

Tanzania - Service Delivery Indicators Education Survey 2014 - Harmonized Public Use Data

Waly Wane - The World Bank

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Sampling

Sampling Procedure

A multi-stage clustered sampling strategy was adopted for the Tanzania SDI Education Survey. The first stage cluster selection was carried out independently within each explicit stratum. The primary cluster was the council. Schools were selected at the second stage, and teacher and standard four pupils - at the third stage.

The sampling frame for the 2014 Tanzania Education SDI was based on the 2012 EMIS data provided by the Ministry of Education and Vocational Training. It was decided that within each stratum, except Dar es Salaam, 25 councils would be chosen with probability proportional to size.

The schools were chosen using probability proportional to size (PPS), where size was the number of standard two pupils as provided by the 2012 EMIS database. As for the selection of the cluster, the use of PPS implied that each standard four pupil within a stratum had an equal probability for her school to be selected.

Finally, within each school, up to 10 standard four pupils and 10 teachers were selected. Pupils were randomly selected among the standard four pupil body, whereas for teachers, there were two different procedures for measuring absence rate and assessing knowledge. For absence rate, 10 teachers were randomly selected from the teachers' roster and the whereabouts of those teachers was ascertained in a return surprise visit. For the knowledge assessment, however, all teachers who were currently teaching in primary four or taught primary three the previous school year were included in the sample. Then a random number of teachers in upper grades were included to top up the sample.

Detailed information on the sampling procedure is available in the attached report.

Deviations from Sample Design

None

Weighting

To be representative of the population of interest, sample estimates from the 2014 Tanzania SDI had to be properly weighted, using a sampling weight, or expansion factor. Note that different weights needed to be applied depending on the relevant level for the variable, which could be the school, teacher, or pupil. The basic weight for each entity was equal to the inverse of its probability of selection, which was computed by multiplying the probabilities of selection at each sampling stage. All the weights were computed and included in the dataset.

Questionnaires

Overview

The SDI Education Survey Questionnaire consists of six modules:

Module 1: School Information - Administered to the head of the school to collect information about school type, facilities, school governance, pupil numbers, and school hours. Includes direct observations of school infrastructure by enumerators.

Module 2a: Teacher Absence and Information - Administered to head teacher and individual teachers to obtain a list of all school teachers, to measure teacher absence and to collect information about teacher characteristics.

Module 2b: Teacher Absence and Information - Unannounced visit to the school to assess absence rate.

Module 3: School Finances - Administered to the head teacher to collect information about school finances (not included in the harmonized data)

Module 4: Classroom Observation - An observation module to assess teaching activities and classroom conditions.

Module 5: Pupil Assessment - A test of pupils to have a measure of pupil learning outcomes in mathematics and language in grade four.

Module 6: Teacher Assessment - A test of teachers covering mathematics and language subject knowledge and teaching skills.

Data Collection

Data Collection Dates

Start	End	Cycle
2014-05-01	2014-09-30	N/A

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

Tanzania Education SDI, unlike all other SDI countries, only reports on public schools. This is due to the near nonexistence of private schools at the primary level.

Data Collectors

Name	Abbreviation	Affiliation
Research in Poverty Alleviation (REPOA)		

Data Processing

Data Editing

Data entry was done using CPro; quality control was performed in Stata.

Data Appraisal

No content available

File Description

Variable List

fileweights_anon

Content
 Cases 400
 Variable(s) 6
 Structure Type:
 Keys: ()
 Version
 Producer
 Missing Data

Variables

ID	Name	Label	Type	Format	Question
V7	schidA	School code	contin	numeric	
V8	wgt_schoolA	School weight	contin	numeric	
V9	wgt_studentsA	Student knowledge weight	contin	numeric	
V10	wgt_teachersA	Teacher population weight	contin	numeric	
V11	wgt_knowledgeA	Teacher knowledge weight	contin	numeric	
V12	wgt_absA	Absence weight	contin	numeric	

m1s0_anon

Content	Module 1: School Information Respondent: principals/head teacher
Cases	400
Variable(s)	22
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V13	schidA	School ID	contin	numeric	
V14	m1siq0aA	Do you agree to be interviewed	discrete	numeric	Did the respondent agree to be interviewed?
V15	m1siq0bA	If refused, reason for refusal	discrete	character	
V16	m1siq1cA	Code of enumerator during first visit	contin	numeric	
V17	m1siq2cA	Code of enumerator during second visit	contin	numeric	
V18	m1siq2aA	First Administrative level (Region)	discrete	numeric	
V19	m1siq3A	Second Administrative Level (District)	contin	numeric	
V20	m1siq3aA	Third Administrative Level (Ward)	discrete	numeric	
V21	m1siq3bA	Fourth Administrative Level (Village/Street)	discrete	numeric	
V22	m1siq4A	Location of Facility (Urban, Rural, Semi-Urban)	discrete	numeric	
V23	m1siq8A	Date of First Visit	contin	numeric	
V24	m1siq9A	Date of Second Visit	contin	numeric	
V25	m1siq10aA	Result of verification by team leader	discrete	numeric	
V26	m1siq10bA	Result of verification by supervisor	discrete	numeric	
V27	m1siq10cA	Result of verification by data entrant	discrete	numeric	
V28	m1siq10dA	Date of verification by team leader	contin	numeric	
V29	m1siq10eA	Date of verification by supervisor	contin	numeric	
V30	m1siq10fA	Date of verification by data entrant	discrete	numeric	
V31	m1siq11A	Arrival time for first visit	discrete	numeric	
V32	m1siq12A	Duration of first visit	contin	numeric	
V33	m1siq13A	Arrival time for second visit	discrete	numeric	
V34	m1siq14A	Duration of second visit	contin	numeric	

m1sa_anon

Content	Module 1: School Information Respondent: principal/head teacher
Cases	400
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V35	schidA	School ID	contin	numeric	
V36	m1saq1A	Position of Respondent in Facility	discrete	numeric	Which position do you occupy in this school (most senior position)?
V37	m1saq3A	Type of School Ownership	discrete	numeric	What is this school's ownership type? Is it ...?
V38	m1saq4A	School Type	discrete	numeric	What is the school type? Is it ...?
V39	m1saq4aA	Classes specifically for children with special needs offered	discrete	numeric	Does this school offer classes specifically for children with special needs/disabilities?
V40	m1saq5A	School category	discrete	numeric	What is the school category?
V41	m1saq6A	When did this school begin operating?	discrete	numeric	When did this school begin operating?

m1sb_anon

Content	Module 1: School Information, Section B: School Governance Respondent: principal/head teacher
Cases	400
Variable(s)	23
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V42	schidA	School ID	contin	numeric	
V43	m1sbq1A	Does the school have a School Committee or a Board of Directors?	discrete	numeric	Does the school have a School Committee (SC) or a Board of Directors (BoD)?
V44	m1sbq2A	How many times did the SC/BoD meet in 2013?	discrete	numeric	How many times did the SC/BoD meet in 2013?
V45	m1sbq3A	Can you show me the minutes for the meetings with the SC/BoD?	discrete	numeric	Can you show me the minutes for the meetings with the SC/BoD?
V46	m1sbq3aA	Are minutes/action plans from the latest SC/BoD meeting published on a public no	discrete	numeric	Are minutes/action plans from the latest SC/BoD meeting published on a public noticeboard?
V47	m1sbq4A	Does the school have a School Management Team (SMT)?	discrete	numeric	Does the school have a School Management Team (SMT)?
V48	m1sbq5A	How many times did the SMT meet in 2013?	discrete	numeric	How many times did the SMT meet in 2013?
V49	m1sbq6A	Can you show me the minutes for the meetings with the SMT?	discrete	numeric	Can you show me the minutes for the meetings with the SMT?
V50	m1sbq6aA	Does the school have a student government?	discrete	numeric	Does the school have a student government?
V51	m1sbq6bA	How many times did the student government meet in 2013?	discrete	numeric	How many times did the student government meet in 2013?
V52	m1sbq6cA	Are minutes/action plans from the latest student government meeting published in	discrete	numeric	Are minutes/action plans from the latest student government meeting published in public?
V53	m1sbq6daA	Method to express grievances-Complaints box	discrete	numeric	In what ways can students at this school express their grievances?
V54	m1sbq6dbA	Method to express grievances-Student bodies/government	discrete	numeric	In what ways can students at this school express their grievances?
V55	m1sbq6dcA	Method to express grievances-School committee	discrete	numeric	In what ways can students at this school express their grievances?
V56	m1sbq6ddA	Method to express grievances-School management team	discrete	numeric	In what ways can students at this school express their grievances?
V57	m1sbq6deA	Method to express grievances-Direct contact with Head Teacher/Principal	discrete	numeric	In what ways can students at this school express their grievances?
V58	m1sbq6dfA	Method to express grievances-Direct contact with Teachers	discrete	numeric	In what ways can students at this school express their grievances?
V59	m1sbq6dgA	Method to express grievances-Direct contact with Owner/Manager/Directors	discrete	numeric	In what ways can students at this school express their grievances?

ID	Name	Label	Type	Format	Question
V60	m1sbq6dhA	Method to express grievances-Others	discrete	numeric	In what ways can students at this school express their grievances?
V61	m1sbq7A	Number of visits from a QA officer or school inspector in 2013	discrete	numeric	How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2013?
V62	m1sbq8A	Months passed since last visit of official government quality assurance officer/	discrete	numeric	When was the last visit of the official government quality assurance officer or inspector?
V63	m1sbq8aA	Did you receive any written feedback/check list from the QA officer?	discrete	numeric	Did you receive any written feedback/check list from the quality assurance officer?
V64	m1sbq9A	Is there any method for recognizing teachers performance at this school?	discrete	numeric	Is there any method for recognizing teachers performance (any recognition or award) at this school?

m1sc_anon

Content	Module 1: School Information, Section C: Sanitation and Accessibility Respondent: principal/head teacher
Cases	400
Variable(s)	18
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V65	schidA	School ID	contin	numeric	
V66	m1scq1A	Does the school have toilet holes for pupils?	discrete	numeric	Does the school have toilet holes for pupils?
V67	m1scq2A	Are the toilet holes designated for boys and girls?	discrete	numeric	Are the toilet holes designated for boys and girls?
V68	m1scq2aA	How many toilet holes does the school have?	discrete	numeric	How many toilet holes does the school have?
V69	m1scq3A	How many boys	discrete	numeric	How many boys' toilet holes does the school have?
V70	m1scq3aA	How many boys	discrete	numeric	How many boys' urinals does the school have?
V71	m1scq4A	How many girls	discrete	numeric	How many girls' toilet holes does the school have?
V72	m1scq4aA	Number of toilet holes for pupils with special needs/disabilities	discrete	numeric	How many toilet holes for pupils with special needs/disabilities does the school have?
V73	m1scq4bA	How many separate staff/teacher toilet holes does the school have?	discrete	numeric	How many separate staff/teacher toilet holes does the school have?
V74	m1scq5A	Toilet holes clean	discrete	numeric	Are the toilet holes clean?
V75	m1scq6A	Toilet holes private	discrete	numeric	Are the toilet holes private (have doors or separating entry way wall)?
V76	m1scq7A	Toilet holes accessible	discrete	numeric	Are the toilet holes accessible (unlocked, not overflowing, etc.)?
V77	m1scq8A	Functional hand washing facilities near or in the toilet holes	discrete	numeric	Are there functional (soap and/or water) hand washing facilities near or in the toilet holes?
V78	m1scq9A	What type of pupil toilet hole facilities is used at the school?	discrete	numeric	What type of pupil toilet hole facilities is used at the school?
V79	m1scq10A	What kind of drinking water source is used at this school?	discrete	numeric	What kind of drinking water source is used at this school?
V80	m1scq11A	This school is accessible by what type of road?	discrete	numeric	This school is accessible by what type of road?
V81	m1scq12A	Means of transport used to get to the district education office	discrete	numeric	What means of transport do you usually use to get to the district education office?
V82	m1scq13A	Approximate traveling time from school to the district education office	discrete	numeric	Using this method of transport, what is the approximate traveling time from this school to the district education office?

m1sd1_anon

Content	Module 1: School Information, Section D: Enrollment and Shifts Respondent: principal/head teacher
Cases	4000
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V83	schidA	School ID	contin	numeric	
V84	m1sdq0aA	Class ID	discrete	numeric	
V85	m1sdq0bA	Class number	discrete	numeric	
V86	m1sdq1A	How many streams are there per class?	discrete	numeric	How many streams (e.g., 4A, 4B) are there per class?
V87	m1sdq2aA	Proportion of total pupils currently enrolled in each class (Boys)	discrete	numeric	What is the total number of pupils currently enrolled in each class? Boys
V88	m1sdq2bA	Proportion of total pupils currently enrolled in each class (Girls)	discrete	numeric	What is the total number of pupils currently enrolled in each class? Girls
V89	m1sdq2cA	Proportion of total pupils currently enrolled in each class (Total)	discrete	numeric	What is the total number of pupils currently enrolled in each class? Total (Note: Boys + Girls = Total)

m1sd2_anon

Content	Module 1: School Information, Section D: Enrollment and Shifts Respondent: principal/head teacher
Cases	400
Variable(s)	17
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V90	schidA	School ID	contin	numeric	
V91	m1sdq3A	Are there any multi-grade classes in your school?	discrete	numeric	Are there any multi-grade classes (i.e., classes that combine or group several grades) in your school? (e.g. Nursery/pre-primary, Standard 1 & Standard 2, etc.)
V92	m1sdq4a1A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V93	m1sdq4a2A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V94	m1sdq4a3A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V95	m1sdq4b1A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V96	m1sdq4b2A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V97	m1sdq4b3A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V98	m1sdq4c1A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V99	m1sdq4c2A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V100	m1sdq4c3A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V101	m1sdq5A	How many of your pupils successfully completed primary school in 2013?	discrete	numeric	At the end of 2013 academic year, how many of your pupils successfully completed primary school?
V102	m1sdq6A	How many shifts does the school have?	discrete	numeric	How many shifts does the school have?
V103	m1sdq8A	Number of days during which school was in session in previous school year	discrete	numeric	What was the actual number of days during which school was in session in the previous school year (2013)?
V104	m1sdq9aoA	Opening and closing time - Duration of term 1 in days	contin	numeric	For each term in 2013 when did the school open and close?
V105	m1sdq9boA	Opening and closing time - Duration of term 2 in days	contin	numeric	For each term in 2013 when did the school open and close?
V106	m1sdq9coA	Opening and closing time - Duration of term 3 in days	discrete	character	For each term in 2013 when did the school open and close?

