

Uganda - Service Delivery Indicators Education Survey 2013 - Harmonized Public Use Data

Waly Wane - The World Bank

Report generated on: January 4, 2017

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Sampling

Sampling Procedure

After the total sample size and its allocation across regions were decided, the next step was to sample the actual schools that would be included in the final sample and the pupils and teachers to be assessed within each school. This was done using a two-stage sampling method. First, in each stratum, schools were chosen within the selected counties, and then, teachers and pupils were selected in a second stage within each selected school.

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

Finally, within each school, up to 10 primary four pupils and 10 teachers were selected. Pupils were randomly selected among the primary 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 in the teachers' roster and the whereabouts of those teachers was ascertained in a return surprise visit. For the 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. These procedures implied that pupils across strata, as well as teachers across strata and within school (for assessment), did not all have the same probability of selection. It was, therefore, warranted to compute weights for reporting the survey results.

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

Weighting

To be representative of the population of interest, sample estimates from the 2013 Uganda 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 (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
2013-06-20	2013-08-07	N/A

Data Collection Mode

Face-to-face [f2f]

Data Collectors

Name	Abbreviation	Affiliation
Economic Policy Research Centre	EPRC	

Data Processing

Data Editing

Data entry was done using CSPro; quality control was done in Stata.

Data Appraisal

No content available

File Description

Variable List

fileweights_anon

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

Variables

ID	Name	Label	Type	Format	Question
V325	schidA	School ID	contin	numeric	
V326	wgt_schoolA	School weight	contin	numeric	
V327	wgt_studentsA	Student knowledge weight	contin	numeric	
V328	wgt_knowledgeA	Teacher knowledge weight	contin	numeric	
V329	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
V330	schidA	School ID	contin	numeric	
V331	m1siq0aA	Do you agree to be interviewed?	discrete	numeric	Did the respondent agree to be interviewed?
V332	m1siq0bA	If refused, reason for refusal	discrete	character	
V333	m1siq1cA	Code of enumerator during first visit	contin	numeric	
V334	m1siq2cA	Code of enumerator during second visit	contin	numeric	
V335	m1siq2aA	First Administrative Level (Region)	discrete	numeric	
V336	m1siq3A	Second Administrative Level (District)	discrete	numeric	
V337	m1siq3aA	Third Administrative Level (County)	discrete	numeric	
V338	m1siq3bA	Fourth Administrative Level (Sub county)	discrete	numeric	
V339	m1siq4A	Location of Facility (Urban, Rural, Semi-Urban)	discrete	numeric	
V340	m1siq8A	Date of First Visit	contin	numeric	
V341	m1siq9A	Date of Second Visit	contin	numeric	
V342	m1siq10aA	Result of verification by team leader	discrete	numeric	
V343	m1siq10bA	Result of verification by supervisor	discrete	numeric	
V344	m1siq10cA	Result of verification by data entrant	discrete	numeric	
V345	m1siq10dA	Date of verification by team leader	contin	numeric	
V346	m1siq10eA	Date of verification by supervisor	discrete	numeric	
V347	m1siq10fA	Date of verification by data entrant	discrete	numeric	
V348	m1siq11A	Arrival time for first visit	discrete	numeric	
V349	m1siq12A	Duration of first visit	contin	numeric	
V350	m1siq13A	Arrival time for second visit	discrete	numeric	
V351	m1siq14A	Duration of second visit	contin	numeric	

