Aba bantu bagarukiye mu wa kangahe? (erekana imyaka bize)	0. No education/ ntabwo bize 1. Primary/Amashuri abanza 2. Secondary/Amashuri yisumbuye 3. Technical/Tekiniki 4. University/Kaminuza -66. Other (specify)/Ibindi (sobanura) -99. Do not know/Simbizi -77 If don't have/Niba ntabwo ufite	Your father/guardian/papa/ukurera /_____/  Your mother/guardian/mama/ukurera /_____/  Your highest educated sibling/any person at home/Umuvandimwe/undi muntu mu rugo wize amashuri menshi /_____/
311	Does any member of your home own a business? (Parents, brothers, sisters, grandparents, etc)./Ese hari umuntu mu rugo ufite umurimo akora? (Ababyeyi, basaza/bakuru/barumuna, bashiki, sogokuru)	0. No → skip to Section 4/Niba ari oya, hita ujya ku kiciro cya 4 1. Yes/Yego	/_____/
312	If Yes, describe the largest business based on the highest number of employees/Niba ari yego, erekana akazi kanini ushingiyeye ku mubare w'abakozi bakoreshwa -99 if Don't know/ niba ari simbizi	Describe the largest business (highest number of employees): /Erekana akazi kanini cyane (umubare munini w'abakozi) a. Owner of the business and relationship/nyirakazi n'icyo mupfana b. Number of paid employees including the owner/Umubare w'abakozi bahembwe harimo na nyirubwite c. Area of activity/Icyo bakora	a. /_____/ /_____/Relationship/ icyo mupfana  b. /_____/  c. /_____/

**4. Income, Business, and Employment/Umutungo, Ibikorwa bibyara inyungu n'akazi ukorera abandi**

401	In the past month, did you earn or receive money by working or from running a business? /Mu kwezi gushize, wigeze ukorera/uronka amafaranga	a. Yes, running a business (continue to 402, after 401a)/Yego, nikoreye umushinga ubyara inyungu (komeza kuri 402 nyuma ya 401a)	/_____/
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	cyangwa wakira amafaranga kubera wakoze cyangwa wikoreye umushinga ubyara inyungu?	<p>b. Yes, working for someone else (<i>skip to 415, after 401a</i>)/Yego, hari undi muntu nakoreye (jya kuri 415, nyuma ya 401a)</p> <p>c. Yes, both running a business and working for someone else (<i>continue to 402, after 401a</i>)/Yego, narikorera kandi nkorera n'undi muntu icyarimwe (Komeza kuri 402, nyuma ya 401a)</p> <p>d. No (<i>skip to Section 5</i>)/Oya (jya ku kiciro ka 5)</p>	
401a	How much have you earned in the last 2 months? Include all your sources of employment and business income./Winjije amafaranga angahe mu mezi abiri ashize? Ubariyemo ayo wabonye ukorera abandi n'ayo wabonye wikorera.		
402	For each type of business listed here, list the number of businesses in which you are currently actively involved./Kuri buri bwoko bw'umurimo buri ku rutonde hano, vuga ubwo urimo gukoramo	<p>a. My own business/Umushinga ubyara inyungu wanjye bwite</p> <p>b. Business started through a student business club/Umushinga ubyara inyungu natangiriye muri club y'abanyeshuri y'imishinga</p> <p>c. Business owned by me and my peers outside school/Imishinga mfatanyije na bagenzi banjye hanze y'ishuri</p> <p>d. Family business/Ibikorwa bibyara inyungu by'umuryango: _____</p>	<p>a. /_____/</p> <p>b. /_____/</p> <p>c. /_____/</p> <p>d. /_____/</p>
403	Of these businesses in which you are actively involved, on which type of business do you spend most time?/Muri iyi mishinga ukoramo, ni ubuhe bwoko bw'umushinga umaramo igihe kinini?	<p>a. My own business/Imishinga yanjye bwite</p> <p>b. Business started through a student business club/Imishinga natangije binyuze muri club y'abanyeshuri y'imishinga</p> <p>c. Business owned by me and my peers outside school/Imishinga mfatanyije na bagenzi banjye hanze y'ishuri</p> <p>d. Family business/Ibikorwa bibyara inyungu by'umuryango</p>	<p>a. /_____/</p> <p>b. /_____/</p> <p>c. /_____/</p> <p>d. /_____/</p>
404	If you are involved with more than one business/ please answer the following questions for the business you spend the most time on. Niba ukora umushinga urenze umwe, subiza ibi bibazo ku mirimo ukora igihe kirekire.  How many owners/partners are there in this business?/Hari ba nyirigikorwa/abafatanyabikorwa bangahe muri iyi mishinga?	<p>Number/Umubare</p> <p>If more than 0, continue to 405, if 0, skip to 406/Niba igisubizo ari hejuru ya 0, komeza kuri 405, niba igisubizo ari 0, jya kuri 406</p>	/_____/
405	List the other owners/partners other than yourself and their relationship to you/Tondeka abandi ba nyirigikorwa/abafatanyabikorwa n'icyo mupfana	<p>[Repeat for each owner/partner]/[Subiramo kuri buri nyirigikorwa/mufatanyabikorwa]</p> <p>Owner/partner:/Nyirigikorwa/umufatanyabikorwa Relationship/Icyo mupfana:</p> <p>a. Parent/Umubyeyi</p> <p>b. Sibling/Umuvandimwe</p> <p>c. Other relative/Undi mwene wacu</p> <p>d. friend/classmate/Inshuti/umunyeshuri twigana</p>	<p>Partner</p> <p>2/Umufatanyabikorwa wa 2: /_____/</p> <p>Partner 2 Relationship/Icyo upfana</p> <p>n'umufatanyabikorwa wa 2: /_____/</p>

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		e. other/Undi	<p>Partner 3/Umufatanyabikorwa wa 3: /_____/</p> <p>Partner 3 Relationship/Icyo upfana n'umufatanyabikorwa wa 3: /___/</p> <p>Partner 4/Umufatanyabikorwa wa 4: /_____/</p> <p>Partner 4 Relationship/Icyo upfana n'umufatanyabikorwa wa 4: /___/</p> <p>Partner 5/Umufatanyabikorwa wa 5: /_____/</p> <p>Partner 5 Relationship/Icyo upfana n'umufatanyabikorwa wa 5: /___/</p>
406	Other than the owners, how many paid employees work at this business?/Abandi batari ba nyirigikorwa, ni abakozi bangahe bahembwa bakora muri uyu mushinga?	Number/Umubare	/_____/
407	What type of business is this? Choose the one answer that fits best/Ni ubuhe bwoko bw'umushinga? Hitamo igisubizo kimwe cy'ukuri kurusha ibindi	<ul style="list-style-type: none"> <li>i. Farming/Livestock/Ubuhinzi/Ubworozi</li> <li>ii. Art, jewelry or craft/making/selling/Gukora/kugurisha ibikomoka ku bugeni, ibikomo cyangwa ubukorikori</li> <li>iii. Food making/food selling business/Umushinga wo gukora/kugurisha ibiribwa</li> <li>iv. Household product making/selling (like liquid soap or candles)/Gukora/kugurisha ibikoresho byo mu rugo (nk'isabune y'amazi cyangwa buji)</li> <li>v. Shop that buys and resells products/Iduka rirangura rikagurisha ibicuruzwa</li> <li>vi. Salon/hairdressing/Salo/aho batunganyiriza imisatsi</li> <li>vii. Small shop/akabutiki</li> <li>viii. Charcoal, brick or tile making/Gukora amakara, kubumba amatafari cyangwa amakaro</li> <li>ix. ICT/Computer buying/selling/repair shop/Kugura/kugurisha/gusana ibikoresho by'ikoranabuhanga/mudasobwa</li> <li>x. Skilled Trade (construction, tailoring, carpentry)/Umwuga (kubaka, kudoda, kubaza)</li> </ul> <p>Other/Ibindi: _____</p>	/_____/
408	Has this business done any of the following activities? /Ese muri uyu mushinga hakoze bimwe muri ibi bikurikira? Tick all that apply/Hitamo ibisubizo byose bikwiye	<ul style="list-style-type: none"> <li>i. Written project ideas/Ibitekerezo by'umushinga byanditse</li> <li>ii. Created products/Hari ibicuruzwa byakozwe</li> <li>iii. Kept financial records/Hari amakuru yerekeye imari yabitswe</li> </ul>	/_____/

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		<ul style="list-style-type: none"> <li>iv. Paid taxes during the past 12 months/<i>Habayeho kwishyura imisoro mu mezi 12</i></li> <li>v. Registered with the government/<i>Wanditswe muri Leta</i></li> <li>vi. I don't know/<i>Simbizi</i></li> <li>xi. Other (specify)/<i>Ibindi (sobanura)</i></li> </ul>	
409	How often do you earn money or profit from this business? <i>Ni kangaha ukorera amafaranga cyangwa ubona inyungu muri uyu mushinga?</i>	<ul style="list-style-type: none"> <li>1. Annually/<i>BUri mwaka</i></li> <li>2. Seasonal/<i>Buri gihembwe</i></li> <li>3. Monthly/<i>Buri kwezi</i></li> <li>4. Weekly/<i>Buri cyumweru</i></li> <li>5. Daily/<i>Buri muni</i></li> <li>6. Unpredictable/<i>Ntabwo wamenya igihe abonekera</i></li> <li>7. I don't earn money/<i>Ntabwo nkorera amafaranga</i></li> </ul>	/ _____ /
410	During the last [insert answer from question 409], this business had how much in/ <i>Kuva mu [andika igisubizo cyo ku kibazo 409] uyu mushinga ufite umutungo ungana iki mu bijyanye na:</i>	<ul style="list-style-type: none"> <li>Sales/<i>ibyacurujwe</i></li> <li>Expenses/<i>ayakoreshejwe</i></li> <li>7. Profits/<i>inyungu</i></li> </ul>	<ul style="list-style-type: none"> <li>Sales/<i>ibyacurujwe</i></li> <li>/ _____ /</li> <li>Expenses/<i>ayakoreshejwe</i></li> <li>/ _____ /</li> <li>Profits/<i>Inyungu</i></li> <li>/ _____ /</li> </ul>
411	You said this business employed [insert number from 406] people. How much were they paid to work during the last [insert period from 409]?/ <i>Wavuze ko uyu mushinga wakoresheje abantu [andika umubare wo kuri 406]. Bishyurwaga angaha mu [andikamo igihe kiri ku kibazo cya 409]?</i>		/ _____ /
412	Did this business/project start as part of a student business club? <i>Uyu mushinga waba waratangiye ari umwe mu mishanga y'abanyeshuri ?</i>	<ul style="list-style-type: none"> <li>a. Yes/<i>Yego</i></li> <li>b. No/<i>Oya</i></li> </ul>	/ _____ /
413	Did this business/project start as part of a student business club? <i>Ese uyu mushinga watangiriye muri club y'imishinga y'abanyeshuri?</i>	<ul style="list-style-type: none"> <li>a. Yes/<i>Yego</i></li> <li>No/<i>Oya</i></li> </ul>	/ _____ /
414	How did the business raise money or assets (goat, land bees, etc) to start? <i>Uyu mushinga wakuye he amafaranga/umutungo wo gutangiza? (ihene, ubutaka, inzuki n'ibindi)</i>	<ul style="list-style-type: none"> <li>i. My mother/father/guardian/<i>Mama/papa/undera</i></li> <li>ii. My brother/sister/cousin/<i>Musaza/mushiki/mubyara wanjye</i></li> <li>iii. Profits from student business club business/<i>Inyungu ziva muri club y'imishinga y'abanyeshuri</i></li> <li>iv. A different family member /<i>undi muntu wo mu muryango</i></li> <li>v. My friend(s)/<i>Inshuti zanjye</i></li> <li>vi. My school/teacher/<i>Ishuri ryanjye/Mwarimu wanjye</i></li> <li>vii. My church/temple/mosque/<i>Urusengero /Umusigiti nsengeramo</i></li> </ul>	/ _____ /

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		<ul style="list-style-type: none"> <li>viii. Someone else/Undi muntu</li> <li>ix. No one (raised money myself)/Nta wundi muntu (ninjye wayishatseho)</li> <li>x. Other (specify)/Ibindi (Sobanura): <ul style="list-style-type: none"> <li>b. If you answered c to question 401, continue to 415. If not, skip to the next question/Niba washubije c ku kibazo cya 401, komeza ku kibazo cya 415. Niba washubije ikindi, jya ku kibazo gikurikiyeho</li> </ul> </li> </ul>	
415	<p>How often are you paid for the work you do for someone else's business?/Wishyurwa kangahe mu mushinga ukorera undi muntu?</p> <p>If you work at more than one business, answer the following questions about the job that you spend the most time working at only./ Niba ukora mu mushinga irenze umwe, subiza ibi bibazo bikurikira ku mushinga umaraho igihe kinini</p>	<ul style="list-style-type: none"> <li>1. Annually/ Buri mwaka</li> <li>2. Seasonal/Buri gihembwe</li> <li>3. Monthly/Buri kwezi</li> <li>4. Weekly/Buri cyumweru</li> <li>5. Daily/Buri munsu</li> <li>6. Unpredictable /Ntabwo wabimenya</li> </ul>	/ _____ /
416	<p>How much were you paid during the last [insert answer from 415]?/Wahembwe angahe mu [andikamo igisubizo cyo ku kibazo cya 415] ushize</p>	Rwf/Frw	/ _____ /
417	<p>What type of business is this? Choose the one answer that fits best./Uwo mushinga ni bwoko ki? Hitamo igisubizo gikwiye</p>	<ul style="list-style-type: none"> <li>i. Farming / Agriculture / Animal rearing/ Ubuhinzi/Ubworozi</li> <li>ii. Salon / hairdresser/Salo/aho batunganyiriza imisatsi</li> <li>iii. Skilled trade (construction, tailoring, carpentry)/Umwuga (ubwubatsi, ubudozi, kubaza)</li> <li>iv. Art, jewelr or crafts making / selling</li> <li>v. A small shop/ Gukora/kugurisha ibikomoka ku bugeni, ibikomo cyangwa ubukorikori</li> <li>vi. Domestic work (for someone NOT in your family)/Akazi ko mu rugo (ukorera undi muntu atari ako wikorera)</li> <li>xii. Food making / selling business Umushinga wo gukora/kugurisha ibiribwa</li> <li>vii. Charcoal or brick makers/Gukora amakara cyangwa kubumba amatafari</li> <li>viii. ICT / Computer shop/Iduka ry'ibikoresho by'ikoranabunga/mudasobwa</li> <li>ix. Shop that buys and resells products/iduka rigura kandi rikagurisha ibintu</li> </ul> <p>7. Other/Ibindi:</p>	/ _____ /
418	<p>Are you currently paid to work anywhere else?/Muri iki gihe hari ahandi ukora baguhemba?</p>	<ul style="list-style-type: none"> <li>i. Yes (repeat 415-417, max 2 times)/Yego (subiramo 415-417), nturenze inshuro 2</li> </ul> <p>No (continue to 419)/Oya (komeza ku kibazo cya 419)</p>	/ _____ /
419	<p>When you were on long holiday, were you <b>PAID</b> to work at <b>someone else's</b></p>	<ul style="list-style-type: none"> <li>a. Yes/Yego</li> <li>x. No/Oya</li> </ul>	

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	business? Do not include student business club activity or your own business activity./Mu gihe wari mu biruhuko bikuru, hari ubwo wigeza ukorera igihembo mu mushinga w'undi muntu. Ntubariremo ibikorwa wakoze muri club y'imishinga y'abanyeshuri cyangwa iyo wikoreye.		
420	How often are you paid for the work you do for someone else's business when on holiday?/Ni kangaha uhemberwa akazi ukora mu mushinga w'undi muntu iyo uri mu biruhuko?	<ol style="list-style-type: none"> <li>1. Annually/Buri mwaka</li> <li>2. Seasonal/Buri gihembwe</li> <li>3. Monthly/Buri kwezi</li> <li>4. Weekly/Buri cyumweru</li> <li>5. Daily/Buri muni</li> <li>i. Unpredictable/Ntabwo bizwi</li> </ol>	
421	How much were you paid during the last [insert answer from 420]?/Wishyuwe angaha mu [andika igisubizo cyo ku kibazo cya 420] ushize?	ii. Rwf/Frw	
422	What type of business is this? Choose the one answer that fits best./Uyu mushinga ni bwoko ki? Hitama igisubizo kimwe gikwiye	<ol style="list-style-type: none"> <li>i. Farming / Agriculture / Animal rearing/Ubuhinzi/Ubworozi</li> <li>ii. Salon / hairdresser/Salo/aho batunganyiriza imisatsi</li> <li>iii. Skilled trade (construction, tailoring, carpentry)/Umwuga (kubaka, kudoda, kubaza)</li> <li>iv. Art, jewelr or crafts making /selling Gukora/kugurisha ibikomoka ku bugeni, ibikomo cyangwa ubukorikori</li> <li>v. A small shop /Akabutiki</li> <li>vi. Domestic work (for someone NOT in your family) Akazi ko mu rugo (ukorera undi muntu atari ako wikorerera)</li> <li>vii. Food making / selling business Umushinga wo gukora/kugurisha ibiribwa</li> <li>viii. Charcoal or brick makers/Gukora amakara cyangwa kubumba amatafari</li> <li>ix. ICT / Computer shop/Iduka ry'ibikoresho by'ikoranabunga/mudasobwa</li> <li>x. Shop that buys and resells products/iduka rigura kandi rikagurisha ibintu</li> <li>b. Other/Ibindi:</li> </ol>	
423	Are you currently paid to work anywhere else?/Muri iki gihe hari aho ukora uhembwa?	<ol style="list-style-type: none"> <li>i. Yes (repeat from 419-422, max 2 times)/Yego (gusubiramo kuva kuri 419 kugeza kuri 422, nturenze inshuro 2)</li> <li>6. No (skip to 424)/Oya (jya ku kibazo cya 424)</li> </ol>	
424	Are you working without pay for a business that generates income for your family or outside of your family?/Ese ukora udatagereje igihembo mu mu mushinga wo mu muryango wawe cyangwa hanze y'umuryango wawe?	<ol style="list-style-type: none"> <li>i. No/Oya</li> <li>ii. Yes, for my family's business/Yego, mu mushinga wo mu muryango wanjye</li> </ol> <p>Yes, for an outside business/Yego, mu mushinga wo hanze y'umuryango wanjye</p>	
425	When at home, which of the following activities do you do	<ol style="list-style-type: none"> <li>i. Cooking/guteka</li> <li>ii. Cleaning/gukora isuku</li> </ol>	

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	on a regular basis (at least three times per week)?/Iyo uri mu rugo ni akabe kazi muri aka gakurikira ukora ku buryo buhoraho (nibura nka gatatu mu kwezi)	<ul style="list-style-type: none"> <li>iii. Studying/kwiga</li> <li>iv. Washing clothes/kumesa imyenda</li> <li>v. Caring for the other siblings/kwita ku bavandimwe</li> <li>vi. Getting water/kuvoma</li> <li>vii. Shopping for the family or household/kujya guhahira umuryango cyangwa urugo</li> <li>viii. Resting/playing/kuruhuka/gukina</li> <li>ix. All of the above/Byose</li> <li>xi. -66. Other (specify)/Ibindi (sobanura)</li> </ul>	
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**5. Academic Background & Performance/Ibijyanye n'amashuri yize n'imitsindire**

500	Current class/level, option and stream/Umwaka wigamo ubu, ishami wakurikiye, ishuri wigamo  -77 If not applicable/ andika - 77 niba bitajyanye	e.g: Class/Umwaka: S6/Uwa 6  Option/Ishami: HEG  Stream/Ishuri: A	/ _____ / Class/Umwaka  / _____ / Option/Ishami  / _____ / Stream/Ishuri
501	What is the name of the entrepreneurship teacher?/Ni ubigisha isomo ryo guhanga umurimo	Names/Amazina	/ _____ /
502	Indicate the number of times you have repeated the following levels/Erekana inshuro wasibiye muri iyi myaka	Number of times/Inshuro	S4: / _____ / S5: / _____ / S6: / _____ /
503	Indicate the number of times you dropped out (spent one year or more out of school) of the following levels/Erekana inshuro wagiye uva mu ishuri muri iyi myaka (ukamara umwaka cyangwa igihe kirenze umwaka waravuye mu ishuri)	Number of times/Inshuro	S4: / _____ / S5: / _____ / S6: / _____ /
504	What was the last promotional exam you took?/Ni ryari uheruka gukora ikizamini gisoza umwaka?		S3: / _____ / S4: / _____ / S5: / _____ /
505	How did you score on your last promotional exam?/Ubushize wabonye amanota angaha yo gusoza umwaka?		