m1sd3_anon

Content	Module 1: School Information, Section D: Enrollment and Shifts Respondent: principal/head teacher
Cases	1200
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V107	schidA	School ID	contin	numeric	
V108	m1sdq7aA	Class ID	discrete	numeric	
V109	m1sdq7bA	Class code	discrete	numeric	
V110	m1sdq7_1sA	Official reporting time-(1st Shift) Duration in hours	contin	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V111	m1sdq7_1tA	Official reporting time-(1st Shift) Total number of minutes Break and Lunch	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V112	m1sdq7_2sA	Official reporting time-(2nd Shift) Duration in hours	contin	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V113	m1sdq7_2tA	Official reporting time-(2nd Shift) Total number of minutes Break and Lunch	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

m2sa1_anon

Content	Module 2: Staff Roster Respondent: principal/head teacher
Cases	400
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V114	schidA	School ID	contin	numeric	
V115	m2saq1A	How many teachers work in this school?	contin	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

m2sa2_anon

Content	Module 2: Staff Roster, Module 2A: Teacher Roster for the Current School Year Provider demographics Respondent: principal/head teacher
Cases	6952
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V116	schidA	School ID	contin	numeric	
V117	m2saq0A	Teacher ID	contin	numeric	
V118	m2saq3A	Sex	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Sex
V119	m2saq4A	Position in the School	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Position in the school
V120	m2saq5A	Contract Status	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Contract Status
V121	m2saq6A	Full time or part time	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Full-time/Part-time
V122	m2saq7aA	Taught Math or English to Standard 3 LAST year	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Taught Math or English to ... Standard 3 LAST year?
V123	m2saq7bA	Taught Math or English to Standard 4 THIS year	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Taught Math or English to ... Standard 4 THIS year?
V124	m2saq7cA	Taught Math or English to Standard 5 + THIS year	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Taught Math or English to ... Standard 5 + THIS year?
V125	m2saq8A	Teacher Sampled for Module 2b	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Teacher sampled for Module 2B?

m2sb1_anon

Content	Module 2: Staff Roster Respondent: an individual teacher
Cases	400
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V126	schidA	School ID	contin	numeric	
V127	m2sbq19A	How many classrooms does the school have?	discrete	numeric	How many classrooms does the school have?
V128	m2sbq20A	Share of total classrooms that contained pupils	contin	numeric	How many classrooms contained pupils?
V129	m2sbq21A	Share of total classrooms with teacher present	contin	numeric	Of those classrooms, how many classrooms had pupils but no teacher present?
V130	m2sbq22aA	Share of total classrooms that are permanent	contin	numeric	How many of the classrooms are.... Permanent
V131	m2sbq22bA	Share of total classrooms that are semi-permanent	contin	numeric	How many of the classrooms are.... Semi-permanent (Incomplete, plastered without shutters or floor etc.)
V132	m2sbq22cA	Share of total classrooms that are temporary	contin	numeric	How many of the classrooms are.... Temporary (mud, timber, under trees, etc.)

m2sb2_anon

Content	Module 2: Staff Roster, Module 2B: Teacher Roster Detailed demographics for selected providers Respondent: an individual teacher
Cases	3688
Variable(s)	28
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V133	schidA	School ID	contin	numeric	
V134	m2sbq2A	Teacher ID from section 2A	contin	numeric	
V135	m2sbq3A	Teacher Gender	discrete	numeric	
V136	m2sbq4A	Direct Observation (First Visit)	discrete	numeric	
V137	m2sbq5A	Reason for Absence (First Visit)	discrete	numeric	Reason for absence from school on first visit?
V138	m2sbq6A	Direct Observation (Second visit)	discrete	numeric	
V139	m2sbq7A	Reason for absence (Second visit)	discrete	numeric	Reason for absence from school on second visit?
V140	m2sbq8A	Position in the school	discrete	numeric	Position in the school
V141	m2sbq9aA	Teach - Classes (First Class)	discrete	numeric	In which classes do you teach?
V142	m2sbq9bA	Teach - Classes (Second Class)	discrete	numeric	In which classes do you teach?
V143	m2sbq9cA	Teach - Classes (Third Class)	discrete	numeric	In which classes do you teach?
V144	m2sbq9dA	Teach - Classes (Fourth Class)	discrete	numeric	In which classes do you teach?
V145	m2sbq10A	Highest level of education completed	discrete	numeric	What is the highest level of education that you have completed?
V146	m2sbq11A	Highest level of professional education completed	discrete	numeric	What is the highest level of teacher training that you have completed?
V147	m2sbq12A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V148	m2sbq13A	Were you born in this district?	discrete	numeric	Were you born in this district?
V149	m2sbq14A	Age	discrete	numeric	Age
V150	m2sbq15A	Frequency of Salary Delays (last 12 months)	discrete	numeric	How many times have you encountered salary delays in the last 12 months?
V151	m2sbq15a1A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V152	m2sbq15a2A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V153	m2sbq15a3A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V154	m2sbq15a4A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V155	m2sbq16A	Frequency of Classroom Observation	discrete	numeric	How often does the administrator or head teacher observe your classroom?

ID	Name	Label	Type	Format	Question
V156	m2sbq17aA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V157	m2sbq17bA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V158	m2sbq17cA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V159	m2sbq17dA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V160	m2sbq18A	Was this information collected directly from the teacher?	discrete	numeric	Was this information collected directly from the teacher?

m4s0_anon

Content	Module 4: Classroom Observation
Cases	400
Variable(s)	11
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V161	schidA	School ID	contin	numeric	
V162	m4siq1bA	Enumerator code	contin	numeric	
V163	m4siq5A	Subject	discrete	numeric	
V164	m4siq7A	Date	contin	numeric	
V165	m4siq9A	Teacher ID from section 2A	contin	numeric	
V166	m4siq10aA	Result of verification by team leader	discrete	numeric	
V167	m4siq10bA	Result of verification by supervisor	discrete	numeric	
V168	m4siq10cA	Result of verification by data entrant	discrete	numeric	
V169	m4siq10dA	Date of verification by team leader	discrete	numeric	
V170	m4siq10eA	Date of verification by supervisor	discrete	numeric	
V171	m4siq10fA	Date of verification by data entrant	discrete	numeric	

m4sa1_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	400
Variable(s)	3
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V172	schidA	School ID	contin	numeric	
V173	m4siq11aA	If you arrived after class began, how many minutes late were you?	discrete	numeric	
V174	m4siq11bA	Time of entrance in the classroom	discrete	numeric	

m4sa2_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	7200
Variable(s)	66
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V175	schidA	School ID	contin	numeric	
V176	m4saq0cA	Teacher activity code	discrete	numeric	
V177	m4saq0dA	Teacher activity	discrete	numeric	
V178	m4saq0eA	Teacher activity	discrete	numeric	
V179	m4saq1A	Minute 1	discrete	numeric	
V180	m4saq2A	Minute 2	discrete	numeric	
V181	m4saq3A	Minute 3	discrete	numeric	
V182	m4saq4A	Minute 4	discrete	numeric	
V183	m4saq5A	Minute 5	discrete	numeric	
V184	m4saq6A	Minute 6	discrete	numeric	
V185	m4saq7A	Minute 7	discrete	numeric	
V186	m4saq8A	Minute 8	discrete	numeric	
V187	m4saq9A	Minute 9	discrete	numeric	
V188	m4saq10A	Minute 10	discrete	numeric	
V189	m4saq11A	Minute 11	discrete	numeric	
V190	m4saq12A	Minute 12	discrete	numeric	
V191	m4saq13A	Minute 13	discrete	numeric	
V192	m4saq14A	Minute 14	discrete	numeric	
V193	m4saq15A	Minute 15	discrete	numeric	
V194	m4saq16A	Minute 16	discrete	numeric	
V195	m4saq17A	Minute 17	discrete	numeric	
V196	m4saq18A	Minute 18	discrete	numeric	
V197	m4saq19A	Minute 19	discrete	numeric	
V198	m4saq20A	Minute 20	discrete	numeric	
V199	m4saq21A	Minute 21	discrete	numeric	
V200	m4saq22A	Minute 22	discrete	numeric	
V201	m4saq23A	Minute 23	discrete	numeric	
V202	m4saq24A	Minute 24	discrete	numeric	

ID	Name	Label	Type	Format	Question
V203	m4saq25A	Minute 25	discrete	numeric	
V204	m4saq26A	Minute 26	discrete	numeric	
V205	m4saq27A	Minute 27	discrete	numeric	
V206	m4saq28A	Minute 28	discrete	numeric	
V207	m4saq29A	Minute 29	discrete	numeric	
V208	m4saq30A	Minute 30	discrete	numeric	
V209	m4saq31A	Minute 31	discrete	numeric	
V210	m4saq32A	Minute 32	discrete	numeric	
V211	m4saq33A	Minute 33	discrete	numeric	
V212	m4saq34A	Minute 34	discrete	numeric	
V213	m4saq35A	Minute 35	discrete	numeric	
V214	m4saq36A	Minute 36	discrete	numeric	
V215	m4saq37A	Minute 37	discrete	numeric	
V216	m4saq38A	Minute 38	discrete	numeric	
V217	m4saq39A	Minute 39	discrete	numeric	
V218	m4saq40A	Minute 40	discrete	numeric	
V219	m4saq41A	Minute 41	discrete	numeric	
V220	m4saq42A	Minute 42	discrete	numeric	
V221	m4saq43A	Minute 43	discrete	numeric	
V222	m4saq44A	Minute 44	discrete	numeric	
V223	m4saq45A	Minute 45	discrete	numeric	
V224	m4saq46A	Minute 46	discrete	numeric	
V225	m4saq47A	Minute 47	discrete	numeric	
V226	m4saq48A	Minute 48	discrete	numeric	
V227	m4saq49A	Minute 49	discrete	numeric	
V228	m4saq50A	Minute 50	discrete	numeric	
V229	m4saq51A	Minute 51	discrete	numeric	
V230	m4saq52A	Minute 52	discrete	numeric	
V231	m4saq53A	Minute 53	discrete	numeric	
V232	m4saq54A	Minute 54	discrete	numeric	
V233	m4saq55A	Minute 55	discrete	numeric	
V234	m4saq56A	Minute 56	discrete	numeric	
V235	m4saq57A	Minute 57	discrete	numeric	
V236	m4saq58A	Minute 58	discrete	numeric	
V237	m4saq59A	Minute 59	discrete	numeric	
V238	m4saq60A	Minute 60	discrete	numeric	
V239	m4saqc1A	Count	contin	numeric	
V240	m4saqc2A	Count	contin	numeric	

m4sa3_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	400
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V241	schidA	School ID	contin	numeric	
V242	m4saq5aA	Number of pupils off task-Minute 5	discrete	numeric	
V243	m4saq10aA	Number of pupils off task-Minute 10	discrete	numeric	
V244	m4saq15aA	Number of pupils off task-Minute 15	discrete	numeric	
V245	m4saq20aA	Number of pupils off task-Minute 20	discrete	numeric	
V246	m4saq25aA	Number of pupils off task-Minute 25	discrete	numeric	
V247	m4saq30aA	Number of pupils off task-Minute 30	discrete	numeric	
V248	m4saq35aA	Number of pupils off task-Minute 35	discrete	numeric	
V249	m4saq40aA	Number of pupils off task-Minute 40	discrete	numeric	
V250	m4saq45aA	Number of pupils off task-Minute 45	discrete	numeric	
V251	m4saq50aA	Number of pupils off task-Minute 50	discrete	numeric	
V252	m4saq55aA	Number of pupils off task-Minute 55	discrete	numeric	
V253	m4saq60aA	Number of pupils off task-Minute 60	discrete	numeric	

m4sb_anon

Content	Module 4: Classroom Observation, Section B: Classroom Environment
Cases	400
Variable(s)	26
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V254	schidA	School ID	contin	numeric	
V255	m4sbq1A	How many pupils are in the room?	contin	numeric	How many pupils are in the room?
V256	m4sbq2A	Proportion of boys?	discrete	numeric	How many boys?
V257	m4sbq3A	Proportion of girls?	discrete	numeric	How many girls?
V258	m4sbq4A	Proportion of total pupils having the textbook for the class (English or mathema	contin	numeric	How many total pupils have the textbook for the class (English or mathematics)?
V259	m4sbq4aA	Proportion of male pupils having the textbook for the class (English or mathemat	contin	numeric	How many male pupils have the textbook for the class (English or mathematics)?
V260	m4sbq4bA	Proportion of female pupils having the textbook for the class (English or mathem	contin	numeric	How many female pupils have the textbook for the class (English or mathematics)?
V261	m4sbq5A	Proportion of total pupils in the class having a pencil or pen?	contin	numeric	How many total pupils in the class have a pencil or pen?
V262	m4sbq5aA	Proportion of male pupils in the class having a pencil or pen?	contin	numeric	How many male pupils in the class have a pencil or pen?
V263	m4sbq5bA	Proportion of female pupils in the class having a pencil or pen?	contin	numeric	How many female pupils in the class have a pencil or pen?
V264	m4sbq6A	Proportion of total pupils in the class having an exercise book?	contin	numeric	How many total pupils in the class have an exercise book?
V265	m4sbq6aA	Proportion of male pupils in the class having an exercise book?	contin	numeric	How many male pupils in the class have an exercise book?
V266	m4sbq6bA	Proportion of female pupils in the class having an exercise book?	contin	numeric	How many female pupils in the class have an exercise book?
V267	m4sbq7A	Is there a 'corner library' in the class?	discrete	numeric	Is there a "corner library" in the class or additional available books for pupils?
V268	m4sbq8A	Is there a blackboard and/or whiteboard in the class?	discrete	numeric	Is there a blackboard and/or whiteboard in the class?
V269	m4sbq9A	Is there chalk or marker to write on the board available during the lesson?	discrete	numeric	Is there chalk or marker to write on the board available during the lesson?
V270	m4sbq10A	Does the classroom have a working electricity connection (e.g. electric light)?	discrete	numeric	Does the classroom have a working electricity connection (e.g. electric light)?
V271	m4sbq11A	Was children's work displayed on the walls?	discrete	numeric	Was children's work displayed on the walls?
V272	m4sbq12A	Other than children's work, were there other materials displayed on the walls?	discrete	numeric	Other than children's work, were there other materials, such as, charts displayed on the walls?

