CONDUCTING A NEEDS ASSESSMENT: INSTRUMENTS, DATA COLLECTION AND ANALYSIS
# Module 3 - Conducting a Needs Assessment: Instruments, Data Collection and Analysis

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LEARNING OUTCOMES FOR THIS MODULE

1.1 Be able to identify community needs.

1.2 Use effective data collection methods.

1.3 Become familiar with data analysis techniques.

1.4 Appreciate the importance of community participation in data collection.
# Structure of the Toolkit

**Introductory Module**

Provides an introduction to education microplanning, the functions it can serve and examples.

**Module 1**

Principles of microplanning: Working with communities  
**Focus:** Working with local communities – building partnerships.

**Module 2**

Getting started: Initiating an education microplanning exercise  
**Focus:** Getting prepared for an education planning exercise at the local level: spatial, social, economic and educational considerations.

**Module 3**

Conducting a needs assessment – instruments, data collection and analysis.  
**Focus:** Getting to understand local needs through engaging communities in planning and building capacity.

**Module 4**

Enhancing curriculum and teaching processes to improve student learning  
**Focus:** Getting to understand the planning, implementation and evaluation processes that contribute to successful student learning.

**Module 5**

Data and information for decision-making and planning  
**Focus:** Using data for understanding and improving education at the local level: assessing the outcomes of planning in areas such as access, participation and learning.
This module will explain the process of conducting a needs assessment, which is part of microplanning. The process includes the steps to be taken to identify community needs and perspectives as the basis for designing actions to meet those needs. It outlines information collection processes, discusses data analysis techniques and suggests the elements to be included in a needs assessment report.

There are various methods and tools that can be used, so microplanners must carefully consider the context, capacity and resources of the community that educational changes are being planned with. As with other aspects of education microplanning, community participation is central to the needs assessment process and once again exerts a strong influence on the education planning exercise conducted at the local level.
Developing a plan for educational change and reform at the local level (education microplanning) requires three main processes:

- Engaging the community in decision-making (Module 1).
- Getting the microplanning team and community prepared for the change initiative (Module 2).
- Using data and evidence to understand local needs and perspectives and from there making action plans that will help to address the education-related issues, for the benefit of the community (Module 3).

A needs assessment is conducted to gather relevant information regarding people’s needs and views in relation to a particular issue. Once the information is collected, analyses derived from this assessment can be used as the basis for developing solutions to the problems or issues.

There is no single method for conducting a needs assessment. In some contexts, more informal approaches might be necessary. In other cases, more complex technical tools can be used, for example school mapping and education policy and finance simulation models.

The processes used will depend on:

- Local contexts.
- Local organizational structures.
- Availability of skills in the planning team and in the community.
- Amount of time available.
- Resources (financial and other).
Consistent with the participatory nature of education planning at the local level, a needs assessment should not be regarded as a process to be done “for” or “to” the community. Rather it should be seen as a process to be done “with” the community, taking into account local values and seeking to address real needs and priorities as they are seen locally.

It is easier to understand a needs assessment process if it is explained in relation to a specific issue or problem. So the remainder of this module will describe needs assessment processes in relation to the “real world” issue outlined in the following scenario:

National education policy in country X, in line with the Millennium Development Goals (MDGs) for education, has mandated that primary education will be available to all students and will be compulsory. Yet national school enrolment figures indicate that across the country, enrolment rates range from 50 to 90 per cent. The government wishes to see immediate improvements and this has become a priority for the national ministry of education as well as provincial governments. The latter have asked district offices to investigate the situation in their jurisdictions and prepare action plans that will bring about improvements.

Figure 1 illustrates the four main steps of the needs assessment process. The steps are described in detail in the sections that follow, for the scenario presented above.

**Figure 1:** A Needs Assessment Process: Initiate, Collect Information, Analyse, Report
4.1 Initiate

4.1.1 Understanding the community: Community scoping

In order to put into effect the national government's priority (universal primary education) at the local level, district offices will need to work with the villages and communities for whom they have responsibility. To work with the community, they need to get to know and understand the community.

This can be achieved by carrying out an informal community scoping exercise. The purpose of this is to become familiar with the community with which the education microplanning team will work. It is assumed here that this is the first time the team has worked with the community.

Community scoping involves developing a relationship with community members, understanding their values, needs and priorities and establishing a process of working with them. This scoping process involves most of the following activities, depending on the local context:

- Identifying key people in the community who can support the needs assessment and be "champions" in the microplanning process: elders, political leaders, religious leaders, business owners, parents, teachers, principals, etc.