**6. Classroom Experience/Ibyo wabonye mu ishuri**

600	During entrepreneurship class, how often does the teacher divide the class into	<ul style="list-style-type: none"> <li>i. Never (If never, skip to 601)/Nta na rimwe (niba ari nta na rimwe, hita ujya ku kibazo cya 601)</li> </ul>	
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	small groups where do you work with 10 or fewer other students? Please only tick one./Mu gihe higishwa isomo ryo guhanga umurimo, ni kangahe mwarimu ashya abanyeshuri mu matsinda mato mato agizwe n'abanyeshuri 10 cyangwa muni yabo? Hitamo igisubizo kimwe gikwiye	<ul style="list-style-type: none"> <li>ii. One time/Rimwe</li> <li>iii. A few times/rimwe na rimwe</li> <li>iv. Every month/Buri kwezi</li> <li>v. Every week/Buri cyumweru</li> <li>vi. Every day/Buri muni</li> </ul>				
601	During entrepreneurship class, have you stood in front of the class to present or talk about any work you or your small group did?/Mu isomo ryo guhanga umurimo wigeze uhagarara imbere ya bagenzi bawe ngo utange ikiganiro cyangwa uvuge ku kazi wakoze cyangwa mwakoreye hamwe nk'itsinda?	<ul style="list-style-type: none"> <li>i. Yes/Yego</li> <li>i. No/Oya</li> </ul>				
602	During entrepreneurship class, how often have you or a member of your small group presented the group's work to your class?/Mu isomo ryo guhanga umurimo ni kangahe wowe cyangwa umwe mubo mwakoranye mu itsinda yagejeje ku banyeshuri bese ibyo mwakoze mu itsinda?	<ul style="list-style-type: none"> <li>i. Never/Nta na rimwe</li> <li>ii. One time/Rimwe</li> <li>iii. A few times/Rimwe na rimwe</li> <li>iv. Every month/Buri kwezi</li> <li>v. Every week/Buri cyumweru</li> <li>ii. Every day/Buri muni</li> </ul>				
603	During entrepreneurship class, how often has the teacher lead the class in an activity outside of the classroom (school survey, field trip, energizer outside, visit to school farm etc)?/Mu isomo ryo guhanga umurimo ni kangahe mwarimu yajyanye abanyeshuri hanze y'ishuri (mu bushakashatsi ku ishuri, bakajya mu rugendo-shuri, gufata akayaga hanze, gusura ibikorwa by'ubuhinzi by'ishuri n'ibindi)?	<ul style="list-style-type: none"> <li>i. Never/Nta na rimwe</li> <li>ii. One time/Rimwe</li> <li>iii. A few times/Rimwe na rimwe</li> <li>iv. Every month/Buri kwezi</li> <li>v. Every week/Buri cyumweru</li> <li>vi. Every day/Buri muni</li> </ul>				
(604)	<b>In questions 605-612, please indicate how frequently you have completed the following activities in your S6 entrepreneurship class. If you have never completed the activity, check "never"./Ku kibazo cya</b>		One time/Rimwe	A few times/Rimwe na rimwe	Every month/Buri kwezi	Every week/Buri cyumweru

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	605 kugeza ku cya 612, erekana inshuro wakoze iki gikorwa mu ishuri. Niba utarigeze ugikora andika “nta na rimwe”					
605	Role Play: Students in the class are divided into small groups, where each group must act a part by pretending to be a different person/Agakino: Abanyeshuri mu ishuri bashyirwa mu matsinda mato mato, aho buri tsinda rikina ryigana imico y’umuntu runaka		One time/Rimwe	A few times/Rimwe na rimwe	Every month/Buri kwezi	Every week/Buri cyumweru
606	Classroom Discussions where students share their opinions or discuss what they know/Ibiganiropaka bikorerwa mu ishuri aho abanyeshuri batanga ibitekerezo cyangwa bakajya impaka ku byo bazi					
607	Conducted Research such as interviews, surveys, and internet searching/Nakoze ubushakashatsi mu buryo bw’ikiganiro, ubushakashatsi bugamije kumenya icyo abantu batekereza ku kibazo runaka n’ubushakashatsi bukorerwa kuri murandasi/interineti					
608	Done Financial Calculations Nakoze ibaruramari					
609	Worked on the computer/Nanditse kuri mudasobwa					
610	Review a case study, or a story of a real-life situation where the students must discuss or solve a problem or resolve a conflict./ Nasesenguye ikibazo cyo mu buzima busanzwe, cyangwa inkuru yo mu buzima busanzwe aho abanyeshuri bagomba kujya impaka cyangwa bagakemura ikibazo cyangwa amakimbirane.					
611	Career Planning/Nateguye umurimo nzakora ejo hazaza					
612	Taken Notes/Nanditse mu ikaye					
613	Do you know the term Skills Lab?/Uzi ijambo Skills Lab?	i. Yes/Yego				

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		No/Oya →Go to 615/Niba igisubizo ari oya, hita ujya kuri 616				
614	If Yes in 613, give a definition to Skills Lab: (free response)/Niba ari yego kuri 613, tanga inyito ya Skills Lab (atange igisubizo mu magambo ye bwite)	<p><i>Enumerator: DO NOT READ, tick closest to their response/Umukarani: WISOMA, shyira ikimenyetso aho igisubizo atanze cyenda kwegera</i></p> <ul style="list-style-type: none"> <li>i. A time after classes for students to do activities/Umwanya abanyeshuri bakoramo imyitozo nyuma y’amasomo</li> <li>ii. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities/Umwanya wihariye mu isomo ryo guhanga umurimo aho abanyeshuri bakora imyitozo y’ubumenyigiro</li> <li>iii. A laboratory session for science students/Isomo rya laboratwari ku banyeshuri bakurikira inyigisho y’ubumenyi</li> <li>iv. A time for students to start student business clubs and administer their business activities/Igihe abanyeshuri batangira gukora amashyirahamwe yo guhanga imirimo maze bagakora ibikorwa bigendanye nayo</li> <li>v. Other</li> </ul>				
615	If Yes in 613, give a definition to Skills Lab: (multiple choice)/Niba asubije yego ku kibazo cya 613, tanga inyito y’ijambo Skills Lab (hitamo mu bisubizo byinshi)	<p><i>Enumerator: READ options/Umukarani: Soma ibisubizo</i></p> <ul style="list-style-type: none"> <li>i. A time after classes for students to do activities/ Umwanya abanyeshuri bakoramo imyitozo nyuma y’amasomo</li> <li>ii. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities Umwanya wihariye mu isomo ryo guhanga umurimo aho abanyeshuri bakora imyitozo y’ubumenyigiro</li> <li>iii. A laboratory session for science students/ Isomo rya laboratwari ku banyeshuri bakurikira inyigisho y’ubumenyi</li> <li>iv. A time for students to start student business clubs and administer their business activities/Igihe abanyeshuri batangira gukora amashyirahamwe yo guhanga imirimo maze bagakora ibikorwa bigendanye nayo</li> <li>v. Other/ibindi</li> </ul>				

**7. Student Business Club Activity/Imirimo ikorwa mu ma club  
y'imishinga y'abanyeshuri**

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<p>700. Does your school have a student business club?/Ese ikigo cyanyu gifite club y'imishinga y'abanyeshuri</p> <p><input type="checkbox"/> Yes → <i>Go to 701 niba ari yego, hita ujya ku kibazo cya 701</i></p> <p><input type="checkbox"/> No → <i>Go to 704 niba ari oya, hita ujya ku kibazo cya 704</i></p>
<p>701. If Yes in 700, who supports students in running the student business club?/Niba asubije yego ku kibazo cya 700, ninde ufasha abanyeshuri gucunga club y'imishinga y'abanyeshuri</p> <p><input type="checkbox"/> Entrepreneurship teacher/Mwarimu wigisha isomo ryo guhanga umurimo</p> <p><input type="checkbox"/> Other teacher/Undi mwarimu</p> <p><input type="checkbox"/> Head teacher/Umuyobozi w'Ikigo</p> <p><input type="checkbox"/> Parents/Ababyeyi</p> <p><input type="checkbox"/> Another entrepreneur/Undi rwiyemezamirimo</p> <p><input type="checkbox"/> Other/Abandi:</p>
<p>702. What type of support does the entrepreneurship teacher provide student business club?/ Ni ubuhe bufasha mwarimu w'isomo ryo guhanga umurimo aha abanyeshuri bagize club y'abanyeshuri y'imishinga?</p> <p><input type="checkbox"/> Advises club leadership on how to run the club/Agira inama ubuyobozi bwa club ku byerekeranye n'uburyo bwo kuyobora club</p> <p><input type="checkbox"/> Attended 1 meeting/Yitabiriye inama imwe</p> <p><input type="checkbox"/> Attends meetings frequently/Yitabira inama kenshi</p> <p><input type="checkbox"/> Advises groups of students on challenges with club businesses/Agira inama amatsinda y'abanyeshuri ku mbogamizi ziboneka mu bikorwa bya club</p> <p><input type="checkbox"/> Manages club funds/Acunga amafaranga ya club</p> <p><input type="checkbox"/> Other/Ibindi</p> <p><input type="checkbox"/> None/Nta na kimwe</p>
<p>703. Are there one or more active student-run businesses operating in this school?/Ese muri iki kigo hari igikorwa kimwe cyangwa byinshi bicungwa n'abanyeshuri ubwabo?</p> <p><input type="checkbox"/> Yes → <i>Go to 704/Niba ari yego, hita ujya ku kibazo cya 704</i></p> <p><input type="checkbox"/> No → <i>Go to 705/Niba ari oya, hita ujya ku kibazo cya 705</i></p>
<p>704. How many <b>student-run businesses</b> operate in this school? <i>Please tick one option only.</i>/Ni imishinga ingahe icungwa n'abanyeshuri ikorera muri iki kigo?</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4</p> <p><input type="checkbox"/> More than 4/Irenze 4</p>
<p>705. Have you learned to make any products in S4-S6 classes? /Hari ubwo mwigeze mwiga gukora ibintu runakamu mu mwaka wa 4-6?</p> <p><input type="checkbox"/> Yes → <i>Go to 706/Niba ari yego, hita ujya ku kibazo cya 706</i></p> <p><input type="checkbox"/> No → <i>Skip to next section/Niba ari oya, hita ujya ku kiciro gakurikiyeho</i></p>
<p>706. If yes to 705, what product did you learn how to make at school?/Niba asubije yego ku kibazo cya 705, ni ibihe bintu mwize gukora hano ku ishuri?</p> <p><input type="checkbox"/> Candles/Buji</p> <p><input type="checkbox"/> Liquid Soap/Isabune y'amazi</p> <p><input type="checkbox"/> Paper bags/Isakoshi yo mu mpapuro</p> <p><input type="checkbox"/> Paper beads/Amasaro yo mu mpapuro</p> <p><input type="checkbox"/> Baskets/Inkangara</p> <p><input type="checkbox"/> Other/Ibindi: _____</p>

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707. If yes to 705, do you currently use this skill?/Niba ari yego, hita ujya ku kibazo cya 705, ese ubu bumenyingingiro urabukoresha?

- Yes, for a group project/business that I am part of/Yego, mu gikorwa/umushinga w'itsinda mbarizwamo
- Yes, for my own project/business/Yego, mu mushinga/igikorwa cyanjye
- Yes, for someone else's business/Yego, mu mushinga w'undi muntu
- No/Oya
- Other/Ibindi \_\_\_\_\_

8. Personal Finance/Imari bwite			
800	Have you ever borrowed or attempted to borrow, money from a bank, a friend, family or anyone else in order to take advantage of an economic opportunity?/Wigeze uguza cyangwa ngo ugerageze kuguzura amafaranga muri banki, inshuti, umuryango cyangwa undi muntu kugira ngo ugire uko ubyaza umushinga inyungu	0. No/Oya 1. Yes/Yego	/_____/
801	Imagine this happened: suppose someone you fully trust offered you 5,000 FRW today. However, he tells you that you can wait one month and receive 10,000 FRW instead. Which would you prefer?/Tekereza nk'ibi bibaye: tuvuge ko umuntu wizera cyane aguhaye 5000FRW uyu muni. Nyamara, akakubwira ngo utegerejeho ukwezi yaguhaye 10 000 FRW. Wahitamo iki?	1. 5,000 FRW today/5000 FRW uyu muni 2. 10,000 one month from now/10 000 FRW hashize ukwezi	/_____/
802	What if your choice was between 5,000 FRW today or 20,000 FRW one month from now?/Uramutse usabwe guhitamo hagati ya 5000 FRW uyu muni na 20,000 FRW nyuma y'ukwezi uhereye uyu muni?	1. 5,000 FRW today/5000 FRW uyu muni 2. 20,000 FRW one month from now/20.000 nyuma y'ukwezi uhereye uyu muni	/_____/
803	Suppose you had 10,000 FRW in a savings account and the interest rate was 2% per year. After five years, how much do you think you would have in the account if you left the money to grow?/Tuvuge ko ufite 10.000 FRW kuri konti yo kuzigama aho ijanisha ku nyungu ari 2% buri mwaka. Nyuma y'imyaka 5, wumva waba ufite amafaranga angaha uyarekeye kuri konti yo kuzigama?	1. More than 10,200 FRW/Arenze 10.200FRW 2. Exactly 10,200 FRW/Angana na 10.200 FRW 3. Less than 10,200 FRW/Ari muni ya 10.200FRW	/_____/
804	Do you have any money saved right now?/Ese hari amafaranga ufite wizigamye ubu?  If no → Skip to Section 9/Niba igisubizo ari oya, hita ujya ku kiciro ka 9	1. No, I have no savings/Oya, nta mafaranga mfite nzigamye 2. Yes, hidden in a box/drawer/Yego, ahishe mu gakarito 3. Yes, another person holds it for me/Yego, hari undi muntu uyambikira 4. Yes, in a group account at a bank/Yego, kuri konti rusange muri banki	/_____/

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		<p>5. Yes, in an individual account at a bank/Yego, kuri konti yanjye bwite muri banki</p> <p>6. Yes, in a SACCO (Savings and Credit Co-op)/Yego, muri SACCO (Koperative yo kubitsa no kuguriza)</p> <p>7. Yes, in a telecom company account (MTN mobile money, Tigo cash, Airtel mobile money, etc.)/Yego, kuri konti ya sosiyete y'itumanaho (MTN mobile money, Tigo cash, Airtel mobile money, etc)</p> <p>-66. Other (specify) Ibindi (Sobanura)</p>	
805	How much have you saved?/Wazigamyeye amafaranga angaha?		/ _____ /

<p><b>9. Entrepreneurship Knowledge (Based on the curriculum)/Ubumenyi bwo kwihangira umurimo bujyanye n'integanyanyigisho ishingiyeye ku bushobozi</b></p> <p>Suppose you are starting a business. Answer the following questions based on what you would do as a business owner./Tuvuge ko urimo gutangiza umushinga. Subiza ibibazo bikurikira bishingiyeye ku byo wakora nka nyirumushinga</p>			
900	<p>Suppose you started selling paper bags at 800 FRW. It costs 600 FRW for the materials to make the bags. You sell 5 paper bags per day. How much profit would your business earn in <b>1 month (30 days)</b>?/Tuvuge ko watangiye kugurisha udukabu dukoze mu mpapuro ku 800FRW. Ibikoresho byo gukora agakabu kamwe bigutwara 600 FRW. Ugurisha udukabu 5 ku munsi. Ubwo wakwinjiza angaha <b>mu gihe cy'ukwezi (iminsi 30)</b>?</p>		/ _____ / FRW
901	<p>In the above example from question 901, how would you be able to increase this monthly profit?/Mu rugero rutanze hejuru ku kibazo cya 901, ni gute ushobora kuzamura inyungu ya buri kwezi?</p> <p><i>Choose all that apply./Hitamo ibisubizo byose bikwiye</i></p>	<ol style="list-style-type: none"> <li>1. Sell more paper bags daily/Kugurisha udukabu twinshi ku munsi</li> <li>2. Increase the price of the paper bags/Kongerera igiciro cy'udukabu</li> <li>3. Employ someone make the paper bags for you/Guha akazi umuntu ugukorera udukabu</li> <li>4. Use cheaper materials to make the bags/Gukoresha ibikoresho bihendutse mu gukora udukabu</li> </ol>	<p>/ _____ /</p> <p>/ _____ /</p> <p>/ _____ /</p> <p>/ _____ /</p>

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902	How do you know a business is <b>not</b> profitable? <i>Choose all that apply.</i> /Ni gute wamenya ko umushinga utunguka?	<ol style="list-style-type: none"> <li>1. The cost of making a product is more than the selling price/Igiciro cyo gukora ikintu kiri hejuru y'igiciro ukigurishaho</li> <li>2. The cost of making a product is less than the selling price/Igiciro cyo gukora ikintu kiri hasi y'igiciro ukigurishaho</li> <li>3. Selling less than 50% of your products/Kugurisha ibintu biri hasi ya 50%</li> <li>4. Selling more than 50% of your products/Kugurisha ibintu biri hejuru ya 50%</li> </ol>	        
903	What should be included in a student's <b>business plan</b> ? <i>(Select all that apply).</i> /Ni iki cyashyirwa muri gahunda y'umushinga w'abanyeshuri?	<i>Enumerator: do not prompt. Allow teacher to respond freely, and indicate responses./Umukarani: ntugire icyo umubwira. Reka mwarimu asubize uko ashatse maze werekane ibisubizo</i> <ol style="list-style-type: none"> <li>1. Business name/Izina ry'umushinga</li> <li>2. Receipts from sales/Inyemezabwishyu z'ibintu yacurujwe</li> <li>3. Marketing Plan/Gahunda yo kumenyekanisha ibicuruzwa</li> <li>4. Profit &amp; Loss Statement/Inyandiko yerekeye inyungu n'igihombo</li> <li>5. Audit/Ubuzuzuzi Other/Ibindi:</li> </ol>	
904	Which of the following is <b>NOT</b> considered an indicator of business growth?/ Muri ibi ni iki kidafatwa nk'ikimenyetso cy'uko umushinga urimo gutera imbere <i>Choose one./Hitamo kimwe</i>	<ol style="list-style-type: none"> <li>1. Increase in sales/Kwiyongera kw'ibicuruzwa</li> <li>2. Increase in profits/Kwiyongera kw'inyungu</li> <li>3. Increase in liquidity assets/Kwiyongera k'umutungo winjiza amafaranga kashi</li> <li>4. Increase in liabilities/Kwiyongera kw'imyenda</li> <li>5. Increase in market share/Kwiyongera kw'ijanisha ry'ibyacurujwe n'umushinga ugereranyije n'ibicuruzwa byose ku isoko mu gihe runaka</li> </ol>	        
905	What are the main components of a balance sheet?/Ni ibiki bigize bila	<ol style="list-style-type: none"> <li>1. Profits/Inyungu</li> </ol>	  