ID	Name	Label	Type	Format	Question
V273	m4sbq13A	How would you classify the hygiene in the classroom?	discrete	numeric	How would you classify the hygiene in the classroom?
V274	m4sbq13aA	How many pupils were not sitting on desks?	contin	numeric	How many pupils were not sitting on desks?
V275	m4sbq14A	Does the blackboard have sufficient contrast for reading what is written on the	discrete	numeric	Does the blackboard have sufficient contrast for reading what is written on the board?
V276	m4sbq15A	Is there sufficient light for reading text from the FRONT of the classroom?	discrete	numeric	Is there sufficient light for reading text from the FRONT of the classroom?
V277	m4sbq16A	Is there sufficient light for reading text from the BACK of the classroom?	discrete	numeric	Is there sufficient light for reading text from the BACK of the classroom?
V278	m4sbq17A	Lux measure at the chalkboard	contin	numeric	
V279	m4sbq17aA	Meter setting	discrete	numeric	

m4sc_anon

Content	Module 4: Classroom Observation, Section C: Teaching
Cases	400
Variable(s)	35
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V280	schidA	School ID	contin	numeric	
V281	m4scq1A	Was the text book used by the teacher?	discrete	numeric	Was the text book used by the teacher?
V282	m4scq2A	Proportion of pupils that used a text book?	contin	numeric	How many pupils used a text book?
V283	m4scq2aA	Proportion of male pupils that used a text book?	contin	numeric	How many male pupils used a text book?
V284	m4scq2bA	Proportion of female pupils that used a text book?	contin	numeric	How many female pupils used a text book?
V285	m4scq3A	Did the teacher write on the black board?	discrete	numeric	Did the teacher write on the black board?
V286	m4scq4A	Did any pupils write on the black board?	discrete	numeric	Did any pupils write on the black board?
V287	m4scq5A	Proportion of pupils that wrote on the blackboard?	contin	numeric	How many pupils wrote on the blackboard?
V288	m4scq5aA	Proportion of male pupils that wrote on the blackboard?	contin	numeric	How many male pupils wrote on the blackboard?
V289	m4scq5bA	Proportion of female pupils that wrote on the blackboard?	contin	numeric	How many female pupils wrote on the blackboard?
V290	m4scq6A	Proportion of pupils that used paper (or exercise book) and pencil?	contin	numeric	How many pupils used paper (or exercise book) and pencil?
V291	m4scq6aA	Proportion of male pupils that used paper (or exercise book) and pencil?	contin	numeric	How many male pupils used paper (or exercise book) and pencil?
V292	m4scq6bA	Proportion of female pupils that used paper (or exercise book) and pencil?	contin	numeric	How many female pupils used paper (or exercise book) and pencil?
V293	m4scq7A	Did the teacher use local information from the community to make learning relevant?	discrete	numeric	Did the teacher use local information from the community to make learning relevant?
V294	m4scq8A	Was the teacher either sitting or standing in front of the class at any time?	discrete	numeric	Was the teacher either sitting or standing in front of the class at any time?
V295	m4scq9A	Did the teacher visit individual children?	discrete	numeric	Did the teacher visit individual children?
V296	m4scq10A	Proportion of pupils did the teacher go to individually?	contin	numeric	How many pupils did the teacher go to individually?
V297	m4scq10aA	Proportion of male pupils did the teacher go to individually?	contin	numeric	How many male pupils did the teacher go to individually?
V298	m4scq10bA	Proportion of female pupils did the teacher go to individually?	contin	numeric	How many female pupils did the teacher go to individually?
V299	m4scq11A	Did the teacher call pupils by name while teaching?	discrete	numeric	Did the teacher call pupils by name while teaching?

ID	Name	Label	Type	Format	Question
V300	m4scq12A	Proportion of pupils did the teacher call by name?	contin	numeric	How many pupils did the teacher call by name?
V301	m4scq13A	Was the teacher smiling, laughing, or joking with pupils?	discrete	numeric	Was the teacher smiling, laughing, or joking with pupils?
V302	m4scq14A	Did the teacher hit, pinch, or slap a pupil?	discrete	numeric	Did the teacher hit, pinch, or slap a pupil?
V303	m4scq15A	Did the teacher ask questions that required learners to recall information?	discrete	numeric	Did the teacher ask questions that required learners to recall information?
V304	m4scq16A	Did the teacher ask learners to carry out a task which allowed them to demonstra	discrete	numeric	Did the teacher ask learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson?
V305	m4scq17A	Did the teacher ask questions that required learners to apply information to new	discrete	numeric	Did the teacher ask questions that required learners to apply information to new topics?
V306	m4scq18A	Did the teacher ask questions which required learners to use their creativity an	discrete	numeric	Did the teacher ask questions which required learners to use their creativity and imagination?
V307	m4scq19A	Did the teacher give feedback or praise, moral strengthening, and/or encourageme	discrete	numeric	Did the teacher give feedback or praise, moral strengthening, and/or encouragement?
V308	m4scq20A	Did the teacher give feedback that was correcting a mistake?	discrete	numeric	Did the teacher give feedback that was correcting a mistake?
V309	m4scq21A	Did the teacher give feedback that was scolding at a mistake?	discrete	numeric	Did the teacher give feedback that was scolding at a mistake?
V310	m4scq22A	Did the teacher introduce the lesson at the start of the class?	discrete	numeric	Did the teacher introduce the lesson at the start of the class?
V311	m4scq23A	Did the teacher summarize the lesson at the end of the class?	discrete	numeric	Did the teacher summarize the lesson at the end of the class?
V312	m4scq24A	Did the teacher assign homework to the class?	discrete	numeric	Did the teacher assign homework to the class?
V313	m4scq25A	Did the teacher review or collect homework from the class?	discrete	numeric	Did the teacher review or collect homework from the class?
V314	m4scq26A	Did the teacher use the local language as a medium of instruction?	discrete	numeric	Did the teacher use the local language as a medium of instruction? (language other than Swahili or English)

m4sd_anon

Content	Module 4: Classroom Observation, Section D: Questions for Teacher Respondent: an individual teacher
Cases	400
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V315	schidA	School ID	contin	numeric	
V316	m4sdq1A	Did you keep official attendance records?	discrete	numeric	Did you keep official attendance records?
V317	m4sdq2A	How many pupils are registered in this class currently?	discrete	numeric	How many pupils are registered in this class currently? (refer to attendance record if available)
V318	m4sdq3A	How many students are absent from this class?	discrete	numeric	How many students are absent from this class? (refer to attendance record if available)
V319	m4sdq4A	Do you have the schemes of work for the term or year?	discrete	numeric	Do you have the schemes of work for the term or year?
V320	m4sdq5A	Do you have a lesson plan for this lesson?	discrete	numeric	Do you have a lesson plan for this lesson?
V321	m4sdq6A	Current day	discrete	numeric	
V322	m4sdq7A	Do you have a record of the pupils' continuous assessments?	discrete	numeric	Do you have a record of the pupils' continuous assessments?
V323	m4sdq8A	Age	discrete	numeric	Teacher characteristics: Age
V324	m4sdq9A	Gender	discrete	numeric	Teacher characteristics: Gender
V325	m4sdq10A	Position in the school	discrete	numeric	Teacher characteristics: Position in the school
V326	m4sdq11A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V327	m4sdq12A	What year did you begin teaching at this school?	discrete	numeric	What year did you begin teaching at this school?
V328	m4sdq13A	Highest level of education completed?	discrete	numeric	Highest level of education completed?
V329	m4sdq14A	Highest level of teacher training completed?	discrete	numeric	Highest level of teacher training completed?

m4se1_anon

Content	Module 4: Classroom Observation, Section E: Roster of Randomly Sampled Standard Four Students
Cases	400
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V330	schidA	School ID	contin	numeric	
V331	m4seq00	Quantity lines in roster	discrete	numeric	

m5s0_anon

Content	Module 5: Pupil Assessment
Cases	400
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V332	schidA	School ID	contin	numeric	
V333	m5siq2A	Enumerator code	discrete	numeric	
V334	m5siq5A	Date	contin	numeric	
V335	m5siq6A	Number of Pupils Assessed in English	discrete	numeric	
V336	m5siq6aA	Number of Pupils Assessed in Kiswahili	discrete	numeric	
V337	m5siq7A	Were the pupils assessed selected from the classroom observed in Module 4?	discrete	numeric	
V338	m5siq8bA	Teacher ID	contin	numeric	
V339	m5siq9aA	Result of verification by team leader	discrete	numeric	
V340	m5siq9bA	Result of verification by supervisor	discrete	numeric	
V341	m5siq9cA	Result of verification by data entrant	discrete	numeric	
V342	m5siq9dA	Date of verification by team leader	discrete	numeric	
V343	m5siq9eA	Date of verification by supervisor	discrete	numeric	
V344	m5siq9fA	Date of verification by data entrant	discrete	numeric	

m5sa1_anon

Content	Module 5: Pupil Assessment
Cases	3999
Variable(s)	25
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V345	schidA	School ID	contin	numeric	
V346	m5sa1q1A	Code	discrete	numeric	
V347	m5sa1q3A	Age	discrete	numeric	
V348	m5sa1q4A	Sex	discrete	numeric	
V349	m5sa1q5A	Mother tongue	discrete	numeric	
V350	m5sa1q6A	Did you have breakfast this morning?	discrete	numeric	
V351	m5sa1q7aA	Bread, pancake, cake or doughnut	discrete	numeric	
V352	m5sa1q7bA	Ugali	discrete	numeric	
V353	m5sa1q7cA	Rice	discrete	numeric	
V354	m5sa1q7dA	Cassava, sweet potato or yams	discrete	numeric	
V355	m5sa1q7eA	Beans	discrete	numeric	
V356	m5sa1q7fA	Fruit/vegetable	discrete	numeric	
V357	m5sa1q7gA	Eggs	discrete	numeric	
V358	m5sa1q7hA	Meat, chicken, or fish	discrete	numeric	
V359	m5sa1q7iA	Milk, yogurt, porridge	discrete	numeric	
V360	m5sa1q7jA	Tea, coffee, or chocolate	discrete	numeric	
V361	m5sa1q7kA	Other	discrete	numeric	
V362	m5sa1q8bA	Code from Module 2a	contin	numeric	
V363	m5sa1q9bA	Code from Module 2a	contin	numeric	
V364	m5sa1q10A	Were you in this school last year?	discrete	numeric	
V365	m5sa1q11bA	Code from Module 2a	discrete	numeric	
V366	m5sa1q12bA	Code from Module 2a	discrete	numeric	
V367	m5sa1q13A	Do you agree to participate in this exercise?	discrete	numeric	
V368	m5sa1q14A	Start time	discrete	numeric	
V369	m5sa1q15A	End time	contin	numeric	

m5sa2_anon

Content	Module 5: Pupil Assessment
Cases	3999
Variable(s)	44
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V370	schidA	School ID	contin	numeric	
V371	m5sa2q0aA	Pupil code	discrete	numeric	
V372	m5sa2q0bA	Has this pupil been selected to take the English or Kiswahili assessment?	discrete	numeric	
V373	m5sa2q1A	English Exercise 1	discrete	numeric	
V374	m5sa2q2A	English Exercise 2	discrete	numeric	
V375	m5sa2q3A	English Exercise 3	discrete	numeric	
V376	m5sa2q4A	English Exercise 4	discrete	numeric	
V377	m5sa2q5aA	English Exercise 5	contin	numeric	
V378	m5sa2q5bA	English Exercise 5 (time)	discrete	numeric	
V379	m5sa2q6aA	English Exercise 6 Question 1	discrete	numeric	
V380	m5sa2q6bA	English Exercise 6 Question 2	discrete	numeric	
V381	m5sa2q6cA	English Exercise 6 Question 3	discrete	numeric	
V382	m5sa3q1A	Kiswahili Exercise 1	discrete	numeric	
V383	m5sa3q2A	Kiswahili Exercise 2	discrete	numeric	
V384	m5sa3q3A	Kiswahili Exercise 3	discrete	numeric	
V385	m5sa3q4A	Kiswahili Exercise 4	discrete	numeric	
V386	m5sa3q5aA	Kiswahili Exercise 5	contin	numeric	
V387	m5sa3q5bA	Kiswahili Exercise 5 (time)	discrete	numeric	
V388	m5sa3q6aA	Kiswahili Exercise 6 Question 1	discrete	numeric	
V389	m5sa3q6bA	Kiswahili Exercise 6 Question 2	discrete	numeric	
V390	m5sa3q6cA	Kiswahili Exercise 6 Question 3	discrete	numeric	
V391	m5sabq1A	Math Exercise 1	discrete	numeric	
V392	m5sabq2A	Math Exercise 2	discrete	numeric	
V393	m5sabq3aA	Math Exercise 3 Question 1	discrete	numeric	
V394	m5sabq3bA	Math Exercise 3 Question 2	discrete	numeric	
V395	m5sabq3cA	Math Exercise 3 Question 3	discrete	numeric	
V396	m5sabq3dA	Math Exercise 3 Question 4	discrete	numeric	
V397	m5sabq3eA	Math Exercise 3 Question 5	discrete	numeric	