- Meeting with these people and explaining the purpose of the planning exercise, seeking their views, encouraging them to lend their support.

- Attending community events to get to know a larger number of people in the community.

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1 “Community scoping” is a term used by RECOUP’s Qualitative Research Skills Facilitator’s Manual. It refers to the need for researchers and planners to understand the communities in which they will work and, in an important sense, to work “with” these communities. Many of the ideas in this section have been adapted from the manual and its resources.
Observing activities in the daily life of the community, noting what is important and their values and priorities. In particular, trying to understand the role education plays in the community and what the competing priorities are in families’ lives. Joining in the daily life of the community can be a way to alert the team of particular issues in the community that might affect school attendance and the quality of learning.

Informal notes can be made concerning existing education infrastructure and provision through observing what is happening on a daily basis and keeping a record that can be compared to other data that might be collected during the process. Where there are two or three team members in the microplanning team, these kinds of observations can be shared within the team to develop a fuller picture of community values.

Through these different kinds of “scoping” activities, planning teams from the district office can get to know the communities in which they will be working and may even be able to identify some key issues at this early stage of the process. During the community scoping process, it is useful for team members to share notes, impressions and ideas to develop a shared understanding of the community in question. It should not be expected that there will be complete agreement among team members at this stage because community scoping is a very impressionistic process and different experiences may yield different impressions. By the end of this process, team members should have some ideas about the communities with which they will work.

### 4.1.2 Review existing information

A needs assessment involves collection of information, thus it is necessary to identify prior to undertaking the assessment whether any information about the problem is already available and where it can be found. In the scenario presented above, information about the local participation rate and other information about the community can be obtained from both “external” and “internal” sources.

“External” sources of data can include official government statistical data (e.g. population census, school census) and records, and previous needs assessments carried out by the district office, aid agencies and non-governmental organizations. At the national or provincial levels there may be an information management system that contains useful information about local population characteristics (number of households or families, number of school-aged children, school attendance rates, out-of-school children, etc.).
“Internal” sources of data include statistical reports and other data available in schools. These can include data on school attendance rates, teacher and student absenteeism, class size, class composition (boys/girls/ethnic mix) and the curriculum. Schools will also usually have assessment records and other information about student progress and achievement at key stages of schooling. Schools will probably also be able to provide information on parent-teacher associations, school management committees, school audits and evaluations, and an inventory of school facilities.

These existing data can provide the microplanning team with an overview of education provision in the community.

4.1.3 Formulate the problem in its local context

The general issue noted above was a national problem: low participation in primary education. The national policy aims to achieve universal primary education (full participation). The national participation rate is an average of the figures for all districts (e.g. 84 per cent); this national figure may not reflect the local context. Some communities may have very high participation rates while others may have very low ones. It is therefore important to define the issue as it exists locally and find out the local participation rate (enrolment/attendance rate). From the review of the existing data (see section 4.1.2 above), it may be found that the local net enrolment rate (the share of children of official primary school age that are enrolled in primary school) is only 65 per cent. Thus, the problem in the local context is the non-attendance of 35 per cent of the district’s primary school-aged children. It may be possible to pick up some initial observations and impressions from the community scoping process to further explain the local context of this problem. In this case, the characteristics of the community itself – rural, urban, well off, poor, or multicultural can further describe the non-attendance of the 35 per cent of primary school-aged children.
4.2 Collect information

As noted in previous modules, there are many ways and tools to collect information. Some of them include:

- Questionnaires
- Interviews
- Focus groups
- Observation

This module uses the example of the level of participation of local school-aged children in primary education. The tools listed above can be used to collect information to address this particular issue. They are explained in detail below.

4.2.1 Questionnaires

Questionnaires are very useful instruments for information collection when you want to:

- Ask a large number of people exactly the same questions.
- Observe the response patterns from different groups of people.
- Make a multivariable analysis\(^2\) of the responses from a relatively large number of people.

\(^2\) An analytical method for defining the relative contributions of different causes to a single problem or issue.
Designing the questionnaire

When developing your own questionnaire, keep in mind the following points:

- First, identify the information you need and thus the questions you expect the answers for.

If the key purpose is to find out about school participation, the main questions in the questionnaire will revolve around children’s attendance at school. Keep in mind that families usually have more than one child, and they may treat the children differently depending on their birth order, gender, etc., so questions have to be asked that gather information about all of the children (e.g. How many of your children attend school? If any children don’t attend school, what are the ages and gender of these children? Why don’t they attend school? Would you like them to attend school?).