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	<i>Choose all that apply./Hitamo ibisubizo byose by'ukuri</i>	<p>2. Assets/Umutungo winjiza amafaranga</p> <p>3. Liabilities/Umwenda</p> <p>4. Marketing Plan/Gahunda yo kumenyekanisha ibicuruzwa</p> <p>5. Capital/Igishoro</p> <p>6. Total Sales/Igiteranyo cy'ibyacurujwe</p>	<p>/ _____ /</p> <p>/ _____ /</p> <p>/ _____ /</p>
906	<p>What should businesses do to protect the environment?/Ni iki cyakorwa ku mishinga kugira ngo habungabungwe ibidukikije?</p> <p><i>Choose all that apply./Hitamo ibisubizo byose by'ukuri</i></p>	<p>1. Observe regulations to reduce pollution and noise/Gukurikiza amategeko ajyanye no kugabanya ibyanduza umwuka duhumeka n'urusaku</p> <p>2. Create an Environmental Impact Assessment./Gukora isesengura rigamije kugaragaza ingaruka zishobora guterwa n'umushinga ku bidukikije</p> <p>3. Nothing, businesses do not have any negative impact on the environment/Ntacyo, imishinga ntabwo igira ingaruka mbi ku bidukikije</p> <p>4. Initiate environmental clean-up projects/Gutangiza imishinga y'isuku n'isukura</p>	<p>/ _____ /</p> <p>/ _____ /</p> <p>/ _____ /</p> <p>/ _____ /</p>

**10. Aspirations/Ibyifuzo**

1000	<p>What is the highest level of schooling you plan to complete?/Wumva uziga amashuri angaha?</p>	<p>1. Level 12 (S6)/Amashuri yisumbuye (uwa 6)</p> <p>2. TVET/Amashuri y'imyuga n'ubumenyi ngiro</p> <p>3. Diploma (A1)/Ikiciro cya mbere cya kaminuza</p> <p>4. University (A0)/Ikiciro cya kabiri cya kaminuza</p> <p>5. Masters/Ikiciro cya gatatu cya kaminuza</p> <p>6. Doctorate/ Urwego rw'Ikirenga</p>	
1001	<p>After school, what occupation would you like to have in your life?/Nyuma yo kwiga, wumva wifuza kuzakora iki?</p>	<p>1. Farming/Ubuhinzi</p> <p>2. Business/Gukora imishinga ibyara inyungu</p> <p>3. Petty trading/Ubucuruzi buciriritse</p> <p>4. Skilled labor (carpenter, tailor, etc)/Umwuga (kubaza, kudoda n'ibindi)</p> <p>5. Professional/salaried (lawyer, doctor, accountant, teacher, etc)/Akazi ko mu biro (kunganira abantu mu nkiko/umwavoka, umuganga, umubaruramari, umwarimu n'ibindi)</p>	<p>/ _____ /</p>

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		-66. Other (specify)/Tbindi (Sobanura)	
1002	Do you plan to start a business in the future?/Uteganya gutangiza umushinga ejo hazaza?	1. No/Oya 2. Yes/Yego -99. Not sure/I don't know/simbihamya/Simbizi	/_____/
1003	You have saved 100.000rw and you can use it to start ANY project you want!what type of project do you want to start?what to sell? ?Tuvuge ko wizigamiye amafaranga ibihumbi 100,ushobora gutangiza umushinga uwari wo wose wifuza,ese ni ubuhe bwoko bw'umushinga wumva watangiza,wacuruza iki?		

<b>5. Community Participation and Leadership/Kwitabira ibikorwa rusange n'Ubuyobozi</b>			
1100	Do you have a community project that YOU STARTED YOURSELF?/Ufite umushinga wo guteza imbere aho utuye watangije wowe ubwawe?  If you have more than one project, answer the following questions about your largest project only./Niba ufite umushinga urenze umwe, subiza ibi bibazo byerekeye umushinga uruta iyindi	1. Yes/Yego 2. No/Oya  If yes, continue, if no, skip to 1102/Niba ari yego, komeza, niba ari oya, jya ku kibazo cya 1102	
1101	If you have more than one project, answer the following questions about your largest project only. What is the project?/ Niba ufite umushinga urenze umwe, subiza ibi bibazo byerekeye umushinga uruta iyindi. Umushinga uruta iyindi ni uwuhe?	1. A club / group that provides food or other basic needs (clothes, etc.) to people/Club/Itsinda rigabura cyangwa ritanga ibindi bintu by'ibanze (imyenda, n'ibindi) 2. A club / group that pays school fees for other students/Club/Club/Itsinda ririhira amafaranga y'ishuri abandi banyeshuri/club 3. A club/group to teach people about a problem/issue. The problem/issue is/Club/Itsinda rihugura abantu ku kibazo runaka/:_____ 4. Other (specify)/Tbindi (sobanura)_____	
1102	In group discussions every group member contributes something	1. You are leading the discussion and help the group	

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	<p>unique to the discussion through playing some individual roles./Mu biganiro mu matsinda buri wese ugize itsinda atanga umusanzu we wihariye mu gukora inshingano runaka</p> <p>Please select the role that describes your role best in a group discussion. You might feel that you are taking more than one role of the ones listed below. BUT Please SELECT ONLY ONE that you feel most comfortable with in group discussions.</p> <p>Hitamo igisubizo cyerekana uruhare rwawe mu biganiro. Ushobora kumva wahitamo ibisubizo birenze kimwe muri ibi. <b>ARIKO UGOMBA GUHITAMO IGISUBIZO KIMWE GUSA</b> wumva kijyanye n'uruhare ugira mu biganiro kurusha ibindi</p>	<p>make decisions./Uyobora ibiganiro ugafasha itsinda gufata ibyemezo</p> <p>2. You are leading the discussion and make decisions for the group without asking for others' opinions./Uyobora ibiganiro ugafata ibyemezo utabajije abandi icyo babitekerezaho</p> <p>3. You are taking notes of the discussion./Ufata imyanzuro iva mu biganiro</p> <p>4. You are tracking time spent during discussion to help the group in keeping time./Ureba uburyo igihe kirimo gukoreshwa kugira ngo ufashe itsinda gukoresha neza igihe</p> <p>5. You suggest new ideas and creative solutions to problems./Utanga ibitekerezo bishya kandi ugashaka ibisubizo by'ibibazo</p> <p>6. You encourage the group to take action and implement ideas./Utera itsinda imbarago zo gufata ibyemezo no kubishyira mu bikorwa</p> <p>7. You encourage the group to assess the benefits and risks of new ideas before making a decision./Ufasha itsinda gusesengura inyungu n'ingaruka z'ibitekerezo bishya mbere yo gufata icyemezo.</p> <p>8. You actively watch and listen to the discussion and wait for your assignment./Uritegereza, ukumva ibiganirompaka ugategereza icyo ugomba gukora</p>	
1103	<p>Are you concerned about any problems in your community/school? (e.g. poverty, drug / alcohol abuse, poor access to clean water, etc.)/Hari ikibazo ubona aho utuye/ku ishuri wigaho? (urugero ubukene/ibiyobyabwenge/ubusinzi, kutagira amazi meza n'ibindi)</p>	<p>3. Yes/Yego</p> <p>4. No/Oya</p> <p>1. If yes, continue, if no, skip to section 12/Niba ari yego, komeza, niba ari oya, jya ku gice cya 12.</p>	
1104	<p>Many students are concerned about the problems in their school or community, Have you done anything to solve or raise awareness about these problems? Tick all of the activities you did./Abanyeshuri benshi bakunda bakunda kugira uruhare mu</p>	<p>1. No, I have not/Oya, ntacyo nakoze</p> <p>2. I started a community project/Natangije umushinga uhuriweho n'abaturage</p> <p>3. I talked about the problems to my friends /</p>	

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	<p>gukemura ibibazo mu mashuri yabo cyangwa se aho batuye,haba hari icyo wakoze kugira ngo uhoshe ibyo bibazo cyangwa se ngo umenyekanishe ibyo bibazo?Hitamo byose wakoze</p>	<p>classmates//Nabiganirije inshuti/urungano twiganye</p> <p>4. I started a club / group to raise awareness about the problem/Natangije club/itsinda ryo gukora ubukangurambaga kuri ibi bibazo</p> <p>5. I joined a club / group/Hari club/itsinda nagiyemo</p> <p>6. I organized an awareness raising event (how many times:)/Nateguye igikorwa cy'ubukangurambaga (inshuro.....)</p> <p>2. I did something else (describe)/Hari ikindi kintu nakoze (Sobanura):</p>	
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<b>12. About Your Life/Ibyerekeye ubuzima bwawe</b>	
<p>Some things that happen to you happen because your decisions, or maybe what your parents do, or maybe what God does. Sometime things happen just by chance or accident./Ibintu bimwe bikubaho kubera ibyemezo uba wafashe cyangwa ibyo ababyeyi bawe bakoze cyangwa wenda ibyo Imana ikora. Akenshi ibintu bibaho ku bw'amahirwe cyangwa bitewe n'impanuka</p> <p>Sometimes control is mixed. Imagine you are riding a bicycle on a road. You can control if you are a safe person (you look around you; you avoid busy / dangerous roads) but you cannot control if other people on the road are safe drivers. Maybe you get hurt in a road accident while riding your bicycle but it is not your fault, it was a terrible taxi driver who knocked you down. You only have <b>a little control in this situation</b>. You controlled what you could by being a careful rider but you still might get hurt because you cannot control everything./Akenshi hari igihe ibikubaho ubigiramo uruhare hari n'igihe utabigiramo uruhare. Ushobora kubigiramo uruhare mu gihe witonze cyane (ureba ku ruhande, kwirinda kugendera ahantu hari imodoka nyinshi cyangwa hateza ibyago) ariko ntabwo wakwirinda mu gihe abandi bantu bakoresha umuhanda nabi. Ushobora gukomerekerera mu mpanuka mu gihe wari utwaye igare ryawe ariko bitaguturutseho, byatewe n'umushoferi utwara nabi wakugonze. Icyo gihe <b>uruhare ubigiramo aba ari ruto cyane</b>. Ushobora kwirinda uko ushoboye utwara igare witonze, ariko ushobora kugongwa kuko udashobora kwirinda mu buryo bwose.</p> <p>For each of the following questions, <b>try to answer by reality, not by faith</b>. Answer with a number between 1 and 10. Give a high number (like a 9 or 10) if you think you have total control or a low number (like 1 or 2) if you think you have no control and it is someone else or chance that has the control. Give a number like 5 or 6 when you have some control but not complete control. /Kuri buri kibazo kiri hano hasi, gerageza gusubiza ushyize mu gaciro, udakurikije ibyo wemera. Subiza ukoresheje imibare kuva kuri rimwe kugera ku 10. Shyira ikimenyetso ku mubare munini (nka 9 na 10) niba utekerezako ugira uruhare rusesuye cyangwa ku mubare muto (nka 1 na 2) niba utekerezako utagira uruhare mu bikubaho bikaba biterwa n'undi muntu cyangwa amahirwe. Shyira ikimenyetso ku mubare nka 5 na 6 mu gihe ufite uruhare runaka ariko rutuzuye.</p>	<p>Total control → 10</p> <p>Urubare rwose → 9</p> <p>Some control → 8</p> <p>Urubare → 7</p> <p>Kuri bimwe → 6</p> <p>No control → 5</p> <p>Nta ruhare na ruto → 4</p> <p>Urubare → 3</p> <p>Kuri bimwe → 2</p> <p>No control → 1</p>

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Circle ONE number for each question. How much control do you have over.../Shyira uruziga ku mubare kuri buri kibazo. Ufite uruhare rungana iki ku birebana no....

1200	Whether you go to university or not?/Kujya muri kaminuza cyangwa kutajyayo	1 2 3 4 5 6 7 8 9 10	
1201	<b>Why do you feel that way?/Kuki utekereza gutyo?</b>	1. Because I might NOT get high enough points/Kubera ko nshobora kutabona amanota ahagije 2. Because I WILL get high enough points/Kubera ko nzabona amanota ahagije 3. Because I might NOT have the money/Kubera ko nshobora kutabona amafaranga 4. Because I WILL have the money/Kubera ko nzabona amafaranga 5. Because I don't want to attend/Kubera ko ntashaka kujyayo 6. Because I will marry or start a family instead/Kubera ko nzashyiringira cyangwa nzatangira umuryango -66. Other reason/Indi mpamvu: _____	/ _____ /
1202	How much housework you do at home?/Ukora akazi kangana iki ko mu rugo	1 2 3 4 5 6 7 8 9 10	
1203	<b>Why do you feel that way?/Kuki utekereza gutyo?</b>	1. Because my PARENTS decide this/Kubera ko ABABYEYI banjye ariko babigena 2. Because my parents and I decide TOGETHER/Kubera ko ababyeyi banjye nanjye dufatira icyemezo hamwe 3. Because I decide this ALONE/Kubera ko mbigena NJYENYINE -66. Other reason/Indi mpamvu: _____	/ _____ /
1204	If you have many or very few children when you eventually get married/Niba uzabyara abana benshi cyangwa bacye cyane nushyiringira	1 2 3 4 5 6 7 8 9 10	
1205	<b>Why do you feel that way?/Kuki utekereza gutyo?</b>	1. Because GOD will decide this/Kubera ko IMANA ariyo izabigena 2. Because I WILL use family planning/Kubera ko NZAKORESHA uburyo bwo kuringaniza urubyaro 3. Because my spouse will decide/Kubera ko uwo twashakanye ari we uzabigena 4. Because my spouse and I will decide together/Kubera ko uwo twashakanye nanjye aritwe tuzabigena -66. Other reason/Indi mpamvu: _____	/ _____ /
1206	Whether you are elected head boy or girl?/Kuzaba umuyobozi w'abanyeshuri b'abahungu cyangwa b'abakobwa	1 2 3 4 5 6 7 8 9 10	

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1207	<b>Why do you feel that way?/Kuki utekereza gutyo?</b>	1. Because someone else might be more popular or qualified for the position/Kubera ko undi muntu ashobora kundusha kwamamara cyangwa yujuje ibisabwa kundusha kuri uwo mwanya 2. Because I am popular; many people like me/Kubera ko ndi icyamamare; abantu benshi barankunda 3. Because I am good at mobilizing people/Kubera ko nzi kwigarurira abantu 4. Because I am very qualified for this position/Kubera ko nujuje ibisabwa cyane kuri uyu mwanya -66. Other reason/Indi mpamvu: _____	/ _____ /
1208	If you are safe when you walk out to the shop?/Niba ufite umutekano mu gihe uguye ku isoko guhaha	<b>1 2 3 4 5 6 7 8 9 10</b>	
1209	<b>Why do you feel that way?/Kuki utekereza gutyo?</b>	1. Because there are some dangerous people/Kubera ko hariyo abantu b'abagira nabi 2. Because I can protect myself/Kubera ko nshobora kwirwanaho -66. Other reason/Indi mpamvu: _____	/ _____ /

**13. Your Interests/Ibigushimisha**

1300	New ideas and projects sometimes distract me from older projects/Ibitekerezo n'imishinga bishya akenshi binyibagiza imishinga ya kera	1. Not true/Ntabwo aribyo 2. Not so true/Ntabwo aribyo neza 3. Somehow true/Bijya kuba byo 4. True/Nibyo 5. Very true/Nibyo cyane	/ _____ /
1301	It is difficult for me to stay interested in a project that takes a long time to finish/Birangora kuguma mu mushinga umara igihe kirekire	1. Not true/Ntabwo aribyo 2. Not so true/Ntabwo aribyo neza 3. Somehow true/Bijya kuba byo 4. True/Nibyo 5. Very true/Nibyo cyane	/ _____ /
1302	My interests / passions change from year to year/Ibinshimisha/ibyongera nkunda bihinduka umwaka ku mwaka	1. Not true/Ntabwo aribyo 2. Not so true/Ntabwo aribyo neza 3. Somehow true/Bijya kuba byo 4. True/Nibyo 5. Very true/Nibyo cyane	/ _____ /
1303	I become interested in new projects every few months/Mu mezi make nkururwa n'imishinga mishya	1. Not true/Ntabwo aribyo 2. Not so true/Ntabwo aribyo neza 3. Somehow true/Bijya kuba byo 4. True/Nibyo 5. Very true/Nibyo cyane	/ _____ /

Read to student/Somera abanyeshuri: We are interested in learning about what you do after you finish secondary. We will contact you next year to find out how you did your exams. Is that alright?/Twishimira kumenya icyo muzakora murangije amashuri yisumbuye. Tuzaza kubasura umwaka utaha kugira ngo tumenye uko mwatsinze ibizamini, sibyo?	Yes/Yego No/Oya	
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End Time of the Interview/ <i>Isaha ikiganiro cyarangiriyeho</i>	HH/ <i>Isaha</i> : MM/ <i>Iminota</i> 24-hour clock: 2pm=14:00/ <i>Koresha isaha ibara ku buryo bw'amasha 24 aho i saa munani yandikwa gutya: 14:00</i>	/____/____/: /____/____/
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**Thank You!/*Murakoze!***

## A.5 Teacher survey, endline

## TEACHER SURVEY/UBUSHAKASHATSI KURI MWARIMU

Date of the visit/Isaha yo gusura	DD/MM/YYYY/Umunsi/Ukwezi/Umwaka	/ ___ / ___ / ___ 2018/
Start Time of the visit /Igihe gusura byatangiriye	HH/Isaha : MM/Iminota 24-hour clock: 2pm=14:00/Andika amasaha ku buryo i saa munani z'amanywa byandikwa nka 14:00	/ ___ / ___ /: / ___ / ___ /
Enumerator name /Amazina y'umukarani wi'ibarura:		/ _____ /
Enumerator code/ Kode y'umukarani wi'ibarura:		/ _____ /