ID	Name	Label	Type	Format	Question
V398	m5sabq3fA	Math Exercise 3 Question 6	discrete	numeric	
V399	m5sabq3gA	Math Exercise 3 Question 7	discrete	numeric	
V400	m5sabq3hA	Math Exercise 3 Question 8	discrete	numeric	
V401	m5sabq3iA	Math Exercise 3 Question 9	discrete	numeric	
V402	m5sabq3jA	Math Exercise 3 Question 10	discrete	numeric	
V403	m5sabq4A	Math Exercise 4	discrete	numeric	
V404	m5sabq5A	Math Exercise 5	discrete	numeric	
V405	m5sabq6A	Math Exercise 6	discrete	numeric	
V406	m5sacq1aA	Non-verbal reasoning Exercise 1a	discrete	numeric	
V407	m5sacq1bA	Non-verbal reasoning Exercise 1b	discrete	numeric	
V408	m5sacq2aA	Non-verbal reasoning Exercise 2a	discrete	numeric	
V409	m5sacq2bA	Non-verbal reasoning Exercise 2b	discrete	numeric	
V410	m5sacq3aA	Non-verbal reasoning Exercise 3a	discrete	numeric	
V411	m5sacq3bA	Non-verbal reasoning Exercise 3b	discrete	numeric	
V412	m5sacq4aA	Non-verbal reasoning Exercise 4a	discrete	numeric	
V413	m5sacq4bA	Non-verbal reasoning Exercise 4b	discrete	numeric	

m6s0_anon

Content	Module 6: Teacher Assessment
Cases	400
Variable(s)	3
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V414	schidA	School ID	contin	numeric	
V415	m6siq4A	Date	contin	numeric	
V416	m6siq5A	Number of teachers assessed	discrete	numeric	

m6sa_anon

Content	Module 6: Teacher Assessment
Cases	2196
Variable(s)	119
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V417	schidA	School ID	contin	numeric	
V418	m6siq0A	Teacher ID	contin	numeric	
V419	m6siq8A	Age	discrete	numeric	
V420	m6siq9A	Sex	discrete	numeric	
V421	m6siq10aA	What standards do you normally teach this academic year (1)	discrete	numeric	
V422	m6siq10bA	What standards do you normally teach this academic year (2)	discrete	numeric	
V423	m6siq10cA	What standards do you normally teach this academic year (3)	discrete	numeric	
V424	m6siq11aA	What standards did you mostly teach last academic year (1)	discrete	numeric	
V425	m6siq11bA	What standards did you mostly teach last academic year (2)	discrete	numeric	
V426	m6siq11cA	What standards did you mostly teach last academic year (3)	discrete	numeric	
V427	m6siq12A	What subject(s) do you normally teach?	discrete	numeric	
V428	m6siq13A	In what year did you begin teaching?	discrete	numeric	
V429	m6siq14A	What is the highest level of education you have completed?	discrete	numeric	
V430	m6siq15A	What is the highest level of teacher training you received?	discrete	numeric	
V431	m6siq16A	When did you complete your highest level of teacher training?	discrete	numeric	
V432	m6siq17A	Did you teach in this school last year?	discrete	numeric	
V433	m6sa1q1aA	Task 1 Section 1A - Points	discrete	numeric	
V434	m6sa1q1baA	Task 1 Section 1B - Mark child's answer	discrete	numeric	
V435	m6sa1q1bA	Task 1 Section 1B - Points	discrete	numeric	
V436	m6sa1q1caA	Task 1 Section 1C - Mark child's answer	discrete	numeric	
V437	m6sa1q1cA	Task 1 Section 1C - Points	discrete	numeric	
V438	m6sa1q1daA	Task 1 Section 1D - Mark child's answer	discrete	numeric	
V439	m6sa1q1dA	Task 1 Section 1D - Points	discrete	numeric	
V440	m6sa1q2aA	Task 1 Section 2A - Points	discrete	numeric	
V441	m6sa1q2baA	Task 1 Section 2B - Mark child's answer	discrete	numeric	
V442	m6sa1q2bA	Task 1 Section 2B - Points	discrete	numeric	
V443	m6sa1q2caA	Task 1 Section 2C - Mark child's answer	discrete	numeric	
V444	m6sa1q2cA	Task 1 Section 2C - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V445	m6sa1q2daA	Task 1 Section 2D - Mark child's answer	discrete	numeric	
V446	m6sa1q2dA	Task 1 Section 2D - Points	discrete	numeric	
V447	m6sa1q2eaA	Task 1 Section 2E - Mark child's answer	discrete	numeric	
V448	m6sa1q2eA	Task 1 Section 2E - Points	discrete	numeric	
V449	m6sa1q2faA	Task 1 Section 2F - Mark child's answer	discrete	numeric	
V450	m6sa1q2fA	Task 1 Section 2F - Points	discrete	numeric	
V451	m6sa1q3aA	Task 1 Section 3A - Points	discrete	numeric	
V452	m6sa1q3baA	Task 1 Section 3B - Mark child's answer	discrete	numeric	
V453	m6sa1q3bA	Task 1 Section 3B - Points	discrete	numeric	
V454	m6sa1q3caA	Task 1 Section 3C - Mark child's answer	discrete	numeric	
V455	m6sa1q3cA	Task 1 Section 3C - Points	discrete	numeric	
V456	m6sa1q3daA	Task 1 Section 3D - Mark child's answer	discrete	numeric	
V457	m6sa1q3dA	Task 1 Section 3D - Points	discrete	numeric	
V458	m6sa1q3eaA	Task 1 Section 3E - Mark child's answer	discrete	numeric	
V459	m6sa1q3eA	Task 1 Section 3E - Points	discrete	numeric	
V460	m6sa1q3faA	Task 1 Section 3F - Mark child's answer	discrete	numeric	
V461	m6sa1q3fA	Task 1 Section 3F - Points	discrete	numeric	
V462	m6sa1q3gaA	Task 1 Section 3G - Mark child's answer	discrete	numeric	
V463	m6sa1q3gA	Task 1 Section 3G - Points	discrete	numeric	
V464	m6sa1q3haA	Task 1 Section 3H - Mark child's answer	discrete	numeric	
V465	m6sa1q3hA	Task 1 Section 3H - Points	discrete	numeric	
V466	m6sa1q3iaA	Task 1 Section 3I - Mark child's answer	discrete	numeric	
V467	m6sa1q3iA	Task 1 Section 3I - Points	discrete	numeric	
V468	m6sa1q3jaA	Task 1 Section 3J - Mark child's answer	discrete	numeric	
V469	m6sa1q3jA	Task 1 Section 3J - Points	discrete	numeric	
V470	m6sa1q3kaA	Task 1 Section 3K - Mark child's answer	discrete	numeric	
V471	m6sa1q3kA	Task 1 Section 3K - Points	discrete	numeric	
V472	m6sa1q4aA	Task 1 Section 4A - Points	discrete	numeric	
V473	m6sa1q4bA	Task 1 Section 4B - Points	discrete	numeric	
V474	m6sa1q4cA	Task 1 Section 4C - Points	discrete	numeric	
V475	m6sa1q4dA	Task 1 Section 4D - Points	discrete	numeric	
V476	m6sa1q4eA	Task 1 Section 4E - Points	discrete	numeric	
V477	m6sa1q4fA	Task 1 Section 4F - Points	discrete	numeric	
V478	m6sa1q4gA	Task 1 Section 4G - Points	discrete	numeric	
V479	m6sa1q4hA	Task 1 Section 4H - Points	discrete	numeric	
V480	m6sa1q4iA	Task 1 Section 4I - Points	discrete	numeric	
V481	m6sa1q4jA	Task 1 Section 4J - Points	discrete	numeric	
V482	m6sa1q4kA	Task 1 Section 4K - Points	discrete	numeric	
V483	m6sa1q4lA	Task 1 Section 4L - Points	discrete	numeric	
V484	m6sa1q4mA	Task 1 Section 4M - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V485	m6sa1q4nA	Task 1 Section 4N - Points	discrete	numeric	
V486	m6sa1q4oA	Task 1 Section 4O - Points	discrete	numeric	
V487	m6sa1q4pA	Task 1 Section 4P - Points	discrete	numeric	
V488	m6sa1q4qA	Task 1 Section 4Q - Points	discrete	numeric	
V489	m6sa1q4rA	Task 1 Section 4R - Points	discrete	numeric	
V490	m6sa1q4sA	Task 1 Section 4S - Points	discrete	numeric	
V491	m6sa1q4tA	Task 1 Section 4T - Points	discrete	numeric	
V492	m6sa2q1aA	Task 2 Section 1A - Points	discrete	numeric	
V493	m6sa2q1baA	Task 2 Section 1B - Mark child's Bnswer	discrete	numeric	
V494	m6sa2q1bA	Task 2 Section 1B - Points	discrete	numeric	
V495	m6sa2q1caA	Task 2 Section 1C - Mark child's answer	discrete	numeric	
V496	m6sa2q1cA	Task 2 Section 1C - Points	discrete	numeric	
V497	m6sa2q1daA	Task 2 Section 1D - Mark child's answer	discrete	numeric	
V498	m6sa2q1dA	Task 2 Section 1D - Points	discrete	numeric	
V499	m6sa2q1eaA	Task 2 Section 1E - Mark child's answer	discrete	numeric	
V500	m6sa2q1eA	Task 2 Section 1E - Points	discrete	numeric	
V501	m6sa2q2aA	Task 2 Section 2A - Points	discrete	numeric	
V502	m6sa2q3aA	Task 2 Section 3A - Points	discrete	numeric	
V503	m6sa2q4aA	Task 2 Section 4A - Points	discrete	numeric	
V504	m6sa2q4baA	Task 2 Section 4B- Mark child's answer	discrete	numeric	
V505	m6sa2q4bA	Task 2 Section 4B - Points	discrete	numeric	
V506	m6sa2q5aA	Task 2 Section 5A - Points	discrete	numeric	
V507	m6sa2q6aA	Task 2 Section 6A - Points	discrete	numeric	
V508	m6sa2q7aA	Task 2 Section 7A - Points	discrete	numeric	
V509	m6sa2q8aA	Task 2 Section 8A - Points	discrete	numeric	
V510	m6sa2q9aA	Task 2 Section 9A - Points	discrete	numeric	
V511	m6sa2q9baA	Task 2 Section 9B- Mark child's answer	discrete	numeric	
V512	m6sa2q9bA	Task 2 Section 9B - Points	discrete	numeric	
V513	m6sa2q10aA	Task 2 Section 10A - Points	discrete	numeric	
V514	m6sa2q10baA	Task 2 Section 10B- Mark child's answer	discrete	numeric	
V515	m6sa2q10bA	Task 2 Section 10B - Points	discrete	numeric	
V516	m6sa2q11aA	Task 2 Section 11A - Points	discrete	numeric	
V517	m6sa2q11baA	Task 2 Section 11B- Mark child's answer	discrete	numeric	
V518	m6sa2q11bA	Task 2 Section 11B - Points	discrete	numeric	
V519	m6sa2q11caA	Task 2 Section 11C- Mark child's answer	discrete	numeric	
V520	m6sa2q11cA	Task 2 Section 11C - Points	discrete	numeric	
V521	m6sa2q12aA	Task 2 Section 12A - Points	discrete	numeric	
V522	m6sa2q13aA	Task 2 Section 13A - Points	discrete	numeric	
V523	m6sa2q13baA	Task 2 Section 13B- Mark child's answer	discrete	numeric	
V524	m6sa2q13bA	Task 2 Section 13B - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V525	m6sbq3aA	Task 3 Section A Points	discrete	numeric	
V526	m6sbq3bA	Task 3 Section B Points	discrete	numeric	
V527	m6sbq3caA	Task 3 Section C1 Points	discrete	numeric	
V528	m6sbq3dA	Task 3 Section D Points	discrete	numeric	
V529	m6sbq3eA	Task 3 Section E Points	discrete	numeric	
V530	m6sbq3fA	Task 3 Section F Points	discrete	numeric	
V531	m6sbq4aA	Task 4 Section A Points	discrete	numeric	
V532	m6sbq4bA	Task 4 Section B Points	discrete	numeric	
V533	m6sbq5aA	Task 5 Section A Points	discrete	numeric	
V534	m6sbq5bA	Task 5 Section B Points	discrete	numeric	
V535	m6sbq5cA	Task 5 Section C Points	discrete	numeric	

School code (schidA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

School weight (wgt_schoolA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 16	Minimum: 2.3
Decimals: 0	Maximum: 333.7
Range: 2.2577588558197-333.730224609375	

Student knowledge weight (wgt_studentsA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 16	Minimum: 21.1
Decimals: 0	Maximum: 3066.9
Range: 21.1102237701416-3066.91772460938	

Teacher population weight (wgt_teachersA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 399
Format: numeric	Invalid: 1
Width: 17	Minimum: 0.1
Decimals: 0	Maximum: 1.7
Range: 0.102564103901386-1.71428573131561	

Teacher knowledge weight (wgt_knowledgeA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 399
Format: numeric	Invalid: 1
Width: 16	Minimum: 5.6
Decimals: 0	Maximum: 1256.5
Range: 5.64852619171143-1256.52075195312	

Absence weight (wgt_absA)

File: fileweights_anon

Overview

Type: Continuous
Format: numeric
Width: 16
Decimals: 0
Range: 3.38911557197571-333.730224609375

Valid cases: 400
Invalid: 0
Minimum: 3.4
Maximum: 333.7

School ID (schidA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Do you agree to be interviewed (m1siq0aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Hello. My name is _____. I am working with REPOA with authorization from the Ministry of Education and PMO RALG. I am leading the team comprised of myself and my colleagues _____ and _____. We are conducting a survey about education all over Tanzania. The information we collect will help the government to plan for better education services. This school was selected for the survey. We would like to collect some information about the school, the teaching staff and the pupils. We will collect this information in a way that minimizes disturbance to the school. The survey usually takes most of the day. All of the answers you give will be confidential and will not be shared with anyone other than members of our survey team. All information collected will remain confidential. This survey is voluntary and at no cost to you.

Literal question

Did the respondent agree to be interviewed?

If refused, reason for refusal (m1siq0bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: character	Invalid: 0
Width: 1	

Interviewer instructions

If refused, reason for refusal.