m1sa_anon

Content	Module 1: School Information Respondent: principal/head teacher
Cases	400
Variable(s)	6
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V352	schidA	School ID	contin	numeric	
V353	m1saq1A	Position of Respondent in Facility	discrete	numeric	Which position do you occupy in this school (most senior position)?
V354	m1saq3A	Type of School Ownership	discrete	numeric	What is this school's ownership type? Is it ...?
V355	m1saq4A	School Type	discrete	numeric	What is the school type? Is it ...?
V356	m1saq5A	School category	discrete	numeric	What is the school category?
V357	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
V358	schidA	School ID	contin	numeric	
V359	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)?
V360	m1sbq2A	How many times did the SC/BoD meet in 2013?	discrete	numeric	How many times did the SC/BoD meet in 2013?
V361	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?
V362	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?
V363	m1sbq4A	Does the school have a School Management Team (SMT)?	discrete	numeric	Does the school have a School Management Team (SMT)?
V364	m1sbq5A	How many times did the SMT meet in 2013?	discrete	numeric	How many times did the SMT meet in 2013?
V365	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?
V366	m1sbq6aA	Does the school have a student government?	discrete	numeric	Does the school have a student government?
V367	m1sbq6bA	How many times did the student government meet in 2013?	discrete	numeric	How many times did the student government meet in 2013?
V368	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?
V369	m1sbq6daA	Method to express grievances-Complaints box	discrete	numeric	In what ways can students at this school express their grievances?
V370	m1sbq6dbA	Method to express grievances-Student bodies/government	discrete	numeric	In what ways can students at this school express their grievances?
V371	m1sbq6dcA	Method to express grievances-School committee	discrete	numeric	In what ways can students at this school express their grievances?
V372	m1sbq6ddA	Method to express grievances-School management team	discrete	numeric	In what ways can students at this school express their grievances?
V373	m1sbq6deA	Method to express grievances-Direct contact with Head Teacher/Principal	discrete	numeric	In what ways can students at this school express their grievances?
V374	m1sbq6dfA	Method to express grievances-Direct contact with Teachers	discrete	numeric	In what ways can students at this school express their grievances?
V375	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
V376	m1sbq6dhA	Method to express grievances-Others	discrete	numeric	In what ways can students at this school express their grievances?
V377	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?
V378	m1sbq8A	Months passed since last visit of official government quality assurance officer/	contin	numeric	When was the last visit of the official government quality assurance officer or inspector?
V379	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?
V380	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
V381	schidA	School ID	contin	numeric	
V382	m1scq1A	Does the school have toilet holes for pupils?	discrete	numeric	Does the school have toilet holes for pupils?
V383	m1scq2A	Are the toilet holes designated for boys and girls?	discrete	numeric	Are the toilet holes designated for boys and girls?
V384	m1scq2aA	How many toilet holes does the school have?	discrete	numeric	How many toilet holes does the school have?
V385	m1scq3A	How many boys' toilet holes does the school have?	discrete	numeric	How many boys' toilet holes does the school have?
V386	m1scq3aA	How many boys' urinals does the school have?	discrete	numeric	How many boys' urinals does the school have?
V387	m1scq4A	How many girls' toilet holes does the school have?	discrete	numeric	How many girls' toilet holes does the school have?
V388	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?
V389	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?
V390	m1scq5A	Toilet holes clean	discrete	numeric	Are the toilet holes clean?
V391	m1scq6A	Toilet holes private	discrete	numeric	Are the toilet holes private (have doors or separating entry way wall)?
V392	m1scq7A	Toilet holes accessible	discrete	numeric	Are the toilet holes accessible (unlocked, not overflowing, etc.)?
V393	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?
V394	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?
V395	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?
V396	m1scq11A	This school is accessible by what type of road?	discrete	numeric	This school is accessible by what type of road?
V397	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?
V398	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
V399	schidA	School ID	contin	numeric	
V400	m1sdq0aA	Class ID	discrete	numeric	
V401	m1sdq0bA	Class number	discrete	character	
V402	m1sdq1A	How many streams are there per class?	contin	numeric	How many streams (e.g., 4A, 4B) are there per class?
V403	m1sdq2aA	Proportion of total pupils currently enrolled in each class (Boys)	contin	numeric	What is the total number of pupils currently enrolled in each class? Boys
V404	m1sdq2bA	Proportion of total pupils currently enrolled in each class (Girls)	contin	numeric	What is the total number of pupils currently enrolled in each class? Girls