I. School Identification/Ibiranga Ikigo		
100. Province/Intara	1. East/Iburasirazuba 2. North/Amajyaruguru 3. West/iburengerazuba	/ _____ /
101. District/Akarere	1. Bugesera 2. Gakenke 3. Gatsibo 4. Gicumbi 5. Karongi 6. Kayonza 7. Musanze 8. Ngoma 9. Ngororero 10. Nyabihu 11. Rulindo	/ _____ /
102 Sector/Umurenge		/ _____ /
103 Cell/Akagari		/ _____ /
104 Village/Umudugudu		/ _____ /
105. School name/Izina ry'ikigo		/ _____ /
106. School code/Kode y'ikigo		/ ___ / ___ / ___ / ___ / ___ / ___ /
107. Group/Itsinda	1. Treatment/Itsinda rikorerwaho ubushakashatsi 2. Control/Itsinda rigereranywa n'iryakorerwaho ubushakashatsi	/ _____ /
108: Teacher ID/Irangamuntu ya mwarimu		
109. Teacher's first name/Izina ry'idini rya mwarimu		/ _____ /
110. Teacher's family name/Izina ry'umuryango rya mwarimu		/ _____ /

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111. Teacher's gender/ <i>Igitsina cya mwarimu</i>	1. Male/ <i>Gabo</i> 2. Female/ <i>Gore</i>	/ _____ /
112. In which levels/classes do you teach entrepreneurship course (Choose all that apply)/ <i>Ni mu wuhe mwaka/mu rihe shuri wigisha isomo ryoguhanga umurimo (Hitamo ibisubizo byose by'ukuri)</i>	1. S1 2. S2 3. S3 4. S4 5. S5 6. S6 7. Does not teach this course/ <i>Ntabwo nigisha iri somo</i>	/ _____ / / _____ / / _____ / / _____ / / _____ / / _____ /
112. Are you the teacher who was surveyed in the baseline survey (February-March 2016)?/ <i>Ese ni wowe mwarimu wakoreweho ubushakashatsi bw'ibanze ubushize (Gashyantare- Werurwe 2016)</i>	0. No/ <i>Oya</i> 1. Yes/ <i>Yego</i> 2. Unsure/ <i>Ntabwo mbyibuka neza</i>	
If school part of 2016 Term 3 monitoring/ <i>Niba iki kigo cyarakorewe igenzura ryakozwe mu bushakashatsi bwakozwe mu gihembwe cya 3 cyo muri 2016:</i> 113. Are you the teacher who was surveyed in the 2016 Term 3 monitoring survey (September-October 2016)?/ <i>Ese ni wowe mwarimu wakorewe igenzura mu bushakashatsi bwakozwe mu gihembwe cya 3 cya 2016 (Nzeri – Ukwakira 2016)?</i>	0. No/ <i>Oya</i> 1. Yes/ <i>Yego</i> 2. Unsure/ <i>Ntabwo mbyibuka neza</i>	
If school part of 2017 Term 2 monitoring/ <i>Niba wari mu igenzura ryakozwe mu gihembwe cya 2 cya 2017:</i> 114. Are you the teacher who was surveyed in the 2017 Term 2 monitoring survey (June-July 2017)?/ <i>Ese ni wowe mwarimu wakorewe igenzura mu bushakashatsi bwakozwe mu gihembwe cya 2 (Kamena- Nyakanga 2017)?</i>	1. No/ <i>Oya</i> 2. Yes/ <i>Yego</i> 3. Unsure/ <i>Ntabwo mbyibuka neza</i>	

**2. Teacher Experience and Training/*Ibyerekeye Ubunararibonye n'Amahugurwa bya Mwarimu***

200			
201	What is your age?/ <i>Ufite imyaka ingahe?</i> <i>-88 if refused to answer/Niba yanze gusubiza</i>	Years/ <i>Imyaka</i>	/ _____ /
202	What kind of teacher are you? / <i>Uri umwarimu wuhe muri aba?</i>	1. Qualified teacher (you studied Education)/ <i>Nize kwigisha</i>	/ _____ /

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	Receiving training on pedagogy means a teacher did not study education but took a 6-month education training (such as Post graduate diploma in education)/Kubona amahugurwa yo kwigisha bivuze ko mwarimu atize kwigisha ariko ko yahawe amahugurwa y'amezi 6 mu kwigisha (urugero inyigisho ihabwa abarangije ikiciro cya kabiri)	2. Unqualified teacher (you did NOT study Education) but trained on pedagogy/Ntabwo nize kwigisha ariko nahawe amahugurwa mu kwigisha 3. Unqualified teacher (you did NOT study Education) but and not trained on pedagogy /Ntabwo nize kwigisha kandi nta nubwo nahawe amahugurwa mu kwigisha 4. Internee/Ndimwo kwimenyereza umwuga wo kwigisha										
203	Which year did you begin formal teaching?/Watangiye kwigisha byemewe ryari?	(XXXX) -88 Does not recall/Ntabwo nibuka	/___/___/___/___/									
204	Which year did you begin teaching at this school?/Watangiye kwigisha kuri iki kigo mu wuhe mwaka?	(XXXX)	/___/___/___/___/									
205	For how many years have you taught entrepreneurship?/Umaze imyaka ingaha wigisha isomo ryo guhanga umurimo?		/_____/ years/imyaka									
206	For S6 teachers, How many S6 entrepreneurship students do you teach in total?/Ku barimu b'uwa 6, wigisha abanyeshuri bangaha bose hamwe bo mu wa 6?	Both males and females/Abanyeshuri bose hamwe b'igitsina Gabo na Gore	a. Males/Gabo /___/___/ b. Females/Gore /___/___/									
207	For the above class, is the class divided into more than 1 stream?/Kuri ririya shuri, ese abanyeshuri bagabanyijemo amatsinda arenze rimwe?	0. No streams (skip to 209)/Ntabwo bagabanyijemo amatsinda, hita ujya ku kibazo cya 209 1. More than 1 stream (continue to 208)/Niba bagabanyijemo amatsinda arenze rimwe, hita ujya ku kibazo cya 208										
208.	If 1 stream above, please give the specific number of males and females in each stream [repeat count based on #streams]/ Niba yasubije 1 hejuru, vuga umubare w'abanyeshuri b'igitsina gore n'igitsina gabo bari muri buri tsinda/shuri (subiramo ubare uherye ku mubare w'amatsinda/amashuri)	<table border="1"> <thead> <tr> <th>Streams/Amatsinda/Amashuri</th> <th>Male students/Abanyeshuri b'igitsina gabo</th> <th>Female students/Abanyeshuri b'igitsina gore</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> </tr> </tbody> </table>	Streams/Amatsinda/Amashuri	Male students/Abanyeshuri b'igitsina gabo	Female students/Abanyeshuri b'igitsina gore	A			B			
Streams/Amatsinda/Amashuri	Male students/Abanyeshuri b'igitsina gabo	Female students/Abanyeshuri b'igitsina gore										
A												
B												
209	For S4 teachers, How many S4 entrepreneurship students do you teach in total?/Ku barimu bigisha mu wa 4, Ni abanyeshuri bangaha bose hamwe wigisha isomo ryo guhanga umurimo?	Both males and females/Abanyeshuri bose b'igitsina gabo na gore	a. Males/Gabo /___/___/ b. Females/Gore /___/___/									

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210	For the above class, is the class divided into more than 1 stream?/ <i>Kuri iryo shuri ryavuzwe haruguru, ese iri shuri rigabanyijemo amatsinda arenze rimwe?</i>	0. No streams (skip to 209)/ <i>Nta matsinda, jya ku kibazo cya 209</i> 1. More than 1 stream (continue to 208)/ <i>Niba harimo amatsinda arenze rimwe, komereza ku kibazo cya 208</i>										
211	If 1 stream above, please give the specific number of males and females in each stream [repeat count based on #streams]/ <i>Niba yasubije 1 hejuru, vuga umubare w'abanyeshuri b'igitsina gore n'igitsina gabo bari muri buri tsinda (subiramo ubare uherye ku mubare w'amatsinda)</i>	<table border="1"> <thead> <tr> <th>Streams/<i>Amatsinda</i></th> <th>Male students/<i>Abanyeshuri b'igitsina gabo</i></th> <th>Female students/<i>Abanyeshuri b'igitsina gore</i></th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> </tr> </tbody> </table>	Streams/ <i>Amatsinda</i>	Male students/ <i>Abanyeshuri b'igitsina gabo</i>	Female students/ <i>Abanyeshuri b'igitsina gore</i>	A			B			
Streams/ <i>Amatsinda</i>	Male students/ <i>Abanyeshuri b'igitsina gabo</i>	Female students/ <i>Abanyeshuri b'igitsina gore</i>										
A												
B												
212	Have you ever attended a training specifically focused on the competency-based entrepreneurship curriculum?/ <i>Ese wigeze witabira amahugurwa yihariye yerekeye integanyanyigisho ishingiyeye ku bushobozi?</i>	0. No/ <i>Oya</i> 1. Yes/ <i>Yego</i>										
213	(If yes to previous question) From whom?/ <i>(Niba igisubizo ari yego ku kibazo kibanza) Yatanzwe na nde?</i>	1. REB only/ <i>REB gusa</i> 2. Educate only/ <i>Educate gusa</i> 3. REB and Educate jointly/ <i>REB na Educate bafatanyije</i> 4. Another NGO/ <i>Undi muryango</i> 5. Other (specify)/ <i>Abandi (Sobanura)</i>										
214	How many trainings on the competency-based entrepreneurship curriculum did you attend in 2016?/ <i>Witabiriye amahugurwa inshuro zingahe agendanye n'integanyanyigisho ishingiyeye ku bushobozi mu 2016?</i>											
215	How many days of training on the competency-based entrepreneurship curriculum did you receive in 2016?/ <i>Wahuguwe mu minsi ingahe ku nteganyanyigisho ishingiyeye ku bushobozi mu 2016?</i>											
216	From whom?/ <i>Yatanzwe na nde?</i>	1. REB only/ <i>REB gusa</i> 2. Educate only/ <i>Educate gusa</i> 3. REB and Educate jointly/ <i>REB na Educate bafatanyije</i> 4. Another NGO/ <i>Undi muryango</i> 5. Other (specify)/ <i>Abandi (Sobanura)</i>										
217	How many trainings on the competency-based entrepreneurship curriculum did you receive in 2017?/ <i></i>											

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	Witabiriye amahugurwa inshuro zingaha agendanye n'integanyanyigisho ishingiyeye ku bushobozi mu 2017?		
218	How many days of training on the competency-based entrepreneurship curriculum did you receive in 2017?/ Witabiriye amahugurwa iminsi ingaha agendanye n'integanyanyigisho ishingiyeye ku bushobozi mu 2017?		
219	From whom?/Wayahawe na nde?	<ol style="list-style-type: none"> <li>1. REB only/REB gusa</li> <li>2. Educate only/Educate gusa</li> <li>3. REB and Educate jointly/REB na Educate bafatanyije</li> <li>4. Another NGO/Undi muryango</li> <li>5. Other (specify)/Abandi (Sobanura)</li> </ol>	
220	How many trainings on the competency-based entrepreneurship curriculum did you receive in 2018?/ Witabiriye amahugurwa inshuro zingaha agendanye n'integanyanyigisho ishingiyeye ku bushobozi mu 2018?		
221	How many days of training on the competency-based entrepreneurship curriculum did you receive in 2018?/ Witabiriye amahugurwa iminsi ingaha agendanye n'integanyanyigisho ishingiyeye ku bushobozi mu 2018?		
222	From whom?/Yatanzwe na nde?	<ol style="list-style-type: none"> <li>1. 1 REB only/REB gusa</li> <li>2. Educate only/Educate gusa</li> <li>3. REB and Educate jointly/REB na Educate bafatanyije</li> <li>4. Another NGO/Undi muryango</li> <li>5. Other (specify)/Abandi (Sobanura)</li> </ol>	

**3. Student tracking (if needed)/Kugenzura ubwitabire bw'abanyeshuri**

Of the 15 students interviewed at baseline, list those who could not be found in school during visit. Ask teacher to fill in this table./Mu banyeshuri 15 babajijwe mu bushakashatsi bw'ibanze, kora urutonde rw'abatarabonetse mu ishuri mu gihe wasuraga iryo shuri. Saba mwarimu kuzaza iyi mbonerahamwe.

Name/I zina	Reason not present?/Impamvu yo kutaba ari mu ishuri	Reason for absence/dropout/Impamvu yo gusiba/kuva mu ishuri	Last date of attendance at this school (month/year)/Itariki ya nyuma aherukira kuri iri	Current location (district/sector) /Aho abarizwa ubu (Akarere/Umu renge)	Current phone number/Tel efoniko akoresha ubu	Current email/E mail akoresha ubu
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			shuri/ukwezi/u mwaka			
	1. Temporarily absent/Ntabwo ahari by'igihe gito 2. Dropped out of school/Yavuye mu ishuri 3. Moved/transferred to different school/Yimuriwe ku kindi kigo 4. Don't know/Ntabwo mbizi	1. temporarily absent from school due to sickness/Ntabwo ahari by'igihe gito kubera ko arwaye 2. temporarily absent from school due to assist with family activities (farming, childcare, etc)/Ntabwo ahari by'igihe gito kuko hari imirimo arimo gufasha ababyeyi (guhinga, kurera abana n'ibindi) 3. dropped out of school due to illness/Yavuye mu ishuri kubera uburwayi 4. dropped out of school for financial reasons/Yavuye mu ishuri kubera ibibazo by'amafaranga 5. dropped out of school due to pregnancy/started family/Yavuye mu ishuri kubera gutwita/yarashatse 6. family moved/transferred to another school/Umuryango we warimutse/bamwimuriye ku kindi kigo				

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4. Curricular Knowledge and Perceptions/ <i>Ibyerekeye Ubumenyi n'ibitekerezo ku nteganyanyigisho</i>			
401	Has your school received the new competency-based entrepreneurship syllabus? <i>/Ese ishuri ryanyu ryagejweho silabisi nshya y'isomo ryo guhanga umurimo yo mu nteganyanyigisho ishingiyeye ku bushobozi</i>	0. No/ <i>Oya</i> 1. Yes/ <i>Oya</i>	/____/
402	Has your school received official REB-approved textbooks for the S6 entrepreneurship subject? <i>/Ese ikigo cyanyu cyagejweho ibitabo byo mu wa 6 bijyanye n'isomo ryo guhanga umurimo byemejwe na REB?</i>	0. No/ <i>Oya</i> 1. Yes/ <i>yego</i>	/____/
403	Which unit of the S6 syllabus are you currently covering in class? <i>N'ikihe gice cy'imfashanyigisho uri kwigishaho ubu ngubu mu wa 6 ?</i>	%	
404	How many hours do the students spend learning entrepreneurship every week? <i>/Abanyeshuri biga amasaha angaha mu cyumweru y'isomo ryo guhanga umurimo?</i>		/____/
405	Have you observed another teacher conduct a lesson in the last 2 terms? <i>/Wigeze witegereza undi mwarimu arimo yigisha isomo mu bihembwe bibiri bishize?</i>	0. No/ <i>Oya</i> 1. Yes/ <i>Yego</i> If yes, How many? <i>/Niba ari yego, witegereje bangahe?</i>	/____/ /____/ number of teacher observations/ <i>Umubare w'abarimu yitegereje</i>
406	Has another teacher observed you teach a lesson in the last 2 terms? <i>/Hari undi mwarimu wakwitegereje urimo kwigisha mu bihembwe bibiri bishize?</i>	0. No/ <i>Oya</i> 1. Yes/ <i>Yego</i> If yes, How many? <i>/Niba ari yego, ni bangahe?</i>	/____/ /____/ number of hosted observations/ <i>Umubare w'abarimu bitegereze uko wigisha</i>
407	Do you have a written entrepreneurship lesson plan? <i>/Ufite imbata y'isomo ryo guhanga umurimo?</i> <i>If yes, ask to see it./Niba ari yego, yisabe ayikwereke</i>	0. No/ <i>Oya</i> 1. Yes and did not show it/ <i>Yego ariko ntabwo yayerekanye</i> 2. Yes, showed it/ <i>Yego kandi yarayerekanye</i>	/____/

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408	<p>Do you have written lesson notes for today's lesson? If you are not giving a lesson today, do you have written lesson notes for your most recent entrepreneurship lesson?"/Ufite noti z'isomo ry'uyu muni? <i>Niba uyu muni utaributange isomo, waba ufite noti z'isomo ryo guhanga umurimo uherutse gutanga?</i></p> <p><i>If yes, ask to see them./Niba ari yego, saba ayikwereke</i></p>	<p>0. No/Oya 1. Yes, and did not show it/Yego ariko ntabwo yayerekanye 2. Yes, showed it/Yego, yaranayerekanye</p>	/ _____ /
409	<p>If 2 (yes showed it)/Niba yasubije 2, (yego yayerekanye)</p> <p>Did the lesson plan include the term Skills Lab?/Ese imbata irimo ijambo rya Skills Lab?</p>	<p>0. No/Oya 1. Yes/Yego</p>	
410	<p>What is the definition of Skills Lab? (free response)/Ni iyihe nyito y'ijambo Skills Lab? (igisubizo mu magambo ye bwite)</p>	<p>1. A time after classes for students to do activities/Umwanya abanyeshuri bakoramo imyitozo nyuma y'amasomo 2. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities/Umwanya wihariye mu isomo ryo guhanga umurimo aho abanyeshuri bakora imyitozo y'ubumenyigiro 3. A laboratory session for science students/Isomo rya laboratwari ku banyeshuri bakurikira inyigisho y'ubumenyi 4. A time for students to start student business clubs and administer their business activities/Igihe abanyeshuri batangira gukora amashyirahamwe yo guhanga imirimo maze bagakora ibikorwa bigendanye nayo Do not know/Simbizi</p>	
411	<p>What is the definition of Skills Lab? (read multiple choice answers)/Ni iyihe nyito y'ijambo Skills Lab? (soma ibisubizo ahitemo)</p>	<p>1. A time after classes for students to do activities/Umwanya abanyeshuri bakoramo imyitozo nyuma y'amasomo 2. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities/Umwanya wihariye mu isomo ryo guhanga umurimo aho abanyeshuri bakora imyitozo y'ubumenyigiro</p>	