Code of enumerator during first visit (m1siq1cA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 46
Range: 1-46	

Code of enumerator during second visit (m1siq2cA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 46
Range: 1-46	

First Administrative level (Region) (m1siq2aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 399
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Second Administrative Level (District) (m1siq3A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 65
Range: 1-65	

Third Administrative Level (Ward) (m1siq3aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Fourth Administrative Level (Village/Street) (m1siq3bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Location of Facility (Urban, Rural, Semi-Urban) (m1siq4A)

File: m1s0_anon

Location of Facility (Urban, Rural, Semi-Urban) (m1siq4A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Date of First Visit (m1siq8A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 179
Range: 1-179	

Date of Second Visit (m1siq9A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 3
Decimals: 0	Maximum: 180
Range: 3-180	

Result of verification by team leader (m1siq10aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Result of verification by supervisor (m1siq10bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Result of verification by data entrant (m1siq10cA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Date of verification by team leader (m1siq10dA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 21
Decimals: 0	Maximum: 180
Range: 21-180	

Date of verification by supervisor (m1siq10eA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 21
Decimals: 0	Maximum: 180
Range: 21-180	

Date of verification by data entrant (m1siq10fA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Arrival time for first visit (m1siq11A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 52
Format: numeric	Invalid: 348
Width: 1	
Decimals: 0	
Range: 1-2	

Duration of first visit (m1siq12A)

File: m1s0_anon

Duration of first visit (m1siq12A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 52
Format: numeric	Invalid: 348
Width: 3	Minimum: 0.3
Decimals: 0	Maximum: 7.6
Range: 0.3-7.6	

Arrival time for second visit (m1siq13A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 128
Format: numeric	Invalid: 272
Width: 1	
Decimals: 0	
Range: 1-2	

Duration of second visit (m1siq14A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 128
Format: numeric	Invalid: 272
Width: 3	Minimum: 0.1
Decimals: 0	Maximum: 4.1
Range: 0.1-4.1	

School ID (schidA)

File: m1sa_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Position of Respondent in Facility (m1saq1A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

Pre question

Please allow me to ask a few questions about this school

Literal question

Which position do you occupy in this school (most senior position)?

Type of School Ownership (m1saq3A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Please allow me to ask a few questions about this school

Literal question

What is this school's ownership type? Is it ...?

Interviewer instructions

(Enumerator Note: READ RESPONSE OPTIONS)

School Type (m1saq4A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 399
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-3	

Pre question

Please allow me to ask a few questions about this school

Literal question

School Type (m1saq4A)

File: m1sa_anon

What is the school type? Is it ...?

Interviewer instructions

(Enumerator Note: READ RESPONSE OPTIONS)

Classes specifically for children with special needs offered (m1saq4aA)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Pre question

Please allow me to ask a few questions about this school

Literal question

Does this school offer classes specifically for children with special needs/disabilities?

School category (m1saq5A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Pre question

Please allow me to ask a few questions about this school

Literal question

What is the school category?

When did this school begin operating? (m1saq6A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 387
Format: numeric	Invalid: 13
Width: 4	
Decimals: 0	
Range: 1960-2000	

Pre question

Please allow me to ask a few questions about this school

Literal question

When did this school begin operating?

School ID (schidA)

File: m1sb_anon

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-400

Valid cases: 400
 Invalid: 0
 Minimum: 1
 Maximum: 400

Does the school have a School Committee or a Board of Directors?
(m1sbq1A)

File: m1sb_anon

Overview

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

Valid cases: 400
 Invalid: 0

Literal question

Does the school have a School Committee (SC) or a Board of Directors (BoD)?

How many times did the SC/BoD meet in 2013? (m1sbq2A)

File: m1sb_anon

Overview

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

Valid cases: 398
 Invalid: 2

Literal question

How many times did the SC/BoD meet in 2013?

Can you show me the minutes for the meetings with the SC/BoD?
(m1sbq3A)

File: m1sb_anon

Overview

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

Valid cases: 398
 Invalid: 2

Literal question

Can you show me the minutes for the meetings with the SC/BoD?

Are minutes/action plans from the latest SC/BoD meeting published on a public no (m1sbq3aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Are minutes/action plans from the latest SC/BoD meeting published on a public noticeboard?

Does the school have a School Management Team (SMT)? (m1sbq4A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the school have a School Management Team (SMT)?

How many times did the SMT meet in 2013? (m1sbq5A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 388
Format: numeric	Invalid: 12
Width: 2	
Decimals: 0	
Range: 0-24	

Literal question

How many times did the SMT meet in 2013?

Can you show me the minutes for the meetings with the SMT? (m1sbq6A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 388
Format: numeric	Invalid: 12
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Can you show me the minutes for the meetings with the SMT?

Does the school have a student government? (m1sbq6aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the school have a student government?

How many times did the student government meet in 2013? (m1sbq6bA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 387
Format: numeric	Invalid: 13
Width: 2	
Decimals: 0	
Range: 0-52	

Literal question

How many times did the student government meet in 2013?

Are minutes/action plans from the latest student government meeting published in (m1sbq6cA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 329
Format: numeric	Invalid: 71
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Are minutes/action plans from the latest student government meeting published in public?

Method to express grievances-Complaints box (m1sbq6daA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 392
Format: numeric	Invalid: 8
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Student bodies/government (m1sbq6dbA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-School committee (m1sbq6dcA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-School management team (m1sbq6ddA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 395
Format: numeric	Invalid: 5
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Direct contact with Head Teacher/Principal (m1sbq6deA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Direct contact with Teachers (m1sbq6dfA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Direct contact with Owner/Manager/Directors (m1sbq6dgA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 303
Format: numeric	Invalid: 97
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Others (m1sbq6dhA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 367
Format: numeric	Invalid: 33
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

In what ways can students at this school express their grievances?

Number of visits from a QA officer or school inspector in 2013 (m1sbq7A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-12	

Literal question

How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2013?

Months passed since last visit of official government quality assurance officer/ (m1sbq8A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 287
Format: numeric	Invalid: 113
Width: 2	
Decimals: 0	
Range: 0-19	

Literal question

When was the last visit of the official government quality assurance officer or inspector?

Did you receive any written feedback/check list from the QA officer? (m1sbq8aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 286
Format: numeric	Invalid: 114
Width: 2	
Decimals: 0	
Range: -8-3	

Literal question

Did you receive any written feedback/check list from the quality assurance officer?

Interviewer instructions

(Enumerator Note : Ask to see the inspection check list)

Is there any method for recognizing teachers performance at this school? (m1sbq9A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

Is there any method for recognizing teachers performance (any recognition or award) at this school?

School ID (schidA)

File: m1sc_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Does the school have toilet holes for pupils? (m1scq1A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the school have toilet holes for pupils?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Are the toilet holes designated for boys and girls? (m1scq2A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 391
Format: numeric	Invalid: 9
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Are the toilet holes designated for boys and girls?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many toilet holes does the school have? (m1scq2aA)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

How many toilet holes does the school have?

Interviewer instructions

How many toilet holes does the school have? (m1scq2aA)

File: m1sc_anon

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many boys (m1scq3A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 387
Format: numeric	Invalid: 13
Width: 2	
Decimals: 0	
Range: 0-10	

Literal question

How many boys' toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many boys (m1scq3aA)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 388
Format: numeric	Invalid: 12
Width: 1	
Decimals: 0	
Range: 0-2	

Literal question

How many boys' urinals does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many girls (m1scq4A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 388
Format: numeric	Invalid: 12
Width: 2	
Decimals: 0	
Range: 0-10	

Literal question

How many girls' toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Number of toilet holes for pupils with special needs/disabilities (m1scq4aA)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 390
Format: numeric	Invalid: 10
Width: 1	
Decimals: 0	
Range: 0-1	

Literal question

How many toilet holes for pupils with special needs/disabilities does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many separate staff/teacher toilet holes does the school have? (m1scq4bA)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-2	

Literal question

How many separate staff/teacher toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Toilet holes clean (m1scq5A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 283
Format: numeric	Invalid: 117
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Are the toilet holes clean?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Toilet holes private (m1scq6A)

File: m1sc_anon

Overview

Toilet holes private (m1scq6A)

File: m1sc_anon

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

Valid cases: 283
Invalid: 117

Literal question

Are the toilet holes private (have doors or separating entry way wall)?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Toilet holes accessible (m1scq7A)

File: m1sc_anon

Overview

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

Valid cases: 284
Invalid: 116

Literal question

Are the toilet holes accessible (unlocked, not overflowing, etc.)?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Functional hand washing facilities near or in the toilet holes (m1scq8A)

File: m1sc_anon

Overview

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

Valid cases: 283
Invalid: 117

Literal question

Are there functional (soap and/or water) hand washing facilities near or in the toilet holes?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

What type of pupil toilet hole facilities is used at the school? (m1scq9A)

File: m1sc_anon

Overview

What type of pupil toilet hole facilities is used at the school? (m1scq9A)

File: m1sc_anon

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

Valid cases: 395
Invalid: 5

Literal question

What type of pupil toilet hole facilities is used at the school?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Enumerator: SELECT ONE OPTION ONLY. IF THERE IS MORE THAN ONE OPTION, SELECT MOST COMMON.

What kind of drinking water source is used at this school? (m1scq10A)

File: m1sc_anon

Overview

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

Valid cases: 400
Invalid: 0

Literal question

What kind of drinking water source is used at this school?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

This school is accessible by what type of road? (m1scq11A)

File: m1sc_anon

Overview

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

Valid cases: 400
Invalid: 0

Literal question

This school is accessible by what type of road?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Means of transport used to get to the district education office (m1scq12A)

File: m1sc_anon

Means of transport used to get to the district education office (m1scq12A)

File: m1sc_anon

Overview

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

Valid cases: 399
Invalid: 1

Literal question

What means of transport do you usually use to get to the district education office?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Approximate traveling time from school to the district education office (m1scq13A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-600

Valid cases: 400
Invalid: 0

Literal question

Using this method of transport, what is the approximate traveling time from this school to the district education office?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

(Enumerator Note: give answer in total minutes)

School ID (schidA)

File: m1sd1_anon

Overview

Type: Continuous	Valid cases: 4000
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Class ID (m1sdq0aA)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 4000
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Class number (m1sdq0bA)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 4000
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

How many streams are there per class? (m1sdq1A)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 4000
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-48	

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

How many streams (e.g., 4A, 4B) are there per class?

Proportion of total pupils currently enrolled in each class (Boys) (m1sdq2aA)

File: m1sd1_anon

Overview

Proportion of total pupils currently enrolled in each class (Boys) (m1sdq2aA)

File: m1sd1_anon

Type: Discrete
Format: numeric
Width: 17
Decimals: 0
Range: 0-0.597014925373134

Valid cases: 3600
Invalid: 400

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

What is the total number of pupils currently enrolled in each class? Boys

Proportion of total pupils currently enrolled in each class (Girls) (m1sdq2bA)

File: m1sd1_anon

Overview

Type: Discrete
Format: numeric
Width: 17
Decimals: 0
Range: 0-0.691699604743083

Valid cases: 3600
Invalid: 400

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

What is the total number of pupils currently enrolled in each class? Girls

Proportion of total pupils currently enrolled in each class (Total) (m1sdq2cA)

File: m1sd1_anon

Overview

Type: Discrete
Format: numeric
Width: 16
Decimals: 0
Range: 0-0.64299424184261

Valid cases: 3600
Invalid: 400

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

What is the total number of pupils currently enrolled in each class? Total (Note: Boys + Girls = Total)

School ID (schidA)

File: m1sd2_anon

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-400

Valid cases: 400
 Invalid: 0
 Minimum: 1
 Maximum: 400

Are there any multi-grade classes in your school? (m1sdq3A)

File: m1sd2_anon

Overview

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

Valid cases: 400
 Invalid: 0

Literal question

Are there any multi-grade classes (i.e., classes that combine or group several grades) in your school? (e.g. Nursery/pre-primary, Standard 1 & Standard 2, etc.)

Which grades are grouped together? - Group 1 (m1sdq4a1A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 26
 Invalid: 374

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 1 (m1sdq4a2A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 26
 Invalid: 374

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 1 (m1sdq4a3A)

File: m1sd2_anon

Overview

Which grades are grouped together? - Group 1 (m1sdq4a3A)

File: m1sd2_anon

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 26
 Invalid: 374

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 2 (m1sdq4b1A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 26
 Invalid: 374

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 2 (m1sdq4b2A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 14
 Invalid: 386

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 2 (m1sdq4b3A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 14
 Invalid: 386

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 3 (m1sdq4c1A)

File: m1sd2_anon

Overview

Which grades are grouped together? - Group 3 (m1sdq4c1A)

File: m1sd2_anon

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 14
 Invalid: 386

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 3 (m1sdq4c2A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 13
 Invalid: 387

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 3 (m1sdq4c3A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-9

Valid cases: 13
 Invalid: 387

Literal question

Which grades are grouped together?

How many of your pupils successfully completed primary school in 2013? (m1sdq5A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-897

Valid cases: 400
 Invalid: 0

Literal question

At the end of 2013 academic year, how many of your pupils successfully completed primary school?

How many shifts does the school have? (m1sdq6A)

File: m1sd2_anon

How many shifts does the school have? (m1sdq6A)

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

How many shifts does the school have?

Number of days during which school was in session in previous school year (m1sdq8A)

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: -99-223	

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

What was the actual number of days during which school was in session in the previous school year (2013)?

Opening and closing time - Duration of term 1 in days (m1sdq9aoA)

File: m1sd2_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 4	Minimum: -126
Decimals: 0	Maximum: 158
Range: -126-158	

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

For each term in 2013 when did the school open and close?

Opening and closing time - Duration of term 2 in days (m1sdq9boA)

File: m1sd2_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 4	Minimum: -318
Decimals: 0	Maximum: 332
Range: -318-332	

Opening and closing time - Duration of term 2 in days (m1sdq9boA)

File: m1sd2_anon

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

For each term in 2013 when did the school open and close?

Opening and closing time - Duration of term 3 in days (m1sdq9coA)

File: m1sd2_anon

Overview

Type: Discrete
Format: character
Width: 7

Valid cases: 400
Invalid: 0

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

For each term in 2013 when did the school open and close?