- For very important information, think of different ways to ask the same question and include the different ways in the questionnaire.

This will allow you to cross-check the information (e.g. you can cross-check whether children attend school every day by asking the following questions: Which days does your oldest child go to school? Does he/she stay home some days to do his/her household tasks?).

- Ask questions in the simplest, most jargon-free way possible, so they will be easy to understand.

- Avoid asking questions that require a judgment to be made, unless you have the time, capacity and resources to analyse the varied responses.

Information that is quantified is easiest to analyse. In this case, the focus should be on factual information, with the questions designed in such a way that the answers will be very clear, with no room for ambiguity or interpretation.

- Keep the response categories simple so that responses can be easily interpreted.

- Try not to add more questions unless you are sure you need to know the answers: the extra information that has been collected may not be useful, so it would be a waste of time and effort to collect it.

- Keep the questionnaire short (maximum two pages), so that it will be quick and easy to fill in and so that it will be quick to enter the data from each questionnaire into a relational database.
Data entry is necessary so that it can be analysed and organized so as to produce a list of respondents and summary statistics. More details about data analysis are provided in section 4.3.

It is best to design the questionnaire yourself, but it can be helpful to use one that already exists. An example of a questionnaire is included in Appendix A.

**Administering the questionnaire**

Questionnaires can be mailed out to the respondents and either returned by mail or picked up by those responsible for administering it. But it is often more effective to deliver a house-to-house questionnaire in person. In this case, team members take the questionnaire to each house and get household members to respond to it while they wait. This is a more time consuming process but it has the following advantages:

- You can get more questionnaires filled in.
- Where household members have questions about the questionnaire, those questions can be answered immediately.
- If household members do not have the literacy skills to respond to the questionnaire, it can be administered orally with the help of a team member.

It may not always be possible for people to complete the questionnaire while the team member waits, in which case a mutually agreed-upon time can be arranged for the questionnaire to be picked up later. This raises the question of timing and the team will need to work out the best time to administer the survey. Evenings may be a good time because all family members are likely to be at home at this time. Again, this depends on the context, which the team members should get to know during the scoping exercise.

**4.2.2 Interviews**

Imagine that you have completed the questionnaires and have now formed a picture of primary school attendance in the community. You can see from the information collected that:

- More boys than girls attend school.
Children from families that work on farms tend to attend schools less regularly than those from families that work off-farm.

The day with the lowest attendance is consistently Fridays.

The above observations can tell you what the overall issues might be (gender inequity; difficulties in accessing education by children from farming families; etc.), but they do not explain precisely why some children attend school and some do not, and this data does not provide solutions to the problem. This is where the interviews come in. They can help to find explanations for the situation and potential solutions. So, who should you interview and how should you interview them?

In the context of the issue that we are exploring in this module, it would make sense to interview some parents of the children who do not attend school regularly and find out why their children do not attend school. It might also be useful to interview teachers and ask similar questions. Finally it can be useful to interview the students themselves. Collecting this information from different sources (parents, teachers and students) will allow you to cross-check the explanations and solutions to the issues that you are given by the different groups. How many people you interview will depend on the resources (staff, funds, time) you have and the availability of the people you want to interview. You may not need to interview all the people who completed the questionnaire but you can select from the responses where you think you will get the best follow up information.

There are two main ways to conduct interviews.

- You can develop a list of questions and ask the same questions to all the people you interview. This is called a structured interview.

- You can have some questions prepared for the interviews but also follow up the issues that are raised during the interview and ask additional questions. This requires listening very closely to the responses. The additional questions should aim to find out more about specific responses. This is called a semi-structured interview.

The method you choose will depend on what you want to find out, the access you have to the people you wish to interview and the time available to undertake the interviews. The purpose, however, remains consistent: to identify views and ideas that help explain why things are the way they are, and help to solve the problems.

Attention should be paid to keeping records of the interviews because the results of each interview will need to be analysed. There are several ways to keep records, including note taking and using a recording device (voice or video). If interviews are recorded, they may need to be transcribed into written form for later analysis. Analysis of interview data is discussed in section 4.4.
4.2.3 Focus groups

A focus group is like an interview in that you prepare questions, but instead of talking to people individually, you ask people to join a group in which you will ask the questions to the group as a whole, and anyone can provide a response. Members of the group can also comment on each other’s responses so that you can generate a debate and get multiple perspectives. The analysis of the focus group responses is discussed in section 4.4 of this module.