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		<p>3. A laboratory session for science students/<i>Isomo rya laboratwari ku banyeshuri bakurikira inyigisho y' ubumenyi</i>  A time for students to start student business clubs and administer their business activities/<i>Igihe abanyeshuri batangira gukora amashyirahamwe yo guhanga imirimo maze bagakora ibikorwa bigendanye nayo</i></p>	
412	<p>Since the beginning of Term 2, how many Skills Labs have you taught?/<i>Kuva mu gihembwe cya 2, wigishije Skills Labs kangaha?</i></p>		
413	<p>How should students apply <b>marketing skills</b> in their school business club?/<i>Ni gute abanyeshuri bakoresha ubumenyengiro bwo kumenyekanisha ibicuruzwa muri club yabo y'imishinga?</i></p> <p><i>(Select all that apply)./Hitamo ibisubizo byose by'ukuri</i></p>	<p><i>Enumerator: do not prompt. Allow teacher to respond freely, and indicate responses./Umukarani: Ntugire icyo umubwira. Reka mwarimu asubize uko abyumva hanyuma werekane icyo yashubije.</i></p> <ol style="list-style-type: none"> <li>1. Develop Product Brand/<i>Guhimba igicuruzwa gishya</i></li> <li>2. Advertise/<i>Kwamamaza</i></li> <li>3. Keeping Accounts/<i>Kubika amakuru yerekeranye n'ubucuruzi</i></li> <li>4. Business registration/<i>Kwandikisha umushinga ubyara inyungu</i></li> <li>5. Verbal promotion to potential customers/<i>Kuganiriza abantu bashobora kuzavamo abaguzi</i></li> <li>6. Other/<i>Ibindi</i></li> </ol>	<p>/____/</p> <p>/____/</p> <p>/____/</p> <p>/____/</p> <p>/____/</p>
414	<p>What should be included in a student's <b>business plan</b>?/<i>Ni ibiki bikwiye kujya muri gahunda y'umushinga?</i></p> <p><i>(Select all that apply)./Hitamo ibisubizo byose by'ukuri</i></p>	<p><i>Enumerator: do not prompt. Allow teacher to respond freely, and indicate responses./Umukarani: Wigira icyo umubwira. Reka mwarimu asubize uko abyumva, werekane igisubizo</i></p> <ol style="list-style-type: none"> <li>1. Business name/<i>Izina ry'Umushinga</i></li> <li>2. Receipts from sales/<i>Inyemezabwishyu z'ibyacurujwe</i></li> <li>3. Marketing Plan/<i>Gahunda yo kumenyekanisha ibicuruzwa</i></li> <li>4. Profit &amp; Loss Statement/<i>Inyandiko igaragaza inyungu n'igihombo</i></li> <li>5. Audit/<i>Igenzuramutungo</i></li> <li>6. Other/<i>Ibindi: _____</i></li> </ol>	<p>/____/</p> <p>/____/</p> <p>/____/</p> <p>/____/</p>

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416	<p>What are the main components of a balance sheet?/<i>Ni ibihe bintu bigize bila</i></p> <p><i>Choose all that apply./Hitamo ibisubizo byose by'ukuri</i></p>	<ol style="list-style-type: none"> <li>1. Profits/<i>Inyungu</i></li> <li>2. Assets/<i>Umutungo winjiza amafaranga</i></li> <li>3. Liabilities/<i>Imyenda</i></li> <li>4. Marketing Plan/<i>Gahunda yo kumenyekanisha ibicuruzwa</i></li> <li>5. Capital/<i>Igishoro</i></li> </ol> <p>Total Sales/<i>Ibicuruzwa byose</i></p>	<p>/ _____ /</p>
	<p>Please rate your agreement with the following statements:/<i>Shyira amanota ku bitekerezo bikurikira</i></p>		
4185	<p>I enjoy teaching the entrepreneurship course under the new competency-based curriculum./<i>Nshimishwa no kwigisha isomo ryo guhanga umurimo riri mu nteganyanyigisho nshya ishingiye ku bushobozi</i></p>	<ol style="list-style-type: none"> <li>1. Strongly agree/<i>Ndabyemera cyane</i></li> <li>2. Agree/<i>Ndabyemera</i></li> <li>3. Neither agree nor disagree/<i>Simbyemera cyangwa ngo mbihakane</i></li> <li>4. Disagree/<i>Ndabihakanye</i></li> <li>5. Strongly disagree/<i>Simbyemeye habe na busa</i></li> </ol>	
419	<p>Teaching the entrepreneurship course under the new competency-based curriculum has improved my skills as a teacher./<i>Kwigisha isomo ryo guhanga umurimo mu nteganyanyigisho nshya ishingiye ku bushobozi ryantanyije ubumenyigiro nk'umwarimu</i></p>	<ol style="list-style-type: none"> <li>1. Strongly agree/<i>Ndabyemera cyane</i></li> <li>2. Agree/<i>Ndabyemera</i></li> <li>3. Neither agree nor disagree/<i>Simbyemera cyangwa ngo mbihakane</i></li> <li>4. Disagree/<i>Ndabihakanye</i></li> <li>5. Strongly disagree/<i>Simbyemeye habe na busa</i></li> </ol>	
420	<p>The entrepreneurship course under the new competency-based curriculum improves the skills of learners./<i>Isomo ryo guhanga umurimo riri mu nteganyanyigisho nshya ishingiye ku bushobozi rityaza ubumenyigiro bw'abanyeshuri</i></p>	<ol style="list-style-type: none"> <li>1. Strongly agree/<i>Ndabyemera cyane</i></li> <li>2. Agree/<i>Ndabyemera</i></li> <li>3. Neither agree nor disagree/<i>Simbyemera cyangwa ngo mbihakane</i></li> <li>4. Disagree/<i>Ndabihakanye</i></li> <li>5. Strongly disagree/<i>Simbyemeye habe na busa</i></li> </ol>	
421	<p>Did you teach entrepreneurship under the previous knowledge-based curriculum (2015 or earlier)?/<i>Wigeze wigisha isomo ryo guhanga umurimo mu nteganyanyigisho yabanjirije iyi (2015 cyangwa mbere yaho)?</i></p>	<ol style="list-style-type: none"> <li>0. No → Skip to Section V/<i>Oya, hita ujya ku kiciro cya V</i></li> <li>1. Yes → Go to 423/<i>Yego, hita ujya ku kiciro cya V</i></li> </ol>	
422	<p>I enjoy teaching the entrepreneurship course under the new competency-based curriculum <u>more</u> than I enjoyed teaching the previous knowledge-</p>	<ol style="list-style-type: none"> <li>1. Strongly agree/<i>Ndabyemera cyane</i></li> <li>2. Agree/<i>Ndabyemera</i></li> </ol>	

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	based entrepreneurship curriculum./Nishimira kwigisha isomo ryo guhanga umurimo binyuze mu nteganyanyigisho nshya ishingiyeye ku bushobozi kurusha kwigisha isomo ryo guhanga umurimo binyuze mu nteganyanyigisho ya mbere ishingiyeye ku bumenyi	<ol style="list-style-type: none"> <li>3. Neither agree nor disagree/Simbyemera cyangwa ngo mbihakane</li> <li>4. Disagree/Ndabihakanye</li> <li>5. Strongly disagree/Simbyemeye habe na busa</li> </ol>	
423	My skills as a teacher have improved more under the new competency-based curriculum than under the previous knowledge-based curriculum./Ubumenyigiro mfite nka mwarimu bwaranogejwe kurushaho binyuze mu nteganyanyigisho ishingiyeye ku bushobozi kurusha uko byari bimeze mu gihe cy'iteganyanyigisho ishingiyeye ku bumenyi	<ol style="list-style-type: none"> <li>1. Strongly agree/Ndabyemera cyane</li> <li>2. Agree/Ndabyemera</li> <li>3. Neither agree nor disagree/Simbyemera cyangwa ngo mbihakane</li> <li>4. Disagree/Ndabihakanye</li> <li>5. Strongly disagree/Simbyemeye habe na busa</li> </ol>	
424	Learners develop better entrepreneurship skills under the new competency-based curriculum than under the previous knowledge-based curriculum./Abanyeshuri batyaza ubumenyigiro muri iyi nteganyanyigisho ishingiyeye ku bushobozi kurusha mu gihe hakoreshwaga integanyanyigisho ya mbere ishingiyeye ku bushobozi	<ol style="list-style-type: none"> <li>1. Strongly agree/Ndabyemera cyane</li> <li>2. Agree/Ndabyemera</li> <li>3. Neither agree nor disagree/Simbyemera cyangwa ngo mbihakane</li> <li>4. Disagree/Ndabihakanye</li> <li>5. Strongly disagree/Simbyemeye habe na busa</li> </ol>	
425	Learners prepare for and pass exams better under the competency-based entrepreneurship course than under the previous knowledge-based curriculum./Abanyeshuri bitegura kandi bagatsinda neza isomo ryo guhanga umurimo muri iyi nteganyanyigisho ishingiyeye ku bushobozi kurusha uko byari bimeze hakoreshwa integanyanyigisho ishingiyeye ku bumenyi	<ol style="list-style-type: none"> <li>1. Strongly agree/Ndabyemera cyane</li> <li>2. Agree/Ndabyemera</li> <li>3. Neither agree nor disagree/Simbyemera cyangwa ngo mbihakane</li> <li>4. Disagree/Ndabihakanye</li> <li>5. Strongly disagree/Simbyemeye habe na busa</li> </ol>	
426	What are the teaching methods or pedagogies that you are <b>most</b> comfortable using? Please rank them./Ni ubuhe buryo bwo kwigisha cyangwa bwo kwiga umenyereye gukoresha kurusha ubundi? Tondeka uko wabukurikiranya.	<ol style="list-style-type: none"> <li>1. Lecture or note taking/Gutanga ikiganiro mbwirwaruhame cyangwa gufata noti</li> <li>2. Question &amp; Answer/Ibibazo &amp; Ibisubizo</li> <li>3. Quiz or Exam/Ibazwa cyangwa ikizami</li> <li>4. Small Group Work/Umurimo mu itsinda rito</li> </ol>	

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		<p>5. Games (e.g: energizers, competitions, cards, etc)/Imikino (urugero: ibitera ingufu, amarushanwa, amakarita n'ibindi)</p> <p>6. Class Discussion/Ikiganiro mpaka mu ishuri</p> <p>7. Activities outside of the classroom/Ibikorwa bikorerwa hanze y'ishuri</p> <p>8. Reading from a text/Gusoma umwandiko</p> <p>9. Practice exercises/Gukora imyitozo</p> <p>10. Research (use of library or computer)/Gukora ubushakashatsi (gukoresha inkoranyabitabo na mudasobwa)</p> <p>11. Experiment/Gukora igerageza/experience</p>	
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5. Teacher Income and Job Satisfaction/Ibyerekeye Umutungo mwarimu yinjiza n'uburyo yishimiye akazi akora			
500	Aside from teaching, do you spend time engaged in any activities?/Uretse kwigisha, hari ibindi bikorwa ukora?	0. No → Skip to question 603/Niba ari oya, hita ujya ku kibazo cya 603 1. Yes/Yego	/____/
501	In the last week, how many hours did you spend on these other occupations on average?/Ugereranyije ni amasaha angaha mu cyumweru umara ku bindi bikorwa?  Record average number of hours/Kora impuzandengo y'amasaha		/_____/ hours per week/amasaha mu cyumweru
503	How satisfied or dissatisfied are you with your teaching job from the following points of view? / Wishimiye cyangwa ntiwishimiye ute akazi kawe ko kwigisha ushingiyeye kuri izi ngingo  Scale/Urwego  1=Very dissatisfied/Ntabwo nkishimiye na busa 2=Dissatisfied/Ntabwo nkishimiye 3=Satisfied/Ndakishimiye 4=Very satisfied/Ndakishimiye cyane	1. Salary/Income/Umushahara/Umutungo 2. Workload/Akazi 3.Current posting/Aho ukorera 4. Job security/Umutekano ku kazi 5. Appreciation from parents/students/Uburyo ababyeyi/abanyeshuri bishimira ibyo ukora 6. Social status in the community/Icyubahiro ufite mu muryango mugari	/____/ /____/ /____/ /____/ /____/ /____/ /____/

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		<p>7. Work environment/<i>Umwuka uri aho ukorera</i></p> <p>8.Support/guidance from govt./management for becoming a better teacher/<i>Ubufasha/inama uhabwa na Leta/uburyo witabwaho kugira ngo wigishe neza</i></p> <p>9. Overall job satisfaction/<i>Uburyo wishimiye akazi muri rusange</i></p>	
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<p>End Time of the Interview/<i>Igihe ikiganiro cyarangiriye</i></p>	<p>HH: MM/<i>Amasaha:Iminota</i></p> <p>24-hour clock: 2pm=14:00  <i>Andika amasaha ku buryo i saa munani byandikwa gutya</i>  14:00</p>	<p><i>/___/___/:/___/___/</i></p>
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## A.6 Teacher observation, endline

**Guide for Classroom Observation/Inyandiko yerekeye uburyo bwo kwitegereza imyigire y'Abanyeshuri**

Explain to the teacher that, as part of a study with the REB, we are observing a few classes. Ask the teacher's permission to sit in the back of the class as he or she continues with his or her regular activities. Make clear that your notes will not be reported back to the school and will not affect his or her career. Therefore, encourage him or her to work as he or she normally would. /

Sobanurira mwarimu ko, muri gahunda y'ubushakashatsi bukorwa ku bufatanye na REB, turi mu gikorwa cyo kwitegereza imyigire mu mashuri amwe n'amwe. Saba mwarimu uruhushya rwo kwicara inyuma mu ishuri mu gihe arimo gukora akazi ke gasanzwe. Musobanurire neza ko ibyo wandika utazabyereka ubuyobozi bw'ishuri, bityo bikaba bitazagira ingaruka ku kazi ke. Mushishikarize gukora akazi ke nk'uko asanzwe abigenza.

Observe the class for 52 minutes/Itegereze ishuri mu minota 52:

1. Every four (4) minutes, take a few seconds to observe the class, then, fill out the Classroom Observation Snapshot sheet for what happened at that instant.

*Buri minota ine (4), fata amasegonda runaka witegereze ishuri, ubundi wandike ku ifishi yagenewe kwandikwaho ibyo wabonye ku myigire y'abanyeshuri muri ako kanya.*

2. During the time you are not making those notes, fill out questions in other sections of the questionnaire.

*Mu gihe utarimo kwandika ibyo wabonye, subiza ibibazo byabajijwe ahandi ku ifishi.*

3. At the conclusion of the 52 minutes, seek the soonest opportunity to ask the teacher the questions at the end of the questionnaire.

*Iminota 52 nirangira, shaka uburyo wahita ubaza mwarimu ibibazo biri ku mpera y'ifishi.*

Date of the visit/Itariki y'isura	DD/MM/YYYY/UMUNSI/UKWEZI/UMWAKA	/___/___/___2017/
Start Time of the visit/Igihe cyo gutangiriraho	HH: MM/ISAHA:UMUNOTA 24-hour clock: 2pm=14:00/Koresha isaha ibara kugeza ku masaha 24, aho saa munani z'amanywa byandikwa gutya: 14h00.	/___/___/:/___/___/
Enumerator name /Amazina y'umukarani w'ibarura: Enumerator code/ Kode y'umukarani w'ibarura:		/_____/

**I. School and Teacher Identification/Ibiranga Ishuri na Mwarimu**

105. School name/Izina ry'ikigo cy'amashuri		/_____/
106. School code/Kodi y'ikigo cy'amashuri		/___/___/___/___/___/___/
107. Group/Itsinda	1. Treatment/ Itsinda rikorerwaho ubushakashatsi  2. Control/ Itsinda rigereranywa n'irikorerwaho ubushakashatsi	/_____/
108. Teacher's first name/Izina ry'idini rya mwarimu		/_____/
109. Teacher's family name/Izina ry'umuryango rya mwarimu		/_____/
110. Teacher's gender/Igitsina cya mwarimu	1. Male/Gabo 2. Female/Gore	/_____/

**II. Immediately Upon Arrival/Ukihagera**

200	What was the teacher doing when you arrive at the classroom?/Ukihagera wasanze	1. In the classroom, teaching the class/Yari mu ishuri yigisha 2. In the classroom, organizing the class/setting the agenda/giving directions for test or homework/supervising a test/	/_____/
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	<i>mwarimu arimo gukora iki mu ishuri?</i>	<p>Yari mu ishuri, arimo gushyira ibintu ku murongo/akora gahunda/atanga amabwiriza aiyanye n'isuzumabumenyi cg umukoro wo mu rugo/akurikirana uko abanyeshuri bakora isuzumabumenyi.</p> <p>3. In the classroom, disciplining students/Yari mu ishuri, ahana abanyeshuri.</p> <p>4. In the classroom, doing paperwork/ Yari mu ishuri, hari ibyo yarimo gusoma no kwandika.</p> <p>5. Marking exams or papers/ Yarimo akosora ibizami cg impapuro.</p> <p>6. In the classroom, napping/reading/chatting with other teachers/ sitting idle while children play/ Yari mu ishuri, aruhuka/asoma/aganira n'abandi barimu/yicaye ntacyo akora abanyeshuri bakina</p> <p>7. Out of classroom on a scheduled break/ Yari hanze mu karuhuko kagenwe.</p> <p>8. Out of classroom for any other reason/Ntiyari mu ishuri ku mpamvu zindi</p> <p>9. Not attending this class, because teaching another class at the same time/Ntiyari mu ishuri kuko yarimo yigisha irindi shuri yigisha icyarimwe n'iri.</p> <p>10. Cannot find teacher/absent/ Sinashoboye kubona mwarimu/ntiyaje ku ishuri.</p>	
201	Count the number of girls present in the class/Bara umubare w'abakobwa bari mu ishuri		/____/
202	Count the number of boys present in the class/Bara umubare w'abahungu bari mu ishuri		/____/



BASANGIZAG A ABANDI IBYO BAGEZEHO														
4. REPETITION OF FACTS FROM MEMORY/GUS UBIRAMO IBYO BAFASHE MU MUTWE	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				
5. PROJECT WORK/INTE RACTIVE ACTIVITY/U MUKORO KU MUSHINGA/ KUNGURANA IBITEKEREZO	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				
6. SILENT SEAT WORK/BAKO RA UMUKORO BUCECE BICAYE	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				
7. COPYING/BA FATA NOTE	T	1 S L	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				

8. INSTRUCTION FOR ACTIVITIES/ ASSIGNMENT S/ <i>AMABWIRI ZA AJYANYE N'IMYITZOZO/ IMIKORO</i>	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				
9. TEACHER/ST UDENTS UNINVOLVED <i>/MWARIMU/ ABANYESHURI NTACYO BARIMO GUKORA</i>	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				
10. CLASSROOM MANAGEMENT <i>/ORGANIZIN G ACTIVITIES (passing out papers, putting away materials, etc)./</i> <i>GUSHYIRA KU MURONGO ISHURI /GUTU NGANYA IBIKORWA</i>	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E				
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L				



**IV. After classroom observation/Nyuma yo kwitegereza imyigishirize n'imyigire**

	<p>What type of activities did you observe in classroom? /Ni ibihe bikorwa witegereje mu ishuri?</p>	<p>1. Curricular activities (e.g. entrepreneurship class, exam/quiz .....) <b>Go to 300/ Ibikorwa bijanyanye n'integanyanyigisho (Urugero: isomo ryo guhanga umurimo, ikizami/isuzumabumenyi...) Jya kuri 300</b></p> <p>2. Non-curricular activities (e.g. time for students to work on creating their businesses, jobs, products, or something else) <b>Go to 606/ Ibikorwa bitajanyanye n'integanyanyigisho (Urugero: igihe gihabwa abanyeshuri kugira ngo bahange imishinga, imirimo, ibikorwa by'ubucuruzi cg ikindi kintu) Jya ku cyiciro cya 606</b></p>	<p align="center">/____/</p>
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**300. During the observed class period, did you observe any of the following activities? Please check all that apply/Mu gihe warimo witegereza ibibera mu ishuri, hari bimwe muri ibi bikorwa wabonye? Hitamo ibyo wabonye byose**