School ID (schidA)

File: m1sd3_anon

Overview

Type: Continuous	Valid cases: 1200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Class ID (m1sdq7aA)

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Class code (m1sdq7bA)

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Official reporting time-(1st Shift) Duration in hours (m1sdq7_1sA)

File: m1sd3_anon

Overview

Type: Continuous	Valid cases: 1200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 10
Range: 0-10	

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

Official reporting time-(1st Shift) Total number of minutes Break and Lunch (m1sdq7_1tA)

File: m1sd3_anon

Overview

Official reporting time-(1st Shift) Total number of minutes Break and Lunch (m1sdq7_1tA)

File: m1sd3_anon

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

Valid cases: 0
Invalid: 1200

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

Official reporting time-(2nd Shift) Duration in hours (m1sdq7_2sA)

File: m1sd3_anon

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-16.5

Valid cases: 1200
Invalid: 0
Minimum: 0
Maximum: 16.5

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

Official reporting time-(2nd Shift) Total number of minutes Break and Lunch (m1sdq7_2tA)

File: m1sd3_anon

Overview

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

Valid cases: 0
Invalid: 1200

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

School ID (schidA)

File: m2sa1_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

How many teachers work in this school? (m2saq1A)

File: m2sa1_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 53
Range: 2-53	

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

School ID (schidA)

File: m2sa2_anon

Overview

Type: Continuous	Valid cases: 6952
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Teacher ID (m2saq0A)

File: m2sa2_anon

Overview

Type: Continuous	Valid cases: 6952
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 53
Range: 1-53	

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Sex (m2saq3A)

File: m2sa2_anon

Overview

Type: Discrete	Valid cases: 6952
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Sex

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Position in the School (m2saq4A)

File: m2sa2_anon

Overview

Position in the School (m2saq4A)

File: m2sa2_anon

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

Valid cases: 6950
Invalid: 2

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Position in the school

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Contract Status (m2saq5A)

File: m2sa2_anon

Overview

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

Valid cases: 6952
Invalid: 0

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Contract Status

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Full time or part time (m2saq6A)

File: m2sa2_anon

Overview

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

Valid cases: 6952
Invalid: 0

Pre question

Full time or part time (m2saq6A)

File: m2sa2_anon

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Full-time/Part-time

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Taught Math or English to Standard 3 LAST year (m2saq7aA)

File: m2sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 6946

Invalid: 6

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Taught Math or English to ... Standard 3 LAST year?

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Taught Math or English to Standard 4 THIS year (m2saq7bA)

File: m2sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 6945

Invalid: 7

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Taught Math or English to ... Standard 4 THIS year?

Taught Math or English to Standard 4 THIS year (m2saq7bA)

File: m2sa2_anon

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Taught Math or English to Standard 5 + THIS year (m2saq7cA)

File: m2sa2_anon

Overview

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

Valid cases: 6949
Invalid: 3

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)
Taught Math or English to ... Standard 5 + THIS year?

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Teacher Sampled for Module 2b (m2saq8A)

File: m2sa2_anon

Overview

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

Valid cases: 6952
Invalid: 0

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)
Teacher sampled for Module 2B?

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

School ID (schidA)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

How many classrooms does the school have? (m2sbq19A)

File: m2sb1_anon

Overview

Type: Discrete	Valid cases: 397
Format: numeric	Invalid: 3
Width: 2	
Decimals: 0	
Range: 2-15	

Literal question

How many classrooms does the school have?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that contained pupils (m2sbq20A)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 4	Minimum: 12
Decimals: 0	Maximum: 1100
Range: 12-1100	

Literal question

How many classrooms contained pupils?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms with teacher present (m2sbq21A)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 3	Minimum: 0
Decimals: 0	Maximum: 300
Range: 0-300	

Literal question

Of those classrooms, how many classrooms had pupils but no teacher present?

Share of total classrooms with teacher present (m2sbq21A)

File: m2sb1_anon

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that are permanent (m2sbq22aA)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1100
Range: 0-1100	

Literal question

How many of the classrooms are....
Permanent

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that are semi-permanent (m2sbq22bA)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 399
Format: numeric	Invalid: 1
Width: 3	Minimum: 0
Decimals: 0	Maximum: 300
Range: 0-300	

Literal question

How many of the classrooms are....
Semi-permanent (Incomplete, plastered without shutters or floor etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that are temporary (m2sbq22cA)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 2	Minimum: 0
Decimals: 0	Maximum: 75
Range: 0-75	

Literal question

How many of the classrooms are....
Temporary (mud, timber, under trees, etc.)

Share of total classrooms that are temporary (m2sbq22cA)

File: m2sb1_anon

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

School ID (schidA)

File: m2sb2_anon

Overview

Type: Continuous	Valid cases: 3688
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Teacher ID from section 2A (m2sbq2A)

File: m2sb2_anon

Overview

Type: Continuous	Valid cases: 3688
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Teacher Gender (m2sbq3A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 3688
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Direct Observation (First Visit) (m2sbq4A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 3687
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-5	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

What was the teacher doing when you located him/ her on the first visit? Direct Observation

Reason for Absence (First Visit) (m2sbq5A)

File: m2sb2_anon

Reason for Absence (First Visit) (m2sbq5A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 701
Format: numeric	Invalid: 2987
Width: 2	
Decimals: 0	
Range: -8-99	

Literal question

Reason for absence from school on first visit?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Ask head teacher

Direct Observation (Second visit) (m2sbq6A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 3688
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

What was the teacher doing when you located him/ her on the second visit? Direct Observation

Reason for absence (Second visit) (m2sbq7A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 571
Format: numeric	Invalid: 3117
Width: 2	
Decimals: 0	
Range: -8-99	

Literal question

Reason for absence from school on second visit?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Ask head teacher

Position in the school (m2sbq8A)

File: m2sb2_anon

Overview

Position in the school (m2sbq8A)

File: m2sb2_anon

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

Valid cases: 3680
Invalid: 8

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Position in the school

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Teach - Classes (First Class) (m2sbq9aA)

File: m2sb2_anon

Overview

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

Valid cases: 3671
Invalid: 17

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Teach - Classes (Second Class) (m2sbq9bA)

File: m2sb2_anon

Overview

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

Valid cases: 2649
Invalid: 1039

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Teach - Classes (Second Class) (m2sbq9bA)

File: m2sb2_anon

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Teach - Classes (Third Class) (m2sbq9cA)

File: m2sb2_anon

Overview

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

Valid cases: 1910
Invalid: 1778

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Teach - Classes (Fourth Class) (m2sbq9dA)

File: m2sb2_anon

Overview

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

Valid cases: 1079
Invalid: 2609

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Highest level of education completed (m2sbq10A)

File: m2sb2_anon

Overview

Highest level of education completed (m2sbq10A)

File: m2sb2_anon

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

Valid cases: 3680
Invalid: 8

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

What is the highest level of education that you have completed?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Highest level of professional education completed (m2sbq11A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1-2010

Valid cases: 3680
Invalid: 8

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

What is the highest level of teacher training that you have completed?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

What year did you begin teaching? (m2sbq12A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1989-2010

Valid cases: 3678
Invalid: 10

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

What year did you begin teaching?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Were you born in this district? (m2sbq13A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 3680
Format: numeric	Invalid: 8
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Were you born in this district?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Age (m2sbq14A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 3677
Format: numeric	Invalid: 11
Width: 2	
Decimals: 0	
Range: 20-55	

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Age

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Frequency of Salary Delays (last 12 months) (m2sbq15A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 3672
Format: numeric	Invalid: 16
Width: 2	
Decimals: 0	
Range: 0-12	

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

How many times have you encountered salary delays in the last 12 months?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Do you have any other unpaid claims? (m2sbq15a1A)

File: m2sb2_anon

Overview

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

Valid cases: 2644
Invalid: 1044

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Do you have any other unpaid claims? (m2sbq15a2A)

File: m2sb2_anon

Overview

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

Valid cases: 1491
Invalid: 2197

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Do you have any other unpaid claims? (m2sbq15a3A)

File: m2sb2_anon

Overview

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

Valid cases: 364
Invalid: 3324

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Do you have any other unpaid claims? (m2sbq15a3A)

File: m2sb2_anon

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Do you have any other unpaid claims? (m2sbq15a4A)

File: m2sb2_anon

Overview

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

Valid cases: 33
Invalid: 3655

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Frequency of Classroom Observation (m2sbq16A)

File: m2sb2_anon

Overview

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

Valid cases: 3679
Invalid: 9

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

How often does the administrator or head teacher observe your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Classroom Feedback (m2sbq17aA)

File: m2sb2_anon

Overview

Classroom Feedback (m2sbq17aA)

File: m2sb2_anon

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 3294
Invalid: 394

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Classroom Feedback (m2sbq17bA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 3295
Invalid: 393

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Classroom Feedback (m2sbq17cA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 2861
Invalid: 827

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Classroom Feedback (m2sbq17cA)

File: m2sb2_anon

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Classroom Feedback (m2sbq17dA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 1904
Invalid: 1784

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Was this information collected directly from the teacher? (m2sbq18A)

File: m2sb2_anon

Overview

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

Valid cases: 3681
Invalid: 7

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Was this information collected directly from the teacher?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

School ID (schidA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Enumerator code (m4siq1bA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 3
Decimals: 0	Maximum: 52
Range: 3-52	

Subject (m4siq5A)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Date (m4siq7A)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 4	Minimum: -240
Decimals: 0	Maximum: 179
Range: -240-179	

Teacher ID from section 2A (m4siq9A)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 49
Range: 1-49	

Result of verification by team leader (m4siq10aA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Result of verification by supervisor (m4siq10bA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Result of verification by data entrant (m4siq10cA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Date of verification by team leader (m4siq10dA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Date of verification by supervisor (m4siq10eA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

Overview

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

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

Valid cases: 0
Invalid: 400

School ID (schidA)

File: m4sa1_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

If you arrived after class began, how many minutes late were you?
(m4siq11aA)

File: m4sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Pre question

Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start recording the same number of minutes afterwards.

Time of entrance in the classroom (m4siq11bA)

File: m4sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Interviewer instructions

Enumerator Note: Below write the time you entered the classroom. Ask teacher what time the lesson started

School ID (schidA)

File: m4sa2_anon

Overview

Type: Continuous	Valid cases: 7200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Teacher activity code (m4saq0cA)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 7200
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-18	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Teacher activity (m4saq0dA)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 7200
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-18	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Teacher activity (m4saq0eA)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 1 (m4saq1A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 2 (m4saq2A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 2 (m4saq2A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 3 (m4saq3A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 4 (m4saq4A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 4 (m4saq4A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 5 (m4saq5A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 6 (m4saq6A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 7 (m4saq7A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 8 (m4saq8A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 9 (m4saq9A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 9 (m4saq9A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 10 (m4saq10A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 11 (m4saq11A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 11 (m4saq11A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 12 (m4saq12A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 13 (m4saq13A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 14 (m4saq14A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 15 (m4saq15A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 16 (m4saq16A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 16 (m4saq16A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 17 (m4saq17A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 18 (m4saq18A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 18 (m4saq18A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 19 (m4saq19A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 20 (m4saq20A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 21 (m4saq21A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 22 (m4saq22A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 23 (m4saq23A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 23 (m4saq23A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 24 (m4saq24A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 25 (m4saq25A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 25 (m4saq25A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 26 (m4saq26A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 27 (m4saq27A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 28 (m4saq28A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 29 (m4saq29A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 30 (m4saq30A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 30 (m4saq30A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 31 (m4saq31A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 32 (m4saq32A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 32 (m4saq32A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 33 (m4saq33A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 34 (m4saq34A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 35 (m4saq35A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 36 (m4saq36A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 37 (m4saq37A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
 Invalid: 0

Pre question

Minute 37 (m4saq37A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 38 (m4saq38A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 39 (m4saq39A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 39 (m4saq39A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 40 (m4saq40A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 41 (m4saq41A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 42 (m4saq42A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 43 (m4saq43A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 44 (m4saq44A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 44 (m4saq44A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 45 (m4saq45A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 46 (m4saq46A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 46 (m4saq46A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 47 (m4saq47A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 48 (m4saq48A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 49 (m4saq49A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 50 (m4saq50A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 51 (m4saq51A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

Minute 51 (m4saq51A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 52 (m4saq52A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 53 (m4saq53A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 53 (m4saq53A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 54 (m4saq54A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 55 (m4saq55A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 56 (m4saq56A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 57 (m4saq57A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 58 (m4saq58A)

File: m4sa2_anon

Overview

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

Valid cases: 7200
 Invalid: 0

Pre question

Minute 58 (m4saq58A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 59 (m4saq59A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 60 (m4saq60A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 7200

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 60 (m4saq60A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Count (m4saqc1A)

File: m4sa2_anon

Overview

Type: Continuous	Valid cases: 7200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Count (m4saqc2A)

File: m4sa2_anon

Overview

Type: Continuous	Valid cases: 7200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

School ID (schidA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	Mean: 200.5
	Standard deviation: 115.6

Number of pupils off task-Minute 5 (m4saq5aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 18	
Decimals: 0	
Range: -0.222222222222222-1	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 10 (m4saq10aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 17	
Decimals: 0	
Range: -1.11111111111111-1	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 15 (m4saq15aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 17	
Decimals: 0	
Range: -1.66666666666667-1	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 20 (m4saq20aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 17	
Decimals: 0	
Range: -1.11111111111111-1	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 25 (m4saq25aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 17	
Decimals: 0	
Range: -1.44444444444444-1	

Pre question

Number of pupils off task-Minute 25 (m4saq25aA)

File: m4sa3_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1I) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 30 (m4saq30aA)

File: m4sa3_anon

Overview

Type: Discrete

Format: numeric

Width: 17

Decimals: 0

Range: -2.22222222222222-0.714285714285714

Valid cases: 400

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1I) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 35 (m4saq35aA)

File: m4sa3_anon

Overview

Type: Discrete

Format: numeric

Width: 17

Decimals: 0

Range: -1.44444444444444-0.642857142857143

Valid cases: 400

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Number of pupils off task-Minute 35 (m4saq35aA)

File: m4sa3_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 40 (m4saq40aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 17
Decimals: 0

Valid cases: 400
Invalid: 0

Range: -1.77777777777778-0.821428571428571

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 45 (m4saq45aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 18
Decimals: 0

Valid cases: 400
Invalid: 0

Range: 0-0.0833333333333333

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 50 (m4saq50aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 18
Decimals: 0
Range: 0-0.0412371134020619

Valid cases: 400
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 55 (m4saq55aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 18
Decimals: 0
Range: 0-0.0206185567010309

Valid cases: 400
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Number of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 17
Decimals: 0
Range: 0-0.128205128205128

Valid cases: 400
Invalid: 0

Pre question

Number of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

School ID (schidA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

How many pupils are in the room? (m4sbq1A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 398
Format: numeric	Invalid: 2
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

Literal question

How many pupils are in the room?