4.2.4 Observation

Seeing things first hand can be a useful way to collect information and a way for the planning team to gain a good understanding of the local context. Observation involves exploring a context without necessarily knowing what you are looking for.

Given our interest in participation rates in primary schools, it is sensible to carry out some observations inside and around the primary school(s). Some simple things to look for might be:

- Location: Is the school easily accessible for all students?
- Schedule: Are there classes five days per week? Which days? Is there a regular start and finish time for the school day and is it observed by all students and teachers?
- Facilities and services: Are facilities in the school well maintained? Are the toilets clean? Do boys and girls have separate toilets? Do the children receive meals and drinking water at school? Are there any recreational spaces and are these spaces “child-friendly” (safe, sheltered, fun, etc.?)
- Teaching and learning context: What is the average class size? Are there adequate teaching and learning resources? Do children and teachers have easy access to these resources? Are computer rooms, libraries, etc easily accessible all the time? How would you describe the teaching methods in the school? Do teachers use “rote learning” or participatory methods?

Other questions will come to you as you spend time in the school. Observations made on site can provide important insights into the daily life and operations of the people in the community and bring to life the findings of questionnaires, interviews and focus groups. And you may discover things that were not mentioned in the questionnaires, interviews and focus groups.
Observations need to be systematically recorded using simple notes ("field notes") written or recorded (verbally or via camera or video) during the observation visit. These notes can then be shared with other team members and compared with their records.

4.3 Analysis

4.3.1 Analysis of the data

After collecting the information – the questionnaires, the interviews and focus groups with parents, teachers and students and the records from observations at the local school(s) and in the community – the next task is to make sense of all this information. This is the role of analysis. It draws out useful information from the data. The different types of data are analysed as follows.

**Questionnaire:** The questionnaire will provide figures such as how many school-aged children are in the household, how many days each child goes to school, etc. These figures can then be summarised and a conclusion can be drawn, e.g. A total of 1,203 school-aged children go to school full-time (five days per week). The total number of school-aged children in the community is 1,967. Therefore, according to the findings of the questionnaire 61 per cent of school-aged children attend school full-time. This figure can then be cross-checked with the net enrolment and attendance figures. If there are any major discrepancies, these should be investigated. Look for patterns both within the groups and across the groups. For example, do the students agree with one another and are their views the same as the views expressed by the parents?

If you have access to computer technology, there are several database programs that can be helpful in analysing data. These programs include Microsoft Access and the Statistical Product and Service Solutions (SPSS) software package. Access allows users to create a database and conduct simple statistical analyses. SPSS allows more complex analyses. Both programs require some training to operate. Your choice may depend on what skills and funds are available. If these programs are not available, but computer facilities are, then you can use spreadsheets such as Microsoft Excel to compile the data and create tables and graphs. If there is no computer technology available then you can analyse the information and record the results manually using a tally sheet. The information can be transferred from each questionnaire onto the tally sheet to get overall figures for the community. If the community is not large, this can be a simple and effective way to get basic statistics (e.g. percentage of school-aged children in the community attending school full-time; percentage of parents
who keep children home from school to assist with household duties).

**Interviews and focus groups:** The written notes and transcripts of interviews and focus groups are not as easy to analyse as statistical data collected through questionnaires. Computer programs are available to analyse such data, but they are probably not very helpful for our purposes. Without such software, you can analyse interviews as follows:

1. Read the notes and transcripts carefully and try to identify the themes or the main ideas.

What are the participants saying that explains why children do not go to school? Is there agreement about the issues or do different people have different opinions? Are the responses of the different groups who were interviewed (parents, teachers and students) the same? As with the questionnaire data, look for patterns both within the groups and across the groups. Remain open to different responses, as you want to get as accurate an understanding as possible.

2. The notes and transcripts should be read by at least two people and the resulting analyses compared.

This helps to make sure each analysis is accurate. Where there are disagreements between the different analyses, the analysts should discuss their reasons and reach an agreement.

Analysing interview and focus group data is a time-consuming process, especially where there have been multiple interviews conducted by different members of the team. The purpose is to develop a clear understanding of the community views on the issue. Of course, community members usually do not have the same views on issues and the interviews and focus group discussions may reflect this.

After reviewing all the data collected from the interviews and focus groups, a list can be made of the key points that have been made and where there are agreements and disagreements among community members. This provides a summary of the interviews and focus group discussions.