- Students participated in interactive learning activities/ Abanyeshuri bitabiriye ibiganiro nyunguranabitekerezo bijanyanye n'isomo
- Students complete activities in small groups/Abanyeshuri bakoze imyitozo mu matsinda mato
- Students worked time to work independently/Abanyeshuri bakoze imyitozo ari bonyine
- Students presented their work to the class or to a small group/Abanyeshuri basangije ishuri ryose/itsinda rito ibyo bakoze
- Students used books in class/Abanyeshuri bakoresheje ibitabo mu ishuri
- Teacher referred to or discussed portfolio work/Umwarimu yabwiye cg yaganirije abanyeshuri ibijanyanye no gukora imirimo itandukanye uri umwe
- Teacher took students outside the classroom for an activity/Umwarimu yajyanye abanyeshuri gukorera hanze
- Teacher dictated information for students to copy in their notebooks/Umwarimu yasomeye abanyeshuri ibyo bandika mu makaye yabo
- Teacher provided feedback on student presentations/Umwarimu yagize icyo avuga ku byo abanyeshuri basangije bagenzi babo

**301. Did the teacher assign work to be included in students' portfolio or assign a portfolio assignment? /Ese hari imirimo mwarimu yatanze igomba gushyirwa mu bigaragaza uko umunyeshuri agenda atera imbere mu myigire cyangwa ngo atange umukoro ugaragaza uko umunyeshuri agenda atera imbere mu myigire ye**

- No/Oya
- Yes, they mentioned it verbally/Yego, babivuzeho mu magambo
- Yes, they wrote it on the board/Yego, babyanditse ku kibaho
- Other/Ibindi: \_\_\_\_

<p><b>302. Did the teacher display any student work around the classroom? /Ese mwarimu yerekanye umukoro w'umunyeshuri mu ishuri ryose?</b></p> <p><input type="checkbox"/> No/Oya</p> <p><input type="checkbox"/> Yes, but no evidence provided/Yego, ariko nta gihanyo yatanzwe</p> <p><input type="checkbox"/> Yes, student work displayed visibly but none was related to entrepreneurship/Yego, umukoro w'umunyeshuri werekanywe ku buryo bugaragara ariko nta n'umwe wari ujyanye n'isomo ryo guhanga umurimo</p> <p><input type="checkbox"/> Yes, entrepreneurship-related work displayed on board or other visible area/Yego, umukoro ujyanye n'isomo ryo guhanga umurimo werekanywe ku kibaho cg ahandi hantu hagaragara.</p>
<p><b>303: How was the classroom physically structured? /Abanyeshuri bari bicaye gute mu ishuri?</b></p> <p><input type="checkbox"/> Students sat in rows and/or faced the teacher/Abanyeshuri bari bicaye ku mirongo kandi/cyangwa bareba mwarimu</p> <p><input type="checkbox"/> Students stood/sat in one big circle/ Abanyeshuri bari bahagaze/bicaye ku ruziga rumwe</p> <p><input type="checkbox"/> Students stood/sat in small groups facing each other, but did not move their desks/Abanyeshuri bari bahagaze/bari bicaye mu matsinda mato mato barebana, ariko batimuye pipitire zabo</p> <p><input type="checkbox"/> Students moved desks to face each other together only during group work/Abanyeshuri bimuye pipitire zabo kugira ngo barebane bari mu mirimo mu matsinda gusa</p> <p><input type="checkbox"/> Students' desks were grouped so students faced each other throughout the entire class/Pipitire z'abanyeshuri zapanzwe ku buryo abanyeshuri barebana mu gihe cyose bari muri iri somo</p>
<p><b>304: What learning aids did teachers use or refer to during the class? /Ni izihe mfashanyigisho abarimu bakoresheje cyangwa bavuzeho mu gihe barimo bigisha</b></p> <p><input type="checkbox"/> None/Ntazo</p> <p><input type="checkbox"/> Student Portfolios /Ibyerekana ko abanyeshuri barimo gutera imbere mu myigire</p> <p><input type="checkbox"/> Present boards/Ibibaho bihari</p> <p><input type="checkbox"/> Visual aids related to the lesson/Imfashanyigisho bareberaho zijyanye n'isomo</p> <p><input type="checkbox"/> Worksheets or other handouts/Impapuro zanditseho cyangwa ibindi bintu baha abanyeshuri</p> <p><input type="checkbox"/> Other: Specify/Ibindi: Sobanura</p>
<p><b>305: Did the teacher refer to or mention student business clubs during today's class?/Ese mwarimu yavuze cyangwa yakomoje kuri club z'imishinga y'abanyeshuri?</b></p> <p><input type="checkbox"/> Yes/Yego</p> <p><input type="checkbox"/> No/Oya</p>
<p><b>306: If the class used group work, how did the teacher support the students? /Niba mu isomo harakoreshejwe imirimo mu matsinda, ni gute mwarimu yafashije abanyeshuri</b></p> <p><input type="checkbox"/> Standing by/did not engage/Kwihagararira/Ntabwo yagize icyo abafasha</p> <p><input type="checkbox"/> Moved throughout classroom, listening to group discussions but not speaking/Yagendagendaga mu ishuri, yumva ibiganiro byakororwaga mu matsinda ariko atagize icyo avugaga</p> <p><input type="checkbox"/> Moved throughout classroom, engaged with 1 group only/Yagendagendaga mu ishuri, avugana n'itsinda rimwe gusa</p> <p><input type="checkbox"/> Moved throughout classroom, engaged with many groups/Yagendagendaga mu ishuri, avugana n'amatsinda menshi</p> <p><input type="checkbox"/> Moved throughout classroom, engaged with many groups, encouraged quiet students to speak up./Yagendagendaga mu ishuri, ashishikariza abanyeshuri batavugaga kuvugaga</p> <p><input type="checkbox"/> The class did not include group work/Isomo ntabwo ryarimo imirimo mu matsinda</p>
<p><b>308: If students presented, did: (choose all that apply)/Niba abanyeshuri barerekanye ibyo bakoze, ese (hitamo ibisubizo bikwiye)</b></p>

<input type="checkbox"/> Only 1 student presented on behalf of 1 group/Umunyeshuri umwe niwe werekanye ibyavuye mu itsinda yari ahagarariye <input type="checkbox"/> Students presented on behalf of more than 1 group/Abanyeshuri berekanye ibyavuye mu matsinda bahagarariye amatsinda arenze rimwe <input type="checkbox"/> The teacher responded to student presentations by emphasizing key points/Mwarimu yagize icyo avuga ku byagaragajwe n'abanyeshuri ashimangira ingingo z'ingenzi <input type="checkbox"/> The teacher asked questions of students presenters/Mwarimu yabajije ibibazo abanyeshuri berekanaga ibyavuye mu matsinda <input type="checkbox"/> None of the above/Nta na kimwe muri ibi byo hejuru					
<b>309: Is the class an S4, S5, or S6 class? /Ese iri shuri ni iry'umwaka wa 4, uwa 5 cyangwa uwa 5?</b> <input type="checkbox"/> S4 (skip to 307)/Umwaka wa 4 (jya kuri 302) <input type="checkbox"/> S5 (skip to 313)/Umwaka wa 5 (jya kuri 309) <input type="checkbox"/> S6 (skip to 319)/Umwaka wa 6 (jya kuri 309)					
<b>Did you observe any of the following teaching methods? Please check all that you observed. Please provide details on the topic. /Wigeze ubona bumwe mu buryo bwo kwigisha bukurikira? Hitamo ibisubizo byose by'ukuri. Tanga ibisobanuro bijyanye n'iyi ngingo</b>					
<input type="checkbox"/> 307. Group Discussion/ Ibiganiropaka mu matsinda. Did the activity cover any of the following topics? Check all that apply/Ese hari zimwe mu ngingo zikurikira zagiweho impaka? Hitamo ibisubizo byose by'ukuri.  <input type="checkbox"/> Qualities of entrepreneurs/ibiranga ba rwiyemezamirimo beza <input type="checkbox"/> Solutions to community problems/ibisubizo ku bibazo byugarije abaturage <input type="checkbox"/> Types of work done in their communities/Ubwoko bw'imirimo ikorerwa aho batuye <input type="checkbox"/> Employer values/indangagaciro z'umukoresha	<input type="checkbox"/> 308. Research/ Ubushakashatsi.  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zakozweho ubushakashatsi? Hitamo ibisubizo byose by'ukuri  <input type="checkbox"/> Visit RDB website and/or find out about business creation procedures/Gusura urubuga rwa murandasi rw'ikigo cy'Igihugu gishinzwe iterambere mu Rwanda (RDB) na/cg kureba uburyo gutangiza ibikorwa by'ubucuruzi bikorwa <input type="checkbox"/> Standards for business/Ubuziranenge bujyanye n'ibikorwa by'ubucuruzi	<input type="checkbox"/> 309. Case Study  Discussion/Ibiganiropaka a bigamije gukemura ikibazo.  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zagiweho impaka? Hitamo ibisubizo byose by'ukuri  <input type="checkbox"/> Self and paid employment/Umurimo wihangiyeye kandi winjiza amafaranga <input type="checkbox"/> Process of starting and operating businesses/Uburyo bwo gutangiza no gukora ibikorwa by'ubucuruzi <input type="checkbox"/> Types of transactions and accounts/Ubwoko	<input type="checkbox"/> 310. Role Play/ Agakino  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zakozweho ikinamico? Hitamo ibisubizo byose by'ukuri  <input type="checkbox"/> Substandard or poorly made products/Ibicuruza a bidafite ubuziranenge cg bikoze nabi <input type="checkbox"/> Marketing strategies/Ingamba zo kumenyekanisha ibikorwa by'ubucuruzi <input type="checkbox"/> Employer selects people for work/Abakoresha bahitamo abakozi	<input type="checkbox"/> 311. Finance Practice/ Umwitoto ku bijyanye n'imari.  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zakozweho umwitoto? Hitamo ibisubizo by'ukuri  <input type="checkbox"/> Interest on a business/project/Inyungu ku bikorwa by'ubucuruzi /imishinga <input type="checkbox"/> Return on investment/Inyungu zikomoka ku ishoramari <input type="checkbox"/> Sample loan application forms/Urugero	<input type="checkbox"/> 312. Teacher did not use any of these methods or cover these topics/Mwarimu ntiyigeze akoresha ubu buryo cg ngo akomoze kuri izi ngingo

<input type="checkbox"/> Business laws/Amategeko agenga ibikorwa by'ubucuruzi <input type="checkbox"/> Handling pocket money/Gucunga amafaranga yo kwifashisha <input type="checkbox"/> Goal Setting/Kugena intego mu buzima <input type="checkbox"/> Challenges related to source of funding/Inzitizi zijyanye n'inkomoko y'inkunga <input type="checkbox"/> Career Goals/Intego zijyanye n'umurimo uzakora <input type="checkbox"/> Product ideas and how they will sell it/Ibitekerezo ku bikorwa by'ubucuruzi n'uburyo bizagurishwa ku isoko <input type="checkbox"/> Other/Izindi: _____	<input type="checkbox"/> Visit Rwanda Standards Boards website/Gusura urubuga rwa murandasi rw'ikigo cy'Igihugu gitsura ubuziranenge (RSB) <input type="checkbox"/> Develop an interview and interview a person who runs a business/Gutegura ikiganiro no kuganira na rwiyezamirimo <input type="checkbox"/> Financial institution websites/Imbuga za murandasi z'ibigo by'imari <input type="checkbox"/> Other/Izindi: _____	bw'ibikorwa by'ubucuruzi na konti <input type="checkbox"/> Other/Izindi: _____	<input type="checkbox"/> Paying for goods and services using cash vs. credit/Kwishyura ibicuruzwa cg serivisi hakoreshejwe uburyo bwa kashi cg bw'ideni <input type="checkbox"/> Create new products resources/Guhanga umutungo mushya w'ibicuruzwa <input type="checkbox"/> Other/Izindi: _____	rw'ifishi zuzuzwa hasabwa inguzanyo <input type="checkbox"/> Payback credit for a loan/Kwishyura umwenda w'inguzanyo <input type="checkbox"/> Writing sample source documents for financial transactions/Kwinjiza mu bitabo by'imari amakuru ajyanye n'ibikorwa by'ubucuruzi <input type="checkbox"/> Other/Izindi: _____	
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**Did you observe any of the following teaching methods? Please check all that you observed. Please provide details on the topic./Hari ubwo wigeze ubona bumwe mu buryo bwo kwigisha bukurikira? Hitamo ibisubizo byose by'ukuri**

<input type="checkbox"/> 313. Group Discussion/Ibiganiro mpaka mu matsinda  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zagabwe impaka? Hitamo ibisubizo byose by'ukuri. <input type="checkbox"/> Sources of business ideas (11)/Inkomoko y'ibitekerezo byerekeye ubucuruzi	<input type="checkbox"/> 314. Research/Ubushakashatsi  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zakozweho ubushakashatsi? Hitamo ibisubizo byose by'ukuri <input type="checkbox"/> Meaning of business, business idea, and business opportunity (11)/Ibisobanuro by'ubucuruzi, igitekerezo cyerekeye	<input type="checkbox"/> 315. Case Study  Discussion/Ibiganiro mpaka bigamije gukemura ikibazo  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zagabwe impaka? Hitamo ibisubizo byose by'ukuri	<input type="checkbox"/> 316. Role Play/Ikinamico  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zakozweho ikinamico? Hitamo ibisubizo byose by'ukuri <input type="checkbox"/> Making contracts (12)/Gukora kontaro	<input type="checkbox"/> 317. Finance Practice/Umwitoto ku bikorwa by'imari  Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu ngingo zikurikira zakozweho umwitoto? Hitamo ibisubizo by'ukuri	<input type="checkbox"/> 318. Teacher did not use any of these methods or cover these topics/Umwari mu ntiyigeze akoresha ubu buryo cg ngo akomoze kuri izi ngingo
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<ul style="list-style-type: none"> <li><input type="checkbox"/> SWOT analysis of business ideas (11)/Isesengura rigaragaza imbaraga n'intege nke ku bitekerezo byerekeye ubucuruzi</li> <li><input type="checkbox"/> Contracts (12)/Kontaro</li> <li><input type="checkbox"/> Resolving conflicts and disputes (12)/Gukemura impaka n'amakimbirane</li> <li><input type="checkbox"/> Principles of taxation (13)/Amahame yerekeye imisoreshereze</li> <li><input type="checkbox"/> Solving product problems (14)/Gukemura ibibazo byerekeye ibicuruzwa</li> <li><input type="checkbox"/> How and where to collect primary and secondary data (14)/Uburyo n'aho wakura amakuru ku bantu cg mu bitabo</li> <li><input type="checkbox"/> Business growth (15)/Iterambere ry'ubucuruzi</li> <li><input type="checkbox"/> Types of technologies (16)/Ubwoko bw'ikoranabuhanga</li> <li><input type="checkbox"/> Using ICT in business (16)/Ikoresha ry'ikoranabuhanga mu bucuruzi</li> <li><input type="checkbox"/> Roles within groups (17)/Inshingano z'abagize itsinda</li> <li><input type="checkbox"/> Effective communication methods (17)/Uburyo bunoze bwo guhanahana amakuru</li> </ul>	<p>ubucuruzi n'amahirwe yo gukora ubucuruzi</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview local residents about community needs (11)/Kubaza abaturage batuye ahantu runaka ibyo bakeneye</li> <li><input type="checkbox"/> Contracts (12)/Kontaro</li> <li><input type="checkbox"/> Defining tax, taxation, tax evasion, tax avoidance and tax shifting (13)/Gusobanura umusoro, isoreshwa, kunyereza imisoro, kugabanya ibisoreshwa no guhinduranya imisoro</li> <li><input type="checkbox"/> Principles of taxation, rights and obligation of tax payers (13)/Amahame agenga isoresha, uburenganzira n'inshingano z'abasora</li> <li><input type="checkbox"/> Taxes paid in Rwanda (13)/Imisoro itangwa mu Rwanda</li> <li><input type="checkbox"/> Tax system conditions, documents, advantages, and penalties (13)/Ibyangombwa bijyanye n'isoresha, inyandiko, ibyiza byo gusora n'ibihano byo kudasora</li> <li><input type="checkbox"/> Primary and secondary data (14)/Amakuru uhabwa na ba nyir'ubwite n'ayo wasomye mu bitabo</li> <li><input type="checkbox"/> Product provision at local market (14)/Kugeza ibicuruzwa ku isoko ry'imbere mu gihugu</li> <li><input type="checkbox"/> Factors helping or hindering business growth (15)/Ibintu bifasha cg bidindiza iterambere ry'ubucuruzi</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Situations where businesses make or did not make contracts (12)/Aho ubucuruzi bukorwa kuri kontaro n'aho bukorwa nta kontaro</li> <li><input type="checkbox"/> Types of taxes businesses pay (13)/Ubwoko bw'imisoro itangwa mu bucuruzi</li> <li><input type="checkbox"/> How businesses use research (14)/Uburyo ubushakashatsi bukoreshwa mu bucuruzi</li> <li><input type="checkbox"/> Business growth strategies (15)/Ingamba z'iterambere ry'ubucuruzi</li> <li><input type="checkbox"/> Failing or poorly performing businesses (15)/Ubucuruzi burimo guhomba cg bucumbagira</li> <li><input type="checkbox"/> Customer care services (17)/Serivisi zo gufata neza abakiriya</li> <li><input type="checkbox"/> Conformity assessment cases (23)/Ibijyanye no gusuzuma ko ibyangombwa bisabwa mu bucuruzi byuzuye</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tax compliance (13)/Kwitabira gutanga imisoro</li> <li><input type="checkbox"/> Listening strategies (17)/Ingamba zo kumva</li> <li><input type="checkbox"/> Different roles of people (17)/Inshingano zinyuranye z'abantu</li> <li><input type="checkbox"/> Customer service (17)/Gufata neza abakiriya</li> <li><input type="checkbox"/> Recruitment and selection process (17)/Itangwa ry'akazi n'uburyo bwo guhitamo abakozi</li> <li><input type="checkbox"/> Using documents in buying and selling (18)/Gukoresha inyandiko ugura cg ugurisha</li> <li><input type="checkbox"/> Labor code scenarios (21)/Uburyo butandukanye buteganywa n'itegeko rigenga umurimo</li> <li><input type="checkbox"/> Leadership styles (22)/Uburyo bwo kuyobora</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Calculating taxes (13)/Kubara imisoro</li> <li><input type="checkbox"/> Making a budget (19)/Gutegura ingengo y'imari</li> <li><input type="checkbox"/> Finding errors in accounting books (20)/Kubona amakosa mu bitabo by'ibaruramari</li> </ul>	
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Applications and CVs (18)/Gusaba akazi no kwandika umwirondoro</li> <li><input type="checkbox"/> Saving money (19)/Kuzigama amafaranga</li> <li><input type="checkbox"/> Rights and responsibilities (21)/Uburenganzira n'inshingano</li> <li><input type="checkbox"/> Leadership styles appropriate for situations (22)/Uburyo bwo kuyobora buboneye mu bihe bitandukanye</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How local businesses use technologies (16)/Uburyo ubucuruzi bw'imbere mu gihugu bukoresha ikoranabuhanga</li> <li><input type="checkbox"/> Choosing appropriate technologies (16)/Guhitamo ikoranabuhanga riboneye</li> <li><input type="checkbox"/> ICT tools (16)/Ibikoresho by'ikoranabuhanga</li> <li><input type="checkbox"/> E-commerce/online businesses (16)/Ubucuruzi bukoresha ikoranabuhanga</li> <li><input type="checkbox"/> Documents used for business (17)/Inyandiko zikoreshwa mu bucuruzi</li> <li><input type="checkbox"/> Jobs and job descriptions (18)/Akazi n'ibikaranga</li> <li><input type="checkbox"/> Telecommunication methods (18)/Uburyo bwo guhanahana amakuru abantu batari kumwe</li> <li><input type="checkbox"/> Organizing business documents and other information (18)/Gutunganya inyandiko zerekeye ubucuruzi n'andi makuru</li> <li><input type="checkbox"/> Accounting methods and books (20)/Uburyo n'ibitabo by'ibaruramari</li> <li><input type="checkbox"/> Conformity assessments in business (23)/Gusuzuma ko ibyangombwa by'ubucuruzi byuzuye</li> </ul>				
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<p><b>Did you observe any of the following teaching methods? Please check all that you observed. Please provide details on the topic./Hari ubwo wigeze ubona bumwe mu buryo bwo kwigisha bukurikira? Hitamo ibisubizo byose by'ukuri</b></p>						