V405	m1sdq2cA	Proportion of total pupils currently enrolled in each class (Total)	contin	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
V406	schidA	School ID	contin	numeric	
V407	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.)
V408	m1sdq4a1A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V409	m1sdq4a2A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V410	m1sdq4a3A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V411	m1sdq4b1A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V412	m1sdq4b2A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V413	m1sdq4b3A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V414	m1sdq4c1A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V415	m1sdq4c2A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V416	m1sdq4c3A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V417	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?
V418	m1sdq6A	How many shifts does the school have?	discrete	numeric	How many shifts does the school have?
V419	m1sdq8A	Number of days during which school was in session in previous school year	contin	numeric	What was the actual number of days during which school was in session in the previous school year (2013)?
V420	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?
V421	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?
V422	m1sdq9coA	Opening and closing time - Duration of term 3 in days	contin	numeric	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
V423	schidA	School ID	contin	numeric	
V424	m1sdq7aA	Class ID	discrete	character	
V425	m1sdq7bA	Class code	discrete	numeric	
V426	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?
V427	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?
V428	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?
V429	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
V430	schidA	School ID	contin	numeric	
V431	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	6044
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V432	schidA	School ID	contin	numeric	
V433	m2saq0A	Teacher ID	contin	numeric	
V434	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
V435	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
V436	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
V437	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
V438	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?
V439	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?
V440	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?
V441	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
V442	schidA	School ID	contin	numeric	
V443	m2sbq19A	How many classrooms does the school have?	discrete	numeric	How many classrooms does the school have?
V444	m2sbq20A	Share of total classrooms that contained pupils	contin	numeric	How many classrooms contained pupils?
V445	m2sbq21A	Share of total classrooms that contained pupils but no teacher	contin	numeric	Of those classrooms, how many classrooms had pupils but no teacher present?
V446	m2sbq22aA	Share of total classrooms that are permanent	contin	numeric	How many of the classrooms are.... Permanent
V447	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.)
V448	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	3806
Variable(s)	28
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V449	schidA	School ID	contin	numeric	
V450	m2sbq2A	Teacher ID from section 2A	contin	numeric	
V451	m2sbq3A	Teacher Gender	discrete	numeric	
V452	m2sbq4A	Direct Observation (First Visit)	discrete	numeric	
V453	m2sbq5A	Reason for Absence (First Visit)	discrete	numeric	Reason for absence from school on first visit?
V454	m2sbq6A	Direct Observation (Second visit)	discrete	numeric	
V455	m2sbq7A	Reason for absence (Second visit)	discrete	numeric	Reason for absence from school on second visit?
V456	m2sbq8A	Position in the school	discrete	numeric	Position in the school
V457	m2sbq9aA	Teach - Classes (First Class)	discrete	numeric	In which classes do you teach?
V458	m2sbq9bA	Teach - Classes (Second Class)	discrete	numeric	In which classes do you teach?
V459	m2sbq9cA	Teach - Classes (Third Class)	discrete	numeric	In which classes do you teach?
V460	m2sbq9dA	Teach - Classes (Fourth Class)	discrete	numeric	In which classes do you teach?
V461	m2sbq10A	Highest level of education completed	discrete	numeric	What is the highest level of education that you have completed?
V462	m2sbq11A	Highest level of professional education completed	discrete	numeric	What is the highest level of teacher training that you have completed?
V463	m2sbq12A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V464	m2sbq13A	Were you born in this district?	discrete	numeric	Were you born in this district?
V465	m2sbq14A	Age	discrete	numeric	Age
V466	m2sbq15A	Frequency of Salary Delays (last 12 months)	discrete	numeric	How many times have you encountered salary delays in the last 12 months?
V467	m2sbq15a1A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V468	m2sbq15a2A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V469	m2sbq15a3A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V470	m2sbq15a4A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V471	m2sbq16A	Frequency of Classroom Observation	discrete	numeric	How often does the administrator or head teacher observe your classroom?