**Observations:** As indicated earlier, observations are recorded in field notes or recordings. Where different members of the team have been engaged in observations then the field notes can be compared in much the same way as the interview and focus group notes and transcripts. It is quite likely that observations will not be the same because people see things differently. Nevertheless, the team members who did the observations can sit together and discuss both the field notes and anything else from their observations they can recall. To summarise the main issues coming out of the observations, a list can be drawn up with notes made where observers agree or disagree about a particular point. Again, the purpose is to develop an understanding of the key issues. For the scenario examined in this module, the focus is on understanding the reasons why there is not 100 per cent enrolment and attendance in primary school.
4.3.2 Putting it all together

At the end of these processes you need to cross-check all of the information from different sources.

The purpose of cross-checking is to assess whether and why there might be inconsistencies between the sources of information. Parents may have reasons for not sending their children to school that are not understood by teachers. Parents may want to keep children at home to work on their farm or to do household chores, but teachers may think students are not coming to school because they are not interested in learning. It is important to interview different groups and cross-check the information because otherwise you would not get a correct understanding of the problem and would not see that the teachers and parents have different perspectives on the same issue. In this particular case, it may be necessary to explain to the teachers the reasons given by parents for keeping children home. It may also be necessary to find ways to encourage parents to send children to school more often. If the main reason for some children not attending school on Fridays is that it is a religious day, then classes might be re-scheduled so that classes are held on Saturdays or Sundays. If children are not going to school because they themselves and their families do not regard schools relevant, then the school curriculum might need to be reviewed. If the school is too far away from children’s houses, some thought will need to be given to a different location. These, and other issues and solutions, are likely to have emerged from the survey, interviews and observations.
4.4 Report

Once you have cross-checked the information and identified the main issues relating to the participation rate issue as well as suggestions given by the community for how the issue can be addressed, you will need to prepare a report that summarizes the findings and provides recommendations for actions. The key issue after collecting the data and identifying the solutions is to provide the information necessary for preparing an action plan. This is an important purpose of the report.

In this case, the report should provide data relating to the local participation rate in primary school and the reasons why children do not attend school, and should suggest ways to address the issue so that the participation rate can be improved.

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<tr>
<th>Report Outline</th>
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<tbody>
<tr>
<td>➕ Description of the issue</td>
</tr>
<tr>
<td>➕ Information collected (key data, major reasons given for the problem and most commonly suggested solutions) and from whom</td>
</tr>
<tr>
<td>➕ Analysis of the information – describe how it was analysed as well as the outcomes of the analysis</td>
</tr>
<tr>
<td>➕ Conclusions</td>
</tr>
<tr>
<td>➕ Recommended actions to address the identified problem(s)</td>
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</tbody>
</table>

The report will have several audiences (readers):

- Parents
- Students
- Teachers
- The district office
- Team members
While the main audience for the report might be the management at the district office, it is also important to provide the people who have participated in the needs assessment (parents, teachers and children, etc.) with information about the results. This can also be an important way to get further feedback from the stakeholders in the community. For the district office, the report is probably best provided in written form, but for community members the findings of the report could be conveyed at a public meeting or in small groups.
This module has introduced processes for needs assessment that help to identify the perceptions of the community regarding a particular issue and possible solutions to it. The process involves four steps:

- Initiate
- Collect information
- Analyse
- Report

As with other processes referred to in this toolkit, needs assessment should be done with the community rather than to the community. Planning teams need to spend time in local communities to get to know people, explain what they are doing and take advice from community members. The kinds of changes recommended as part of an education microplanning initiative depend on the community participation in the initiative. The more input the community has, the more likely the education issues will be addressed.
Case 1: Lok Jumbish school mapping

School mapping is a type of needs assessment survey. One way school mapping can be used is to identify whether there are an optimum number of schools for the population, so that schools are accessible and provide sufficient services.

An example of school mapping comes from India: The school mapping process in Lok Jumbish involved collecting information from every household in the village. The focus was on mapping all school-going children within each village in terms of their school participation (enrolment and attendance) status and their geographical distance from the schools. The mapping process aimed to locate all the children of school going age and find out if they were attending school, and to also find out the exact reasons for their non-participation. (Govinda, 1999, p.38)

Other examples of school mapping have adopted technology such as geographic information systems (GIS) software; because this software allows the planners to precisely measure the locations of schools in relation to the locations of the school children’s houses. It also allows spatial data to be linked to population census data, transport data, health planning data etc. to provide a comprehensive visual overview of a community (Hite, 2008, p.8). This kind of needs assessment may be more easily managed with help of central authorities rather than local authorities and requires considerable skills and resources. While it can be useful at the local level, it is not always easy for local communities to manage a technically-complex planning process.
Case 2: Needs assessment in the city of Mekelle, Ethiopia