<p><input type="checkbox"/> 319. Group Discussion/ Ibiganiro mpaka mu matsinda</p> <p>Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu <b>ngingo</b> zikurikira zagabweho impaka? Hitamo ibisubizo byose by'ukuri.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment impact assessment (EIA): Creating EIA report (Unit 3)/Isesengurangu ka ku bidukikije: Gukora raporo y'isesengurangu a ku bidukikije/Isomo rya 3</li> <li><input type="checkbox"/> Environment impact assessment: Roles of stakeholders (Unit 2)/Isesengurangu ka ku bidukikije: Inshingano z'abafatanyabikorwa (Isoma rya 2)</li> <li><input type="checkbox"/> Environment impact assessment: Roles of stakeholders (Unit 2)/Isesengurangu ka ku bidukikije:</li> </ul>	<p><input type="checkbox"/> 320. Research/ Ubushakashatsi</p> <p>Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu <b>ngingo</b> zikurikira zakozweho ubushakashatsi? Hitamo ibisubizo byose by'ukuri</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Socio-economic development: Negative effects of economic activities on the environment (Unit 2)/Iterambere ry'imibereho myiza n'ubukungu: Ingaruka mbi z'ibikorwa by'ubukungu ku bidukikije (Isomo rya 2)</li> <li><input type="checkbox"/> Stock Control: Procurement process (Unit 8)/Kugenzura ububiko: Uburyo amasoko atangwa (Isomo rya 8)</li> </ul>	<p><input type="checkbox"/> 321. Case Study</p> <p>Discussion/Ibiganiro mpaka bigamije gukemura ikibazo</p> <p>Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu <b>ngingo</b> zikurikira zagabweho impaka? Hitamo ibisubizo byose by'ukuri</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Role of Entrepreneurship in Social Economic Development: Industry contribution to environmental/social issues (Unit 1)/Uruhare rwo guhanga imirimo mu iterambere ry'imibereho myiza n'ubukungu: Uruhare rw'inganda mu bibazo bibangamira ibidukikije n'imibereho myiza (Isomo rya 1)</li> </ul>	<p><input type="checkbox"/> 322. Role Play/Ikinamico</p> <p>Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu <b>ngingo</b> zikurikira zakozweho ikinamico? Hitamo ibisubizo byose by'ukuri</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Customs procedures (Unit 4)/Amabwiriza agenga ibikorera kuri gasutamo</li> <li><input type="checkbox"/> Business plan for an enterprise: Pitching a business plan (Unit 12)/Gahunda y'ibikorwa y'umushinga: gutangiza gahunda y'umushinga (Isomo rya 12)</li> <li><input type="checkbox"/> Work habits and behavior: Demonstration of interview techniques (Unit 15)/Imyitwarire n'imigenzereze mu kazi: Kwerekana uburyo ibiganiro byo guhitamo abakozi bikorwa (Isomo rya 15)</li> </ul>	<p><input type="checkbox"/> 323. Debate</p> <p>Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu <b>ngingo</b> zikurikira zakozweho ikinamico? Hitamo ibisubizo byose by'ukuri</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Customs procedures: Import and export of goods and services in Rwanda (Unit 5)/Amabwiriza agenga ibikorwa bya gasutamo: Uburyo bwo gutumiza kohera ibicuruzwa na serivisi hanze bikorwa mu Rwanda (Isomo rya 5)</li> </ul>	<p><input type="checkbox"/> 324. Finance/ Practice Activity Umwitozo ku bikorwa by'imari</p> <p>Did the activity cover any of the following topics? Check all that apply/ Ese hari zimwe mu <b>ngingo</b> zikurikira zakozweho umwitozo? Hitamo ibisubizo by'ukuri</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Financial Statement: Preparation of Profit – Loss statement (Unit 6)/Inyandiko igaragaza ishusho y'umutungo: Gutegura inyandiko igaragaza inyungu n'igihombo (Isomo rya 6)</li> <li><input type="checkbox"/> Financial Statement: Preparation of a Balance sheet (Unit 7)/Inyandiko igaragaza ishusho y'umutungo/bila (Isomo rya 7)</li> <li><input type="checkbox"/> Operational Business Plan for an Enterprise: Marketing Plan (Unit 9)/Gahunda</li> </ul>	<p><input type="checkbox"/> 325. Teacher did not use any of these methods or cover these topics/Umwarimu ntiyigeze akoresha ubu buryo cyangwa ngo akomoze kuri izi ngingo</p>
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<p>Inshingano z'abafatanyabikorwa (Isomo rya 2)</p> <p><input type="checkbox"/> Quality assurance and quality compliance in business: Application of metrology in business activities (Unit 13)/Kwita no kubahiriza ibijyanye n'ubuziranenge: Kwita ku bipimo ngenderwaho mu bikorwa by'umushingan(isomo rya 13)</p>					<p>ihamye y'ibikorwa by'umushinga: Gahunda yo kumenyekanisha ibicuruzwa (Isomo rya 9)</p> <p><input type="checkbox"/> Operational Business plan for an Enterprise: Production plan (unit 10)/Gahunda ihamye y'ibikorwa by'umushinga: Gahunda yo gukora ibikorwa (Isomo rya 10)</p> <p><input type="checkbox"/> Business plan for an enterprise: Business Plan (Unit 11)/Gahunda y'ibikorwa by'umushinga: Gahunda y'ibikorwa (Isomo rya 11)</p> <p><input type="checkbox"/> Work habits and behaviour: Writing a CV and application letter (Unit 14)/Imyitwarire n'imigenzereze mu kazi: Kwandika umwirondoro n'ibaruka isaba akazi (Isomo rya 14)</p>	
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<p>606. End Time of the visit /Igihe isura ryasorejweho</p>	<p>HH : MM/ISAHA:IMINOTA 24-hour clock: 2pm=14:00 Koresha isaha ibara kugeza ku masaha 24, aho saa munani z'amanywa byandikwa gutya: 14h00.</p> <p>HH : MM/ISAHA:IMINOTA 24-hour clock: 2pm=14:00 Koresha isaha ibara kugeza ku masaha 24, aho saa munani z'amanywa byandikwa gutya 14h00.</p>	<p>/__/__/ : /__/__/</p>
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## A.7 Head teacher survey, endline

## HEAD TEACHER SURVEY/UBUSHAKASHATSI BUKORERWA KU MUYOBOZI W'IKIGO

Date of the visit/Itariki yo gusura	DD/MM/YYYY/Umunsi/Ukwezi/Umwaka	/___/___/___ 2016/
Start Time of the visit/Igihe isura ryatangiriye	HH : MM/ISAHA:IMINOTA 24-hour clock: 2pm=14:00 Koresha isaha yandikwa ku buryo i saa munani byandikwa gutya: 14h00	/___/___/:/___/___/
Enumerator name /Amazina y'umukarani w'ibarura:		/_____/
Enumerator code/ Kode y'umukarani w'ibarura:		/_____/

1. School Identification/Ibiranga ikigo cy'amashuri			
100	Province/Intara	1. East/Iburasirazuba 2. North/Amajyaruguru 3. West/Iburengerazuba	/_____/
101	District/Akarere	1. Bugesera 2. Gakenke 3. Gatsibo 4. Gicumbi 5. Karongi 6. Kayanza 7. Musanze 8. Ngoma 9. Ngororero 10. Nyabihu 11. Rulindo	/_____/
102	Sector/Umurenge		/_____/
103	Cell/Akagari		/_____/
104	Village/Umudugudu		/_____/
105	District Location /Aho Akarere gaherereye	1. Rural/Icyaro 2. Urban/Umujiyi	
106	Name of the school/Izina ry'ikigo cy'amashuri		/_____/
107	Code of the School/Kodi y'ikigo cy'amashuri		/_____/
108	Is this school public or private?/Iki kigo ni icya Leta cyangwa kirigenga	1. Public/Icyaha Leta 2. Private/Kirigenga 3. Part public-part private/Ikigo kigenga gifashwa na Leta ku bw'amasezerano	/_____/
109	Is this school boarding, day or both?/Ese muri iki kigo abanyeshuri biga babayo, bataha cyangwa byombi	1. Boarding/Babayo 2. Day/Bataha 3. Both/Byombi	
110	Group/Itsinda <i>Enumerator please fill, do not ask respondent/Uzuzaha ababajije ubazwa</i>	1. Group 1 Treatment/Itsinda rya 1 ni irikorera ubushakashatsi 2. Group 2 Control/Itsinda rya 2 ni irigereranywa n'iryakorewaho ubushakashatsi	/_____/

111	Code of the enumerator/Kode y'umukarani <i>Enumerator please fill, do not ask respondent/ Uzuza hano (umukarani) utabajije ubazwa</i>		/_____/
112	Code of the survey supervisor/Kode y'ukuriye ubushakashatsi <i>Enumerator please fill, do not ask respondent/Uzuza hano (umukarani) utabajije ubazwa</i>		/_____/
113	Date/Itariki	DD/MM/YYYY/Umunsi/Ukwezi/Umwaka	/___/___/_____/
<b>2. Head Teacher Identification/Umwironoro w'Umuyobozi w'Ikigo</b>			
200	What is your name?/Witwande?	First name/Izina ry'Idini Family name/Izina ry'Umuryango	/_____ /_____/
201	What is your position?/Ukora mu wuhe mwanya w'umurimo <i>(We always want to interview the head-teacher. However, if they are not present, we will interview a different person who is in charge at that time)/(Ubusanzwe tuba dushaka kugirana ikiganiro n'Umuyobozi w'Ikigo. Ariko mu gihe dusanze adahari turibuganire n'undi muntu wamusigariyeho)</i>	1. Head Teacher/Umuyobozi w'Ikigo 2. Deputy Head Teacher/Umuyobozi w'Ikigo Wungirije 3. Teacher Representative/Uhagarariye Abarimu 4. Normal Teacher/Umwarimu usanzwe -66. Other (specify)/Ibindi (Sobanura)	/_____/
202	Your gender?/Igitsina cyawe ni ikihe?	0. Male/Gabo 1. Female/Gore	/_____/
203	Your age?/Ufite imyaka ingahe?	Years/Imyaka	/_____/
204	For how long has the current head teacher been in charge of this school?/Umuyobozi w'Ikigo ahamaze imyaka ingahe ayobora Ikigo?	Years/Imyaka <i>If less than one year, specify./Niba ari munsi y'umwaka, sobanura</i> -99 Don't know/Simbizi	/_____/
205	For how long have you been in the teaching profession?/Umaze imyaka ingahe mu mwaga wo kwigisha?	Years/Imyaka <i>If less than one year, specify./Niba ari munsi y'umwaka, sobanura</i>	/_____/
206	What is your highest grade completed in your formal education?/Wize amashuri angahe?	1. Completed Senior 4-6/Narangije uwa 4-6 2. Received A1 Diploma/Mfite impamyabumenyi y'ikiciro cya mbere cya kaminuza 3. Received Bachelors (A0 equivalent)/Mfite impamyabumenyi y'ikiciro cya 2 cya kaminuza 4. Masters/ Other postgraduate/Narangije ikiciro cya gatatu cya kaminuza nka Masters n'izindi mpamyabumenyi	/_____/

207	<p>How many students are there in this school by level, for the following levels?/Iki kigo gifite abanyeshuri bangahe muri buri mwaka?</p> <p><i>If your school does not have all levels, mark -77 in the "Not Applicable" column/Niba iki kigo kidafite imyaka yose, andika -77 ahanditse Not Applicable</i></p>	Level/U mwaka	Stream A/Itsinda A	Stream B etc./Itsinda B n'ibindi	Not Applicable (-77)/Ntabwo bijyanye	Male/Gabo	Female/Gore	Total/Igiteranyo
		Primary /Abanza						
		S1						
		S2						
		S3						
		S4						
		S5						
		S6						
208	<p>How many teachers in total are currently working in this school?/Kuri ubu mufite abarimu bangahe bakora muri iki kigo?</p> <p><i>Include head teacher, volunteer teachers but not teachers on leave./Ushyiremo n'umuyobozi w'ikigo ariko ntushyiremo abarimu bari mu kiruhuko</i></p> <p><i>Mark -77 in the column if not applicable/Andika -77 niba bitajyanye</i></p>		Male Teachers/Abarimu b'abagabo	Female Teachers/Abarimu b'abagore				
		Primary/Abanza						
		Lower Secondary/Mu kiciro rusange						
		Upper Secondary/Kuva mu wa 4 kugeza mu wa 6						
		<p><i>If a teacher teaches in both lower and upper secondary, s/he is included in upper secondary. This also applies for head teacher./Niba mwarimu yigisha mu kiciro rusange, mu wa kane kugeza no mu wa 6, ashwirwa mu bo mu wa 4 kugeza mu wa 6. Ibi ni nako bigenda ku muyobozi w'ikigo.</i></p>						

Now we would like to ask a few more questions on *only those who teach entrepreneurship classes*./Ubu ngiye kubaza ibindi bibazo abarimu bigisha isomo ryo guhanga umurimo

Name (First name, last name)/ Izina (Izina ry'indinshi, izina ry'umuryango)	Gender 1. Male 2. Female	Level taught (S4-S6)/Umwaka yigishamo (Uwaga 4-6)	Stream (s) A, B, C ...../Itsi nda/amatsinda yigishamo (A, B, C)	Which other subject does [name] teach/Nirihe somo rindi mwarimu yigisha  See codes below/Reba kodi hasi	For how many years have [name] been teaching in this school?/Mwarimu [Izina] amaze imyaka ingaha yigisha Years/Imyaka	What type of teacher is [name]?/Mwarimu [Izina] ateye ate? 1. Qualified teacher (you studied Education)/Yize kwigisha 2. Unqualified teacher (you did NOT study Education) but trained on pedagogy/Ntabwo wize kwigisha ariko wahawe amahugurwa yo kwigisha 3. Unqualified teacher (you did NOT study Education) and not trained on pedagogy/Ntabwo wize kwigisha ntabwo wahawe amahugurwa yo kwigisha 4. Internee/Uri mu kwimenyereza umwuga wo kwigisha	What is the highest level of education [name] has completed?/[Izina] yize amashuri angaha?  1. Completed Secondary Education/Yarangije amashuri yisumbuye 2. Received A1 Diploma/Afite impamyabumenyi y'ikiciro cya 1 cya kaminuza 3. Received bachelors (A0 equivalent)/Afite Impamyabumenyi y'ikiciro cya 2 cya kaminuza 4. Masters/Other postgraduate	If I above {Qualified teacher (you studied Education)} what qualification (s) did [name] obtain?/Niba igisubizo ari 1, {yize kwigisha} [Izina] afite iyihe mpamyabumenyi?  1. Completed 2-year training program including Teaching Practice/Yize imyaka 2 harimo no kwimenyereza umwuga wo kwigisha 2. Completed 4-year program in University including Teaching Practice/Yize imyaka 4 muri kaminuza harimo no kwimenyereza umwuga wo kwigisha 3. Currently in a Teacher Training College/Ubu arimo kwiga muri Koleji y'Uburezi -66. Other, specify/ibindi, sobanura	Is the teacher on full or part time contract? 1. Full time, 2. Part time/Ese mwarimu afite kontaro yo kwigisha igihe cyose cyangwa ni ikiraka? 1. Igihe cyose 2. Ikiraka
1									
2									
3									
4									

Subject codes:/Kode z'amasomo

	1. Physics/Ubugenge, 2. Chemistry/Ububaire, 3. Maths/Imibare, 4. Biology/Ibinyabuzima, 5. Geography/Ubumenyi bw'isi, 6. Economics/Ubukungu, 7. History/Amateka, 8. English/Icyongereza, 9. French/Igifaransa, 10. Kinyarwanda/Ikinyarwanda, 11. Kiswahili/Igiswayire, 12. Computer Science/Ubumenyi bwerekeye mudasobwa, 13. Literature/Ubuvanganzo -66. Other, specify/Ibindi, sobanura										
210	Do you have records of the teachers' attendance?/Ufite urutonde rugaragaza uko abarimu bitabira akazi? <i>If yes, ask to see records./Niba ari yego, rusabe ururebeho</i>	0. No → Skip to question 213/Niba ari oya, hita ujya ku kibazo cya 213 1. Yes, did not show records → 213/Niba ari yego, ariko ntarwerekane jya ku kibazo cya 213 2. Yes, showed records/Yego, yanarwerekanye	/ _____ /								
211	Look at the teacher attendance book and mark the number of teachers who were absent for the last three Tuesdays./Reba igitabo abarimu basinyamo uko baje ku kazi maze wandike umubare w'abarimu basibye ku minsi ya Kabiri itatu ishize	<table border="1"> <thead> <tr> <th></th> <th>Tuesday 1/Uwa 2 wa mbere</th> <th>Tuesday 2/Uwa 2 wa kabiri</th> <th>Tuesday 3/Uwa kabiri wa 3</th> </tr> </thead> <tbody> <tr> <td>Number of teachers Absent/Umubare w'abarimu basibye</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Tuesday 1/Uwa 2 wa mbere	Tuesday 2/Uwa 2 wa kabiri	Tuesday 3/Uwa kabiri wa 3	Number of teachers Absent/Umubare w'abarimu basibye				
	Tuesday 1/Uwa 2 wa mbere	Tuesday 2/Uwa 2 wa kabiri	Tuesday 3/Uwa kabiri wa 3								
Number of teachers Absent/Umubare w'abarimu basibye											
212	Ask to see the school timetable. Is Skills Lab indicated on the timetable?/Saba akwerek ingengabihe y'ishuri. Ese Skills Lab iriho?	0. No, did not see timetable/Oya, ntabwo nabonye ingengabihe 1. Saw timetable but did not see Skills Lab or entrepreneurship double-period on it/Nabonye ingengabihe ariko ntabwo nabonye Skills Lab cyangwa amasaha abiri y'isomo ryo guhanga umurimo 2. Saw timetable, did not see "Skills Lab" on it; but verified that there was entrepreneurship double-period on it./Nabonye ingengabihe, ariko nta Skills Lab yari iriho, ariko nabonye ko hariho amasaha abiri y'isomo ryo guhanga umurimo 3. Saw timetable and verified that Skills Lab was on it/Nabonye ingengabihe kandi nabonye na Skills Lab iriho									
<b>3. School Finances and Resources/Ibyerekeye Imari n'Umutungo by'Ikigo</b>											
300	Does this school collect any fees directly from the parents (Tuition and fees)?/Ese iki kigo kibona amafaranga gikuye mu babyeyi (minerivali n'andi mafaranga)	0. No → Skip to question 302/Niba ari oya, hita ujya ku kibazo cya 302 1. Yes/Yego	/ _____ /								
301	On average, how much money will the school collect in fees from parents this academic year in S6, per student?/Ugereranyije, muri uyu mwaka, iki kigo cyakiriye amafaranga angaha atari ay'ishuri atanzwe n'ababyeyi kuri buri munyeshuri?	Include all contributions, not just school fees (association fees, caution fees, medical insurance fees, Parent Committee fees, ID card fees, etc)./Shyiramo amafaranga yose atangwa, ntiwibande gusa ku mafaranga asanzwe ikigo gisaba abanyeshuri (amafaranga y'amashyirahamwe, aya kosiyo, ay'ubwishingizi, aya komite y'ababyeyi, ayo gukoresha ikarita)  -99. If Don't know/Simbizi	/ _____ /								