ID	Name	Label	Type	Format	Question
V472	m2sbq17aA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V473	m2sbq17bA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V474	m2sbq17cA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V475	m2sbq17dA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V476	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	399
Variable(s)	11
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V477	schidA	School ID	contin	numeric	
V478	m4siq1bA	Enumerator code	contin	numeric	
V479	m4siq5A	Subject	discrete	numeric	
V480	m4siq7A	Date	contin	numeric	
V481	m4siq9A	Teacher ID from section 2A	contin	numeric	
V482	m4siq10aA	Result of verification by team leader	discrete	numeric	
V483	m4siq10bA	Result of verification by supervisor	discrete	numeric	
V484	m4siq10cA	Result of verification by data entrant	discrete	numeric	
V485	m4siq10dA	Date of verification by team leader	contin	numeric	
V486	m4siq10eA	Date of verification by supervisor	discrete	numeric	
V487	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
V488	schidA	School ID	contin	numeric	
V489	m4siq11aA	If you arrived after class began, how many minutes late were you?	contin	numeric	
V490	m4siq11bA	Time of entrance in the classroom	discrete	numeric	

m4sa2_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	7182
Variable(s)	66
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V491	schidA	School ID	contin	numeric	
V492	m4saq0cA	Teacher activity code	discrete	numeric	
V493	m4saq0dA	Teacher activity	discrete	numeric	
V494	m4saq0eA	Teacher activity	discrete	numeric	
V495	m4saq1A	Minute 1	discrete	numeric	
V496	m4saq2A	Minute 2	discrete	numeric	
V497	m4saq3A	Minute 3	discrete	numeric	
V498	m4saq4A	Minute 4	discrete	numeric	
V499	m4saq5A	Minute 5	discrete	numeric	
V500	m4saq6A	Minute 6	discrete	numeric	
V501	m4saq7A	Minute 7	discrete	numeric	
V502	m4saq8A	Minute 8	discrete	numeric	
V503	m4saq9A	Minute 9	discrete	numeric	
V504	m4saq10A	Minute 10	discrete	numeric	
V505	m4saq11A	Minute 11	discrete	numeric	
V506	m4saq12A	Minute 12	discrete	numeric	
V507	m4saq13A	Minute 13	discrete	numeric	
V508	m4saq14A	Minute 14	discrete	numeric	
V509	m4saq15A	Minute 15	discrete	numeric	
V510	m4saq16A	Minute 16	discrete	numeric	
V511	m4saq17A	Minute 17	discrete	numeric	
V512	m4saq18A	Minute 18	discrete	numeric	
V513	m4saq19A	Minute 19	discrete	numeric	
V514	m4saq20A	Minute 20	discrete	numeric	
V515	m4saq21A	Minute 21	discrete	numeric	
V516	m4saq22A	Minute 22	discrete	numeric	
V517	m4saq23A	Minute 23	discrete	numeric	
V518	m4saq24A	Minute 24	discrete	numeric	

ID	Name	Label	Type	Format	Question
V519	m4saq25A	Minute 25	discrete	numeric	
V520	m4saq26A	Minute 26	discrete	numeric	
V521	m4saq27A	Minute 27	discrete	numeric	
V522	m4saq28A	Minute 28	discrete	numeric	
V523	m4saq29A	Minute 29	discrete	numeric	
V524	m4saq30A	Minute 30	discrete	numeric	
V525	m4saq31A	Minute 31	discrete	numeric	
V526	m4saq32A	Minute 32	discrete	numeric	
V527	m4saq33A	Minute 33	discrete	numeric	
V528	m4saq34A	Minute 34	discrete	numeric	
V529	m4saq35A	Minute 35	discrete	numeric	
V530	m4saq36A	Minute 36	discrete	numeric	
V531	m4saq37A	Minute 37	discrete	numeric	
V532	m4saq38A	Minute 38	discrete	numeric	
V533	m4saq39A	Minute 39	discrete	numeric	
V534	m4saq40A	Minute 40	discrete	numeric	
V535	m4saq41A	Minute 41	discrete	numeric	
V536	m4saq42A	Minute 42	discrete	numeric	
V537	m4saq43A	Minute 43	discrete	numeric	
V538	m4saq44A	Minute 44	discrete	numeric	
V539	m4saq45A	Minute 45	discrete	numeric	
V540	m4saq46A	Minute 46	discrete	numeric	
V541	m4saq47A	Minute 47	discrete	numeric	
V542	m4saq48A	Minute 48	discrete	numeric	
V543	m4saq49A	Minute 49	discrete	numeric	
V544	m4saq50A	Minute 50	discrete	numeric	
V545	m4saq51A	Minute 51	discrete	numeric	
V546	m4saq52A	Minute 52	discrete	numeric	
V547	m4saq53A	Minute 53	discrete	numeric	
V548	m4saq54A	Minute 54	discrete	numeric	
V549	m4saq55A	Minute 55	discrete	numeric	
V550	m4saq56A	Minute 56	discrete	numeric	
V551	m4saq57A	Minute 57	discrete	numeric	
V552	m4saq58A	Minute 58	discrete	numeric	
V553	m4saq59A	Minute 59	discrete	numeric	
V554	m4saq60A	Minute 60	discrete	numeric	
V555	m4saqc1A	Count	contin	numeric	
V556	m4saqc2A	Count	discrete	numeric	