The objectives of this needs assessment were to evaluate the major education challenges in Mekelle and to assess the city’s prospects for achieving the education MDGs by 2015. The education MDGs are: to achieve universal primary education (MDG 2) and to attain gender parity for girls at all education levels (MDG 3) by 2015. A needs assessment was conducted that collected quantitative data from education officials in Mekelle and the capital city of Addis Ababa, and collected qualitative data through in interviews with teachers, non-governmental organizations (NGOs) and education government officials. The interviews conducted by the researchers provided insights into challenges in the education sector and what needs to be done to address those challenges. The analysis of the data collected through the needs assessment used an Excel-based tool developed by UNESCO, known as the Education Policy and Strategy Simulation (or EPSSIM). From the data analysis, the planners projected student enrolments, determined staffing and facility requirements and estimated financial resource requirements.

A limitation of the data collected from officials was that, because of their positions, some officials were unable to fully disclose their ideas and opinions. Representatives of non-government organizations were able to be more forthcoming. Another limitation was that schools were on summer break during the six weeks when the research was conducted, so although visits were made to the schools to assess the facilities, it was not possible to see the classes and the type of lessons provided to students (Lopez, Maoulidi and MCI, 2009, pp 8-9).
LEARNING FROM THE CASES:

1. What do you see as the main purpose of school mapping as described in the Lok Jumbish example from India?

2. What tools do you think might have been used for school mapping in the Indian example?

3. Why do you think GIS was not used in the Indian example? How might it have been helpful?

4. Would the findings of the Ethiopian needs assessment have been more useful if there had been more opportunities to see the teachers and students interacting in classrooms? Why?

5. How do you think students and parents might have been able to contribute to the Ethiopian needs assessment? Why were they not involved? Should they have been?
Why are local contexts important to consider when conducting a needs assessment?

How would you get ideas from the local community about how to solve the problem?

Why might you use a questionnaire as part of a needs assessment?

What other data collection methods could you use and why?

What are the main features of the final report of the needs assessment? Who is the audience of the report and how would you convey the results to them?


Appendix A: Sample questionnaire

Instructions: Please tick the box next to the correct answer, or write in the space provided.

1. Sex:
Female ☐  Male ☐

2. Age (years):
6-12 ☐  13-19 ☐  20-26 ☐  27-60 ☐  above 60 ☐

3. Religion:
Muslim ☐  Christian ☐  Other ☐

4. Household type (choose one):
Nuclear family (2 parents/carers living with children) ☐
Single-parent family (1 parent/carer living with children) ☐
Complete extended family (2 parents/carers with children and other family members) ☐
Incomplete extended family (1 parent/carer with children and other family members) ☐
Other (describe family situation .............................................................................................) ☐

5. Type of employment (choose the main employment area, i.e. most time spent working):
Household (cooking, cleaning, etc) ☐  Farming ☐  Office ☐  Handicrafts/Art ☐
Manufacturing/Factory ☐  Service (e.g. hairdresser, driver, waiter, etc) ☐

6. Number of children living in the household (insert the number of children in this box):

7. Distance from your house to the children’s school(s):
........................... metres  OR  ...................... kilometres

8. Children’s school attendance (insert information about each primary school-aged child):

<table>
<thead>
<tr>
<th>Primary school-aged children (aged 6 to 13)</th>
<th>Age of the child</th>
<th>Sex of the child (boy/girl)</th>
<th>Enrolled in school? (yes/no)</th>
<th>Number of days of school each week</th>
<th>Attends full-day of school? (yes/no)</th>
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<tbody>
<tr>
<td>Oldest child</td>
<td></td>
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<tr>
<td>Second child</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third child</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

9. Reasons for not attending school (insert the reasons, if applicable, for each child):

<table>
<thead>
<tr>
<th>Primary school-aged children (aged 6 to 13)</th>
<th>Reason(s) the child is not enrolled (i.e. not going to school at all)</th>
<th>Reason(s) the child is not going to school every school day</th>
<th>Reason(s) the child is not attending full days of school (i.e. only half days or partial attendance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oldest child</td>
<td></td>
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<td></td>
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<tr>
<td>Second child</td>
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<tr>
<td>Third child</td>
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<td>...</td>
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