Proportion of boys? (m4sbq2A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 363
Format: numeric	Invalid: 37
Width: 17	
Decimals: 0	
Range: -3-0.878787878787879	

Literal question

How many boys?

Interviewer instructions

IF GIRLS SCHOOL, ENTER "-3" (N/A)

Proportion of girls? (m4sbq3A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 16	
Decimals: 0	
Range: -3-5.64285714285714	

Literal question

How many girls?

Interviewer instructions

IF BOYS SCHOOL, ENTER "-3" (N/A)

Proportion of total pupils having the textbook for the class (English or mathema (m4sbq4A))

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 2	Minimum: 0
Decimals: 0	Maximum: 13
Range: 0-13	

Literal question

How many total pupils have the textbook for the class (English or mathematics)?

Proportion of male pupils having the textbook for the class (English or mathemat (m4sbq4aA))

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.5
Range: 0-6.5	

Literal question

How many male pupils have the textbook for the class (English or mathematics)?

Interviewer instructions

(ask male pupils to hold up books)

Proportion of female pupils having the textbook for the class (English or mathem (m4sbq4bA))

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.5
Range: 0-6.5	

Literal question

How many female pupils have the textbook for the class (English or mathematics)?

Proportion of total pupils in the class having a pencil or pen? (m4sbq5A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 396
Format: numeric	Invalid: 4
Width: 2	Minimum: 0
Decimals: 0	Maximum: 13
Range: 0-13	

Proportion of total pupils in the class having a pencil or pen? (m4sbq5A)

File: m4sb_anon

Literal question

How many total pupils in the class have a pencil or pen?

Proportion of male pupils in the class having a pencil or pen? (m4sbq5aA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 3	Minimum: 0
Decimals: 0	Maximum: 7.5
Range: 0-7.5	

Literal question

How many male pupils in the class have a pencil or pen?

Interviewer instructions

(ask male pupils to hold up pencils or pens)

Proportion of female pupils in the class having a pencil or pen? (m4sbq5bA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 396
Format: numeric	Invalid: 4
Width: 3	Minimum: 0
Decimals: 0	Maximum: 5.5
Range: 0-5.5	

Literal question

How many female pupils in the class have a pencil or pen?

Interviewer instructions

(ask female pupils to hold up pencils or pens)

Proportion of total pupils in the class having an exercise book? (m4sbq6A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 396
Format: numeric	Invalid: 4
Width: 17	Minimum: 0.1
Decimals: 0	Maximum: 13
Range: 0.117647058823529-13	

Literal question

How many total pupils in the class have an exercise book?

Proportion of male pupils in the class having an exercise book? (m4sbq6aA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 397
Format: numeric	Invalid: 3
Width: 18	Minimum: 0
Decimals: 0	Maximum: 7.5
Range: 0.0441176470588235-7.5	

Literal question

How many male pupils in the class have an exercise book?

Interviewer instructions

(ask male pupils to hold up exercise books)

Proportion of female pupils in the class having an exercise book? (m4sbq6bA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 396
Format: numeric	Invalid: 4
Width: 3	Minimum: 0
Decimals: 0	Maximum: 5.5
Range: 0-5.5	

Literal question

How many female pupils in the class have an exercise book?

Is there a 'corner library' in the class? (m4sbq7A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Is there a "corner library" in the class or additional available books for pupils?

Is there a blackboard and/or whiteboard in the class? (m4sbq8A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Is there a blackboard and/or whiteboard in the class?

Is there chalk or marker to write on the board available during the lesson? (m4sbq9A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Is there chalk or marker to write on the board available during the lesson?

Does the classroom have a working electricity connection (e.g. electric light)? (m4sbq10A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the classroom have a working electricity connection (e.g. electric light)?

Was children's work displayed on the walls? (m4sbq11A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Was children's work displayed on the walls?

Other than children's work, were there other materials displayed on the walls? (m4sbq12A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Other than children's work, were there other materials, such as, charts displayed on the walls?

How would you classify the hygiene in the classroom? (m4sbq13A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

How would you classify the hygiene in the classroom?

How many pupils were not sitting on desks? (m4sbq13aA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Literal question

How many pupils were not sitting on desks?

Interviewer instructions

Enumerator Note : Observe those sitting on floor, bricks, rocks, mats etc. BUT not those made to stand up as a result of punishment)

Does the blackboard have sufficient contrast for reading what is written on the (m4sbq14A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the blackboard have sufficient contrast for reading what is written on the board?

Interviewer instructions

(Enumerator Note: read chalk writing on the board from the back of the classroom)

Is there sufficient light for reading text from the FRONT of the classroom? (m4sbq15A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Is there sufficient light for reading text from the FRONT of the classroom? (m4sbq15A)

File: m4sb_anon

Literal question

Is there sufficient light for reading text from the FRONT of the classroom?

Interviewer instructions

(Enumerator Note: place printed text on the blackboard to assess visibility)

Is there sufficient light for reading text from the BACK of the classroom? (m4sbq16A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-2	

Literal question

Is there sufficient light for reading text from the BACK of the classroom?

Interviewer instructions

(Enumerator Note: place printed text on the blackboard to assess visibility)

Lux measure at the chalkboard (m4sbq17A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 344
Format: numeric	Invalid: 56
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2000
Range: 1-2000	

Interviewer instructions

Lux measure at the chalkboard.

Meter setting (m4sbq17aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-2	

Interviewer instructions

Indicate Meter setting

School ID (schidA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Was the text book used by the teacher? (m4scq1A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Was the text book used by the teacher?

Proportion of pupils that used a text book? (m4scq2A)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 394
Format: numeric	Invalid: 6
Width: 2	Minimum: 0
Decimals: 0	Maximum: 13
Range: 0-13	

Literal question

How many pupils used a text book?

Proportion of male pupils that used a text book? (m4scq2aA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 395
Format: numeric	Invalid: 5
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.5
Range: 0-6.5	

Literal question

How many male pupils used a text book?

Interviewer instructions

(Enumerator Note: include those that share)

Proportion of female pupils that used a text book? (m4scq2bA)

File: m4sc_anon

Proportion of female pupils that used a text book? (m4scq2bA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 394
Format: numeric	Invalid: 6
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.5
Range: 0-6.5	

Literal question

How many female pupils used a text book?

Interviewer instructions

(Enumerator Note: include those that share)

Did the teacher write on the black board? (m4scq3A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher write on the black board?

Did any pupils write on the black board? (m4scq4A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did any pupils write on the black board?

Proportion of pupils that wrote on the blackboard? (m4scq5A)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 172
Format: numeric	Invalid: 228
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.5333333333333333	

Literal question

How many pupils wrote on the blackboard?

Proportion of male pupils that wrote on the blackboard? (m4scq5aA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 172
Format: numeric	Invalid: 228
Width: 4	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.25	

Literal question

How many male pupils wrote on the blackboard?

Proportion of female pupils that wrote on the blackboard? (m4scq5bA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 172
Format: numeric	Invalid: 228
Width: 3	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.3	

Literal question

How many female pupils wrote on the blackboard?

Proportion of pupils that used paper (or exercise book) and pencil? (m4scq6A)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 394
Format: numeric	Invalid: 6
Width: 2	Minimum: 0
Decimals: 0	Maximum: 13
Range: 0-13	

Literal question

How many pupils used paper (or exercise book) and pencil?

Proportion of male pupils that used paper (or exercise book) and pencil? (m4scq6aA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 395
Format: numeric	Invalid: 5
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.5
Range: 0-6.5	

Literal question

How many male pupils used paper (or exercise book) and pencil?

Proportion of female pupils that used paper (or exercise book) and pencil? (m4scq6bA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 394
Format: numeric	Invalid: 6
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.5
Range: 0-6.5	

Literal question

How many female pupils used paper (or exercise book) and pencil?

Did the teacher use local information from the community to make learning relevant? (m4scq7A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 397
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher use local information from the community to make learning relevant?

Was the teacher either sitting or standing in front of the class at any time? (m4scq8A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 396
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Was the teacher either sitting or standing in front of the class at any time?

Did the teacher visit individual children? (m4scq9A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 397
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher visit individual children?

Proportion of pupils did the teacher go to individually? (m4scq10A)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 211
Format: numeric	Invalid: 189
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Literal question

How many pupils did the teacher go to individually?

Proportion of male pupils did the teacher go to individually?

(m4scq10aA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 211
Format: numeric	Invalid: 189
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.8
Range: 0-0.761904761904762	

Literal question

How many male pupils did the teacher go to individually?

Proportion of female pupils did the teacher go to individually?

(m4scq10bA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 211
Format: numeric	Invalid: 189
Width: 4	Minimum: 0
Decimals: 0	Maximum: 0.8
Range: 0-0.75	

Literal question

How many female pupils did the teacher go to individually?

Did the teacher call pupils by name while teaching? (m4scq11A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 397
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher call pupils by name while teaching?

Proportion of pupils did the teacher call by name? (m4scq12A)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 321
Format: numeric	Invalid: 79
Width: 3	Minimum: 0
Decimals: 0	Maximum: 2.5
Range: 0-2.5	

Literal question

How many pupils did the teacher call by name?

Was the teacher smiling, laughing, or joking with pupils?

(m4scq13A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Was the teacher smiling, laughing, or joking with pupils?

Did the teacher hit, pinch, or slap a pupil? (m4scq14A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher hit, pinch, or slap a pupil?

Did the teacher ask questions that required learners to recall information? (m4scq15A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher ask questions that required learners to recall information?

Did the teacher ask learners to carry out a task which allowed them to demonstra (m4scq16A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher ask learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson?

Did the teacher ask questions that required learners to apply information to new (m4scq17A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher ask questions that required learners to apply information to new topics?

Did the teacher ask questions which required learners to use their creativity an (m4scq18A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher ask questions which required learners to use their creativity and imagination?

Did the teacher give feedback or praise, moral strengthening, and/or encourageme (m4scq19A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Did the teacher give feedback or praise, moral strengthening, and/or encouragement (m4scq19A)

File: m4sc_anon

Did the teacher give feedback or praise, moral strengthening, and/or encouragement?

Did the teacher give feedback that was correcting a mistake? (m4scq20A)

File: m4sc_anon

Overview

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

Valid cases: 398
Invalid: 2

Literal question

Did the teacher give feedback that was correcting a mistake?

Did the teacher give feedback that was scolding at a mistake? (m4scq21A)

File: m4sc_anon

Overview

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

Valid cases: 398
Invalid: 2

Literal question

Did the teacher give feedback that was scolding at a mistake?

Did the teacher introduce the lesson at the start of the class? (m4scq22A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-2

Valid cases: 398
Invalid: 2

Literal question

Did the teacher introduce the lesson at the start of the class?

Did the teacher summarize the lesson at the end of the class? (m4scq23A)

File: m4sc_anon

Did the teacher summarize the lesson at the end of the class?
(m4scq23A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

Did the teacher summarize the lesson at the end of the class?

Did the teacher assign homework to the class? (m4scq24A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

Did the teacher assign homework to the class?

Did the teacher review or collect homework from the class?
(m4scq25A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: -8-2	

Literal question

Did the teacher review or collect homework from the class?

Did the teacher use the local language as a medium of instruction?
(m4scq26A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Did the teacher use the local language as a medium of instruction? (language other than Swahili or English)

School ID (schidA)

File: m4sd_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Did you keep official attendance records? (m4sdq1A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Did you keep official attendance records?

How many pupils are registered in this class currently? (m4sdq2A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 399
Format: numeric	Invalid: 1
Width: 3	
Decimals: 0	
Range: 0-130	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

How many pupils are registered in this class currently? (refer to attendance record if available)

How many students are absent from this class? (m4sdq3A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 391
Format: numeric	Invalid: 9
Width: 17	
Decimals: 0	
Range: -9-0.9111111111111111	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

How many students are absent from this class? (m4sdq3A)

File: m4sd_anon

How many students are absent from this class? (refer to attendance record if available)

Do you have the schemes of work for the term or year? (m4sdq4A)

File: m4sd_anon

Overview

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

Valid cases: 400
Invalid: 0

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Do you have the schemes of work for the term or year?

Do you have a lesson plan for this lesson? (m4sdq5A)

File: m4sd_anon

Overview

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

Valid cases: 400
Invalid: 0

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Do you have a lesson plan for this lesson?

Current day (m4sdq6A)

File: m4sd_anon

Overview

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

Valid cases: 368
Invalid: 32

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Interviewer instructions

Enumerator: Ask to see the current day's lesson plan.

Do you have a record of the pupils' continuous assessments? (m4sdq7A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Do you have a record of the pupils' continuous assessments?

Age (m4sdq8A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 20-55	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Teacher characteristics:
Age

Gender (m4sdq9A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Teacher characteristics:
Gender

Position in the school (m4sdq10A)

File: m4sd_anon

Overview

Position in the school (m4sdq10A)

File: m4sd_anon

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-9

Valid cases: 400
Invalid: 0

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Teacher characteristics:
Position in the school

What year did you begin teaching? (m4sdq11A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1989-2010

Valid cases: 400
Invalid: 0

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

What year did you begin teaching?

What year did you begin teaching at this school? (m4sdq12A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1989-2010

Valid cases: 400
Invalid: 0

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

What year did you begin teaching at this school?

Highest level of education completed? (m4sdq13A)

File: m4sd_anon

Overview

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

Valid cases: 400
Invalid: 0

Highest level of education completed? (m4sdq13A)

File: m4sd_anon

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Highest level of education completed?

Highest level of teacher training completed? (m4sdq14A)

File: m4sd_anon

Overview

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

Valid cases: 400
Invalid: 0

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Highest level of teacher training completed?