m4sa3_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	354
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V557	schidA	School ID	contin	numeric	
V558	m4saq5aA	Proportion of pupils off task-Minute 5	contin	numeric	
V559	m4saq10aA	Proportion of pupils off task-Minute 10	contin	numeric	
V560	m4saq15aA	Proportion of pupils off task-Minute 15	contin	numeric	
V561	m4saq20aA	Proportion of pupils off task-Minute 20	contin	numeric	
V562	m4saq25aA	Proportion of pupils off task-Minute 25	contin	numeric	
V563	m4saq30aA	Proportion of pupils off task-Minute 30	contin	numeric	
V564	m4saq35aA	Proportion of pupils off task-Minute 35	contin	numeric	
V565	m4saq40aA	Proportion of pupils off task-Minute 40	contin	numeric	
V566	m4saq45aA	Proportion of pupils off task-Minute 45	contin	numeric	
V567	m4saq50aA	Proportion of pupils off task-Minute 50	contin	numeric	
V568	m4saq55aA	Proportion of pupils off task-Minute 55	discrete	numeric	
V569	m4saq60aA	Proportion of pupils off task-Minute 60	discrete	numeric	
V570	m4saqc3A	Count	discrete	numeric	
V571	m4saqc4A	Count	discrete	numeric	

m4sb_anon

Content	Module 4: Classroom Observation, Section B: Classroom Environment
Cases	400
Variable(s)	25
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V572	schidA	School ID	contin	numeric	
V573	m4sbq1A	How many pupils are in the room?	discrete	numeric	How many pupils are in the room?
V574	m4sbq2A	Proportion of boys?	contin	numeric	How many boys?
V575	m4sbq3A	Proportion of girls?	contin	numeric	How many girls?
V576	m4sbq4A	Proportion of total pupils having the textbook for the class (English or mathema	discrete	numeric	How many total pupils have the textbook for the class (English or mathematics)?
V577	m4sbq4aA	Proportion of male pupils having the textbook for the class (English or mathemat	discrete	numeric	How many male pupils have the textbook for the class (English or mathematics)?
V578	m4sbq4bA	Proportion of female pupils having the textbook for the class (English or mathem	discrete	numeric	How many female pupils have the textbook for the class (English or mathematics)?
V579	m4sbq5A	Proportion of total pupils in the class having a pencil or pen?	discrete	numeric	How many total pupils in the class have a pencil or pen?
V580	m4sbq5aA	Proportion of male pupils in the class having a pencil or pen?	discrete	numeric	How many male pupils in the class have a pencil or pen?
V581	m4sbq5bA	Proportion of female pupils in the class having a pencil or pen?	discrete	numeric	How many female pupils in the class have a pencil or pen?
V582	m4sbq6A	Proportion of total pupils in the class having an exercise book?	discrete	numeric	How many total pupils in the class have an exercise book?
V583	m4sbq6aA	Proportion of male pupils in the class having an exercise book?	discrete	numeric	How many male pupils in the class have an exercise book?
V584	m4sbq6bA	Proportion of female pupils in the class having an exercise book?	discrete	numeric	How many female pupils in the class have an exercise book?
V585	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?
V586	m4sbq8A	Is there a blackboard and/or whiteboard in the class?	discrete	numeric	Is there a blackboard and/or whiteboard in the class?
V587	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?
V588	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)?
V589	m4sbq11A	Was children's work displayed on the walls?	discrete	numeric	Was children's work displayed on the walls?
V590	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
V591	m4sbq13A	How would you classify the hygiene in the classroom?	discrete	numeric	How would you classify the hygiene in the classroom?
V592	m4sbq13aA	How many pupils were not sitting on desks?	discrete	numeric	How many pupils were not sitting on desks?
V593	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?
V594	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?
V595	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?
V596	m4sbq17A	Lux measure at the chalkboard	contin	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
V597	schidA	School ID	contin	numeric	
V598	m4scq1A	Was the text book used by the teacher?	discrete	numeric	Was the text book used by the teacher?
V599	m4scq2A	Proportion of pupils that used a text book?	contin	numeric	How many pupils used a text book?