302	<p>How many/much [...] did the secondary school receive from [...] this academic year? /Muri uyu mwaka w'amashuri iki kigo cyakiriye a/bingahe?</p> <p>If the school is combined primary and secondary, and the HT cannot separate the funding, please note that here./Niba ikigo gifite amashuri abanza n'ayisumbuye, kandi umuyobozi wacyo akaba adatandukanya inkunga, byandike hano</p> <p>If none, enter 0./Niba ntayo andika 0</p> <p>If received but cannot identify amount, enter XX./Niba yarakiriwe ariko ntavuye umubare wayo, andika XX</p> <p>If don't know, enter -99./Niba atabizi, andika -99</p>		Government/Leta	NGO/Donor/Um uterankunga	Parent Teacher Committee/Community /Komite y'Ababyeyi n'Abarimu/Abaturage
		TEXTBOOKS /IBITABO	/_____ /	/_____ /	/_____ /
		MONEY/AM AFARANGA	/_____ /	/_____ /	/_____ /
		Write YY if cannot separate primary and secondary funding /Andika YY niba adashobora gutandukanya umutungo w'amashuri abanza n'ayisumbuye _____ /			

#### 4. School Management/Ibyerekeye imicungire y'Ikigo

Now we would like to ask a few questions about school management. We are interested both in school management and in school record keeping, so in some cases we may ask to see whether you have written records of things. If you do not have them or do not have them readily available, that is fine; just let us know./Ubu turashaka kubabaza ibibazo byerekeranye n'imicungire y'ikigo. Ubu dushishikajwe n'ibyerekeye imicungire y'ikigo n'uburyo mubika amakuru yerekeranye n'ikigo, rimwe na rimwe turibubabaze mutwereke ibyo mwanditse. Mu gihe mutabifite, cyangwa bitari hafi, ntacyo bitwaye, muratubwira.

400	<p>What is the school's daily schedule from <b>Monday to Friday</b>?/Ingengabihe y'ishuri iteye iteye ite kuva ku wa <b>Mbere</b> kugeza ku wa <b>Gatanu</b>?</p>	<p>i. Opening time/Mutangira akazi i saa: / ____ / ____ /: / ____ / ____ / am/za mugitondo</p> <p>ii. Closing time/Murangiza akazi i saa: / ____ / ____ /: / ____ / ____ / pm/z' amanywa</p> <p>iii. Total Break time including assembly/Iminota yose y'akaruhuko harimo n'iyi abanyeshuri bajya ku murongo: / _____ / Minutes/Iminota</p>
401	<p>In the past year, who has lead professional development activities for your teachers?/Umwaka ushize, ni nde wayoboye ibakorwa bijyanye no guteza imbere mwarimu?</p>	<p>Enumerator: do not prompt./Umukarani: Ntugire icyo umubwira</p> <p>0. None/Nta n'umwe</p> <p>1. REB/REB</p> <p>2. Educate!/Educate</p> <p>3. REB and Educate!/REB na Educate bafatanyije</p> <p>4. Other, specify/Abandi/Sobanura: _____</p> <p>-99. If don't know/Simbizi</p>

402	<p>Do you conduct and have records of classroom observations in this school to ensure that teachers are teaching?/Muri iki kigo, mufite gahunda y'uburyo abarimu bitegereza bagenzi babo barimo kwigisha mu rwego rwo kunoza imyigishirize yabo?</p> <p><i>If yes, ask to see records./Niba ari yego, saba akwereke ubwo buryo</i></p>	<p>0. No/Oya 1. Yes, did not show records/Yego, ntabwo yerekanye ibitabo 2. Yes, showed records/Yego, yerekanye ibitabo</p>	/_____/
<b>5. Pedagogy &amp; Competence-Based Curriculum/Ibyerekeye Imyigishirize n'Integanyanyigisho ishingiye ku bushobozi</b>			
500	<p>What are the three (3) teaching methods or pedagogies that entrepreneurship teachers in your school are <b>most</b> comfortable using?/Ni ubuhe buryo bwo kwigisha bunogera abarimu bo kuri iki kigo kurusha ubundi?</p>	<ol style="list-style-type: none"> <li>1. Lecture or note taking/Gutanga ikiganiro mbwirwaruhame cyangwa gufata noti</li> <li>2. Question &amp; Answer/Ibibazo &amp; Ibisubizo</li> <li>3. Quiz or Exam/Ibazwa cyangwa ikizami</li> <li>4. Small Group Work/Umurimo mu itsinda rito</li> <li>5. Games (e.g: energizers, competitions, cards, etc)/Imikino (urugero: ibitera ingufu, amarushanwa, amakarita n'ibindi)</li> <li>6. Class Discussion/Ikiganiro mpaka mu ishuri</li> <li>7. Activities outside of the classroom/Ibikorwa bikorerwa hanze y'ishuri</li> <li>8. Reading from a text/Gusoma umwandiko</li> <li>9. Practice exercises/Gukora imyitozo</li> <li>10. Research (use of library or computer)/Gukora ubushakashatsi (gukoresha inkoranyabita na mudasobwa)</li> <li>11. Experiment/Gukora igerageza rigamije kuvumbura</li> </ol>	<p>/_____/</p> <p>/_____/</p> <p>/_____/</p>
501	<p>What are the three (3) teaching methods or pedagogies that entrepreneurship teachers in your school are <b>least</b> comfortable using?/Ni ubuhe buryo butatu (3) bwo kwigisha butanogera abarimu bigisha isomo ryo guhanga umurimo kuri iki kigo kurusha ubundi?</p>	<ol style="list-style-type: none"> <li>1. Lecture or note taking/Gutanga ikiganiro mbwirwaruhame cyangwa gufata noti</li> <li>2. Question &amp; Answer/Ibibazo &amp; Ibisubizo</li> <li>3. Quiz or Exam/Ibazwa cyangwa ikizami</li> <li>4. Small Group Work/Umurimo mu itsinda rito</li> <li>5. Games (e.g: energizers, competitions, cards, etc)/Imikino (urugero: ibitera ingufu, amarushanwa, amakarita n'ibindi)</li> <li>6. Class Discussion/Ikiganiro mpaka mu ishuri</li> <li>7. Activities outside of the classroom/Ibikorwa bikorerwa hanze y'ishuri</li> <li>8. Reading from a text/Gusoma umwandiko</li> <li>9. Practice exercises/Gukora imyitozo</li> <li>10. Research (use of library or computer)/Gukora ubushakashatsi (gukoresha inkoranyabita na mudasobwa)</li> <li>11. Experiment/Gukora igerageza rigamije kuvumbura</li> </ol>	<p>/_____/</p> <p>/_____/</p> <p>/_____/</p>

502	<p>In your opinion, what do you think teachers' goals <i>should</i> be for their students? Rank the following goals in terms of importance./Ku bwawe, ni izihe ntego abarimu <b>bakwiye</b> kugira ku banyeshuri? Tondeka uhereye ku zifite akamaro kurusha izindi</p> <p><b>Rank the options/Tondeka ibisubizo</b></p>	<ol style="list-style-type: none"> <li>1. Develop student knowledge/Guteza imbere ubumenyi bw'abanyeshuri</li> <li>2. Develop student skills/Guteza imbere ubumenyigiro bw'abanyeshuri</li> <li>3. Develop student attitudes/Guteza imbere imyumvire y'abanyeshuri</li> <li>4. Help students pass exams/Gufasha abanyeshuri gutsinda ibizami</li> <li>-66. Other/Ibindi</li> </ol>	/_____/
503	<p>In your school, what <i>are</i> teachers' goals for their students? Rank the following goals in terms of importance./Mu ishuri ryanyu, abarimu <b>bafite</b> izihe ntego ku banyeshuri? Tondeka intego zikurikira uhereye ku zifite akamaro kurusha izindi.</p> <p><b>Rank the options/Tondeka ibisubizo</b></p>	<ol style="list-style-type: none"> <li>1. Develop student knowledge/Guteza imbere ubumenyi bw'abanyeshuri</li> <li>2. Develop student skills/Guteza imbere ubumenyigiro bw'abanyeshuri</li> <li>3. Develop student attitudes/Guteza imbere imyumvire y'abanyeshuri</li> <li>4. Help students pass exams/Gufasha abanyeshuri gutsinda ibizami</li> <li>-66. Other/Ibindi</li> </ol>	/_____/
504	<p>In your opinion, what have been the most useful sources of training for teachers on the competence-based approach? Rank in terms of importance./Ku bwawe, ni hehe abarimu bakuye amahugurwa abafitiye akamaro ku byerekeye uburyo bwo kwigisha bushingiye ku bushobozi. Tondeka ushingiyeye ku hafite akamaro kurusha ahandi.</p>	<ol style="list-style-type: none"> <li>1. A REB training/Amahugurwa ya REB</li> <li>2. A training not by REB/Amahugurwa atari aya REB</li> <li>3. I, as Headmaster (school principal), trained them/Njyewe, nk'Umuyobozi w'Ikigo, narabahuguye</li> <li>4. Teachers learned informally from other teachers/Abarimu bagiye bahugurana hagati yabo</li> <li>6. Teachers learned it on their own/Abarimu barabiyigishije</li> <li>7. Educate! (NA for control group)/Educate! (Ntabwo bireba itsinda rikorerwaho ubushakashatsi)</li> <li>-66. Other (specify)/Ibindi (Sobanura)_____</li> </ol>	/_____/
505	<p>What is the definition of Skills Lab? (free response)/Ni iyihe nyito ya Skills Lab? (atange igisubizo mu magambo ye)</p>	<ol style="list-style-type: none"> <li>1. A time after classes for students to do activities/Umwanya abanyeshuri bakoramo imyitozo nyuma y'amasomo</li> <li>2. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities/Umwanya wihariye mu isomero guhanga umurimo aho abanyeshuri bakora imyitozo y'ubumenyigiro</li> <li>3. A laboratory session for science students/Isomo rya laboratwari ku banyeshuri bakurikira inyigisho y'ubumenyi</li> <li>4. A time for students to start student business clubs and administer their business activities/Igihe abanyeshuri batangira gukora amashyirahamwe yo guhanga imirimo maze bagakora ibikorwa bigendanye nayo</li> </ol>	

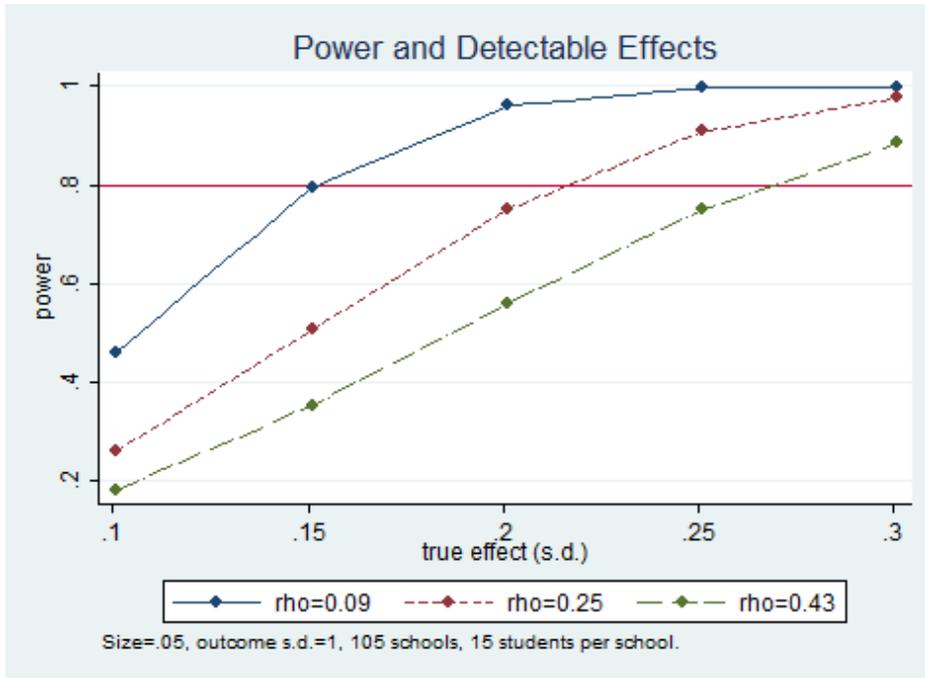
506	<p>What is the definition of Skills Lab? (read multiple choice answers)/Ni yihe nyito ya Skills Lab (Musomere ahitemo igisubizo cy'ukuri)</p>	<ol style="list-style-type: none"> <li>1. A time after classes for students to do activities/Umwanya abanyeshuri bakoramo imyitozo nyuma y'amasomo</li> <li>2. A special lesson during the regular entrepreneurship lesson time for students to complete practical learning activities/Umwanya wihariye mu isomo ryo guhanga umurimo aho abanyeshuri bakora imyitozo y'ubumenyigiro</li> <li>3. A laboratory session for science students/Isomo rya laboratwari ku banyeshuri bakurikira inyigisho y'ubumenyi</li> <li>4. A time for students to start student business clubs and administer their business activities/Igihe abanyeshuri batangira gukora amashyirahamwe yo guhanga imirimo maze bagakora ibikorwa bigendanye nayo</li> </ol>	
507	<p>Which three (3) teaching methods do you believe are <b>most</b> effective for teaching <b>entrepreneurship</b> subject?/Ni ubuhe buryo butatu (3) bwa mbere bwo kwigisha wumva bubereye kwigisha isomo ryo guhanga umurimo?</p>	<ol style="list-style-type: none"> <li>1. Lecture or note taking/Gutanga ikiganiro mbwirwaruhame cyangwa gufata noti</li> <li>2. Question &amp; Answer/Ibibazo &amp; Ibisubizo</li> <li>3. Quiz or Exam/Ibazwa cyangwa ikizami</li> <li>4. Small Group Work/Umurimo mu itsinda rito</li> <li>5. Games (e.g: energizers, competitions, cards, etc)/Imikino (urugero: ibitera ingufu, amarushanwa, amakarita n'ibindi)</li> <li>6. Class Discussion/Ikiganiro mpaka mu ishuri</li> <li>7. Activities outside of the classroom/Ibikorwa bikorerwa hanze y'ishuri</li> <li>8. Reading from a text/Gusoma umwandiko</li> <li>9. Practice exercises/Gukora imyitozo</li> <li>10. Research (use of library or computer)/Gukora ubushakashatsi (gukoresha inkoranyabitabo na mudasobwa)</li> <li>11. Experiment/Gukora igerageza rigamije kuvumbura</li> <li>12. Student Portfolio/Imikoro igenda igaragaza uko abanyeshuri bagenda batera imbere mu myigirire</li> </ol>	<p>/_____/</p> <p>/_____/</p> <p>/_____/</p>



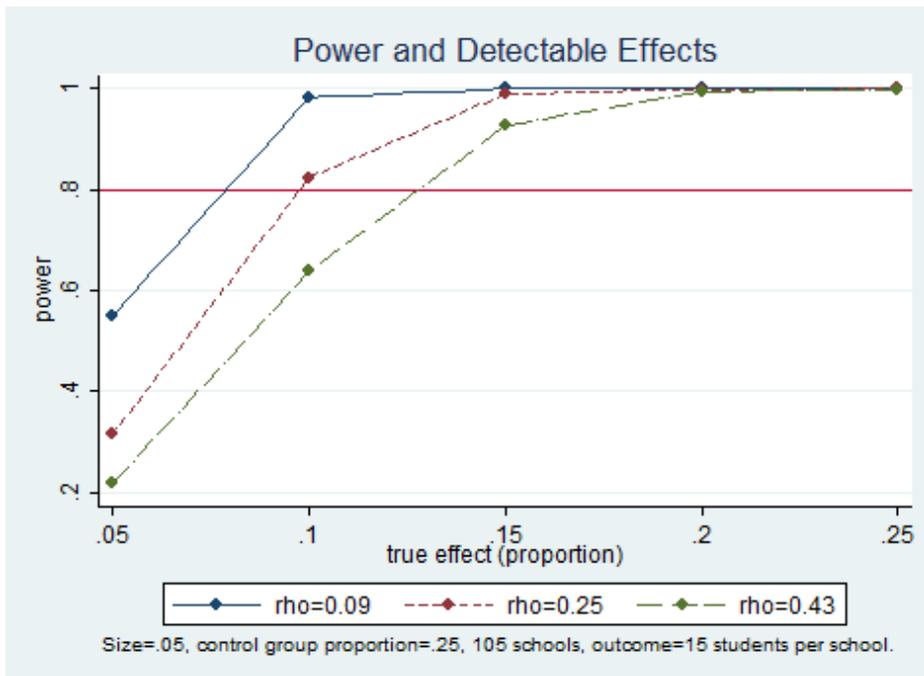
			shuri/ukwezi/ umwaka			
	1. Temporarily absent/Ntabwo ahari by'igihe gito 2. Dropped out of school/Yavuye mu ishuri 3. Moved/transferred to different school/Yimuriwe ku kindi kigo 4. Don't know/Ntabwo mbizi	1. temporarily absent from school due to sickness/Ntabwo ahari by'igihe gito kubera ko arwaye 2. temporarily absent from school due to assist with family activities (farming, childcare, etc)/Ntabwo ahari by'igihe gito kuko hari imirimo arimo gufasha ababyeyi (guhinga, kurera abana n'ibindi) 3. dropped out of school due to illness/Yavuye mu ishuri kubera uburwayi 4. dropped out of school for financial reasons/Yavuye mu ishuri kubera ibibazo by'amafaranga 5. dropped out of school due to pregnancy/started family/Yavuye mu ishuri kubera gutwita/yarashatse 6. family moved/transferred to another school/Umuryango we warimutse/bamwimuriye ku kindi kigo				
End Time of the Interview/Igihe ikiganiro cyarangiriye			HH: MM/Amasaha: Iminota 24-hour clock: 2pm=14:00 Andika amasaha ku buryo isaa munani byandikwa gutya 14:00	/___/___/: /___/___/		

**Thank You!/Murakoze!**

Figure 2: Power Analysis



(a) outcome units: standard deviation



(b) outcome units: proportion