School ID (schidA)

File: m4se1_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Quantity lines in roster (m4seq00)

File: m4se1_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 9-13	

School ID (schidA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Enumerator code (m5siq2A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Date (m5siq5A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 19
Decimals: 0	Maximum: 179
Range: 19-179	

Number of Pupils Assessed in English (m5siq6A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-7	

Number of Pupils Assessed in Kiswahili (m5siq6aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-7	

Were the pupils assessed selected from the classroom observed in Module 4? (m5siq7A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

Teacher ID (m5siq8bA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 49
Range: 1-49	

Result of verification by team leader (m5siq9aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	
Range: 1-8	

Result of verification by supervisor (m5siq9bA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	
Range: 1-8	

Result of verification by data entrant (m5siq9cA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

Date of verification by team leader (m5siq9dA)

File: m5s0_anon

Overview

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

Valid cases: 0
Invalid: 400

Date of verification by supervisor (m5siq9eA)

File: m5s0_anon

Overview

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

Valid cases: 0
Invalid: 400

Date of verification by data entrant (m5siq9fA)

File: m5s0_anon

Overview

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

Valid cases: 0
Invalid: 400

School ID (schidA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Code (m5sa1q1A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Age (m5sa1q3A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 9-13	

Sex (m5sa1q4A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Mother tongue (m5sa1q5A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Did you have breakfast this morning? (m5sa1q6A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Bread, pancake, cake or doughnut (m5sa1q7aA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Ugali (m5sa1q7bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Rice (m5sa1q7cA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Cassava, sweet potato or yams (m5sa1q7dA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Beans (m5sa1q7eA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Fruit/vegetable (m5sa1q7fA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Eggs (m5sa1q7gA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Meat, chicken, or fish (m5sa1q7hA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Milk, yogurt,porridge (m5sa1q7iA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Tea, coffee, or chocolate (m5sa1q7jA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Other (m5sa1q7kA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1268
Format: numeric	Invalid: 2731
Width: 2	
Decimals: 0	
Range: -9-2	

Code from Module 2a (m5sa1q8bA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

Code from Module 2a (m5sa1q9bA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

Were you in this school last year? (m5sa1q10A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Code from Module 2a (m5sa1q11bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3911
Format: numeric	Invalid: 88
Width: 2	
Decimals: 0	
Range: -8-50	

Code from Module 2a (m5sa1q12bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3911
Format: numeric	Invalid: 88
Width: 2	
Decimals: 0	
Range: -8-49	

Do you agree to participate in this exercise? (m5sa1q13A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Start time (m5sa1q14A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3531
Format: numeric	Invalid: 468
Width: 1	
Decimals: 0	
Range: 1-2	

End time (m5sa1q15A)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 3530
Format: numeric	Invalid: 469
Width: 4	Minimum: -2.5
Decimals: 0	Maximum: 4.4
Range: -2.5-4.4	

School ID (schidA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Pupil code (m5sa2q0aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Has this pupil been selected to take the English or Kiswahili assessment? (m5sa2q0bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

English Exercise 1 (m5sa2q1A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 1	
Decimals: 0	
Range: 0-3	

English Exercise 2 (m5sa2q2A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 2	
Decimals: 0	
Range: -9-3	

English Exercise 3 (m5sa2q3A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 1	
Decimals: 0	
Range: 0-4	

English Exercise 4 (m5sa2q4A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 2	
Decimals: 0	
Range: 0-10	

English Exercise 5 (m5sa2q5aA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 2	Minimum: 0
Decimals: 0	Maximum: 58
Range: 0-58	

English Exercise 5 (time) (m5sa2q5bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1400
Format: numeric	Invalid: 2599
Width: 1	
Decimals: 0	
Range: 0-0	

English Exercise 6 Question 1 (m5sa2q6aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 2	
Decimals: 0	
Range: -4-1	

English Exercise 6 Question 2 (m5sa2q6bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 2	
Decimals: 0	
Range: -4-1	

English Exercise 6 Question 3 (m5sa2q6cA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2799
Format: numeric	Invalid: 1200
Width: 2	
Decimals: 0	
Range: -4-1	

Kiswahili Exercise 1 (m5sa3q1A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-3	

Kiswahili Exercise 2 (m5sa3q2A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-3	

Kiswahili Exercise 3 (m5sa3q3A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-4	

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-10	

Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	Minimum: 0
Decimals: 0	Maximum: 58
Range: 0-58	

Kiswahili Exercise 5 (time) (m5sa3q5bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 638
Format: numeric	Invalid: 3361
Width: 1	
Decimals: 0	
Range: 0-0	

Kiswahili Exercise 6 Question 1 (m5sa3q6aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-1	

Kiswahili Exercise 6 Question 2 (m5sa3q6bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-1	

Kiswahili Exercise 6 Question 3 (m5sa3q6cA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1200
Format: numeric	Invalid: 2799
Width: 2	
Decimals: 0	
Range: -9-1	

Math Exercise 1 (m5sabq1A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-3	

Math Exercise 2 (m5sabq2A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-1	

Math Exercise 3 Question 1 (m5sabq3aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 2 (m5sabq3bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 4 (m5sabq3dA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 5 (m5sabq3eA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 6 (m5sabq3fA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 7 (m5sabq3gA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 8 (m5sabq3hA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 9 (m5sabq3iA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 3 Question 10 (m5sabq3jA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 4 (m5sabq4A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 5 (m5sabq5A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Math Exercise 6 (m5sabq6A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Non-verbal reasoning Exercise 1a (m5sacq1aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-6	

Non-verbal reasoning Exercise 1b (m5sacq1bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-1	

Non-verbal reasoning Exercise 2a (m5sacq2aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-6	

Non-verbal reasoning Exercise 2b (m5sacq2bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-1	

Non-verbal reasoning Exercise 3a (m5sacq3aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-6	

Non-verbal reasoning Exercise 3b (m5sacq3bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-1	

Non-verbal reasoning Exercise 4a (m5sacq4aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-6	

Non-verbal reasoning Exercise 4b (m5sacq4bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 3999
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-1	

School ID (schidA)

File: m6s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Date (m6siq4A)

File: m6s0_anon

Overview

Type: Continuous	Valid cases: 400
Format: numeric	Invalid: 0
Width: 3	Minimum: -10
Decimals: 0	Maximum: 180
Range: -10-180	

Number of teachers assessed (m6siq5A)

File: m6s0_anon

Overview

Type: Discrete	Valid cases: 400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-20	

School ID (schidA)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Teacher ID (m6siq0A)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 51
Range: 1-51	

Age (m6siq8A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2194
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 20-55	

Sex (m6siq9A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

What standards do you normally teach this academic year (1) (m6siq10aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2191
Format: numeric	Invalid: 5
Width: 1	
Decimals: 0	
Range: 1-9	

What standards do you normally teach this academic year (2)
(m6siq10bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2067
Format: numeric	Invalid: 129
Width: 1	
Decimals: 0	
Range: 0-9	

What standards do you normally teach this academic year (3)
(m6siq10cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1444
Format: numeric	Invalid: 752
Width: 1	
Decimals: 0	
Range: 0-9	

What standards did you mostly teach last academic year (1)
(m6siq11aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2128
Format: numeric	Invalid: 68
Width: 1	
Decimals: 0	
Range: 0-9	

What standards did you mostly teach last academic year (2)
(m6siq11bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1828
Format: numeric	Invalid: 368
Width: 1	
Decimals: 0	
Range: 0-9	

What standards did you mostly teach last academic year (3)
(m6siq11cA)

File: m6sa_anon

Overview

What standards did you mostly teach last academic year (3)
(m6siq11cA)

File: m6sa_anon

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

Valid cases: 1253
Invalid: 943

What subject(s) do you normally teach? (m6siq12A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-9

Valid cases: 2196
Invalid: 0

In what year did you begin teaching? (m6siq13A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1989-2010

Valid cases: 2194
Invalid: 2

What is the highest level of education you have completed?
(m6siq14A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-9

Valid cases: 2196
Invalid: 0

What is the highest level of teacher training you received?
(m6siq15A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-9

Valid cases: 2196
Invalid: 0

When did you complete your highest level of teacher training? (m6siq16A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2189
Format: numeric	Invalid: 7
Width: 4	
Decimals: 0	
Range: 1989-2010	

Did you teach in this school last year? (m6siq17A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-2	

Task 1 Section 1A - Points (m6sa1q1aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1B - Mark child's answer (m6sa1q1baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 1B - Points (m6sa1q1bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1C - Mark child's answer (m6sa1q1caA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 1C - Points (m6sa1q1cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1D - Mark child's answer (m6sa1q1daA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 1D - Points (m6sa1q1dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2A - Points (m6sa1q2aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2B - Mark child's answer (m6sa1q2baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 2B - Points (m6sa1q2bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2C - Mark child's answer (m6sa1q2caA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 2C - Points (m6sa1q2cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2D - Mark child's answer (m6sa1q2daA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 2D - Points (m6sa1q2dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2E - Mark child's answer (m6sa1q2eaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 2E - Points (m6sa1q2eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2F - Mark child's answer (m6sa1q2faA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 2F - Points (m6sa1q2fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3A - Points (m6sa1q3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3B - Mark child's answer (m6sa1q3baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3B - Points (m6sa1q3bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3C - Mark child's answer (m6sa1q3caA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3C - Points (m6sa1q3cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3D - Mark child's answer (m6sa1q3daA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3D - Points (m6sa1q3dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3E - Mark child's answer (m6sa1q3eaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3E - Points (m6sa1q3eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3F - Mark child's answer (m6sa1q3faA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3F - Points (m6sa1q3fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3G - Mark child's answer (m6sa1q3gaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3G - Points (m6sa1q3gA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3H - Mark child's answer (m6sa1q3haA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3H - Points (m6sa1q3hA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3I - Mark child's answer (m6sa1q3iaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3I - Points (m6sa1q3iA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3J - Mark child's answer (m6sa1q3jaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3J - Points (m6sa1q3jA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3K - Mark child's answer (m6sa1q3kaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 1 Section 3K - Points (m6sa1q3kA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4A - Points (m6sa1q4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-18	

Task 1 Section 4B - Points (m6sa1q4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4C - Points (m6sa1q4cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4D - Points (m6sa1q4dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4E - Points (m6sa1q4eA)

File: m6sa_anon

Task 1 Section 4E - Points (m6sa1q4eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4F - Points (m6sa1q4fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4G - Points (m6sa1q4gA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4H - Points (m6sa1q4hA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4I - Points (m6sa1q4iA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2196
Width: 1	
Decimals: 0	

Task 1 Section 4J - Points (m6sa1q4jA)

File: m6sa_anon

Overview

Task 1 Section 4J - Points (m6sa1q4jA)

File: m6sa_anon

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4K - Points (m6sa1q4kA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4L - Points (m6sa1q4lA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4M - Points (m6sa1q4mA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4N - Points (m6sa1q4nA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4O - Points (m6sa1q4oA)

File: m6sa_anon

Overview

Task 1 Section 4O - Points (m6sa1q4oA)

File: m6sa_anon

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4P - Points (m6sa1q4pA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4Q - Points (m6sa1q4qA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4R - Points (m6sa1q4rA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4S - Points (m6sa1q4sA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2196

Task 1 Section 4T - Points (m6sa1q4tA)

File: m6sa_anon

Overview

Task 1 Section 4T - Points (m6sa1q4tA)

File: m6sa_anon

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

Valid cases: 0
 Invalid: 2196

Task 2 Section 1A - Points (m6sa2q1aA)

File: m6sa_anon

Overview

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

Valid cases: 2196
 Invalid: 0

Task 2 Section 1B - Mark child's Bnswer (m6sa2q1baA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-1

Valid cases: 2196
 Invalid: 0

Task 2 Section 1B - Points (m6sa2q1bA)

File: m6sa_anon

Overview

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

Valid cases: 2196
 Invalid: 0

Task 2 Section 1C - Mark child's answer (m6sa2q1caA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-1

Valid cases: 2196
 Invalid: 0

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 1D - Mark child's answer (m6sa2q1daA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 1D - Points (m6sa2q1dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 1E - Mark child's answer (m6sa2q1eaA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 1E - Points (m6sa2q1eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 2A - Points (m6sa2q2aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 3A - Points (m6sa2q3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 4A - Points (m6sa2q4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 4B- Mark child's answer (m6sa2q4baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 4B - Points (m6sa2q4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 5A - Points (m6sa2q5aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 6A - Points (m6sa2q6aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 7A - Points (m6sa2q7aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 8A - Points (m6sa2q8aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 9A - Points (m6sa2q9aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 9B- Mark child's answer (m6sa2q9baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 9B - Points (m6sa2q9bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 10A - Points (m6sa2q10aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 10B- Mark child's answer (m6sa2q10baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 10B - Points (m6sa2q10bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11A - Points (m6sa2q11aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11B- Mark child's answer (m6sa2q11baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 11B - Points (m6sa2q11bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11C- Mark child's answer (m6sa2q11caA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 11C - Points (m6sa2q11cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 12A - Points (m6sa2q12aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 13A - Points (m6sa2q13aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 13B- Mark child's answer (m6sa2q13baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-1	

Task 2 Section 13B - Points (m6sa2q13bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section A Points (m6sbq3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

Task 3 Section B Points (m6sbq3bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

Task 3 Section C1 Points (m6sbq3caA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section D Points (m6sbq3dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section E Points (m6sbq3eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Task 3 Section F Points (m6sbq3fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Task 4 Section A Points (m6sbq4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-6	

Task 4 Section B Points (m6sbq4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-6	

Task 5 Section A Points (m6sbq5aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 5 Section B Points (m6sbq5bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 5 Section C Points (m6sbq5cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2196
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Related Materials

Questionnaires

Tanzania Service Delivery Indicators Education Survey Questionnaire

Title Tanzania Service Delivery Indicators Education Survey Questionnaire
 Language English
 Filename tz_sdi_educ.pdf

Reports

Education Service Delivery in Tanzania: Results of 2014 Service Delivery Indicator Survey

Title Education Service Delivery in Tanzania: Results of 2014 Service Delivery Indicator Survey
 Author(s) Waly Wane Gayle Martin
 Date 2016-06-01
 Language English
 Filename TZ-Education-FinalReport-June-2016-FINAL.pdf

Technical documents

Note on Harmonization to Data Users

Title Note on Harmonization to Data Users
 Language English
 Filename readme.pdf

Note on Harmonization to Data Users (in French)

Title Note on Harmonization to Data Users (in French)
 Language French
 Filename lisezmoi.pdf

Tanzania Education Statistical Disclosure Control Process

Title Tanzania Education Statistical Disclosure Control Process
 Language English
 Filename sdi_tanzania_education_sdcreport_external.pdf

Codebook and Harmonization Information

Title Codebook and Harmonization Information
 Language English
 Filename tanzania_education_vf.xlsx