V600	m4scq2aA	Proportion of male pupils that used a text book?	discrete	numeric	How many male pupils used a text book?
V601	m4scq2bA	Proportion of female pupils that used a text book?	discrete	numeric	How many female pupils used a text book?
V602	m4scq3A	Did the teacher write on the black board?	discrete	numeric	Did the teacher write on the black board?
V603	m4scq4A	Did any pupils write on the black board?	discrete	numeric	Did any pupils write on the black board?
V604	m4scq5A	Proportion of pupils that wrote on the blackboard?	contin	numeric	How many pupils wrote on the blackboard?
V605	m4scq5aA	Proportion of male pupils that wrote on the blackboard?	discrete	numeric	How many male pupils wrote on the blackboard?
V606	m4scq5bA	Proportion of female pupils that wrote on the blackboard?	discrete	numeric	How many female pupils wrote on the blackboard?
V607	m4scq6A	Proportion of pupils that used paper (or exercise book) and pencil?	contin	numeric	How many pupils used paper (or exercise book) and pencil?
V608	m4scq6aA	Proportion of male pupils that used paper (or exercise book) and pencil?	discrete	numeric	How many male pupils used paper (or exercise book) and pencil?
V609	m4scq6bA	Proportion of female pupils that used paper (or exercise book) and pencil?	discrete	numeric	How many female pupils used paper (or exercise book) and pencil?
V610	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?
V611	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?
V612	m4scq9A	Did the teacher visit individual children?	discrete	numeric	Did the teacher visit individual children?
V613	m4scq10A	Proportion of pupils did the teacher go to individually?	contin	numeric	How many pupils did the teacher go to individually?
V614	m4scq10aA	Proportion of male pupils did the teacher go to individually?	discrete	numeric	How many male pupils did the teacher go to individually?
V615	m4scq10bA	Proportion of female pupils did the teacher go to individually?	discrete	numeric	How many female pupils did the teacher go to individually?
V616	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
V617	m4scq12A	Proportion of pupils did the teacher call by name?	contin	numeric	How many pupils did the teacher call by name?
V618	m4scq13A	Was the teacher smiling, laughing, or joking with pupils?	discrete	numeric	Was the teacher smiling, laughing, or joking with pupils?
V619	m4scq14A	Did the teacher hit, pinch, or slap a pupil?	discrete	numeric	Did the teacher hit, pinch, or slap a pupil?
V620	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?
V621	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?
V622	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?
V623	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?
V624	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?
V625	m4scq20A	Did the teacher give feedback that was correcting a mistake?	discrete	numeric	Did the teacher give feedback that was correcting a mistake?
V626	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?
V627	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?
V628	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?
V629	m4scq24A	Did the teacher assign homework to the class?	discrete	numeric	Did the teacher assign homework to the class?
V630	m4scq25A	Did the teacher review or collect homework from the class?	discrete	numeric	Did the teacher review or collect homework from the class?
V631	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
V632	schidA	School ID	contin	numeric	
V633	m4sdq1A	Did you keep official attendance records?	discrete	numeric	Did you keep official attendance records?
V634	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)
V635	m4sdq3A	Proportion of registered students absent from this class	contin	numeric	How many students are absent from this class? (refer to attendance record if available)
V636	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?
V637	m4sdq5A	Do you have a lesson plan for this lesson?	discrete	numeric	Do you have a lesson plan for this lesson?
V638	m4sdq6A	Current day's lesson plan observed	discrete	numeric	
V639	m4sdq7A	Do you have a record of the pupils' continuous assessments?	discrete	numeric	Do you have a record of the pupils' continuous assessments?
V640	m4sdq8A	Age	discrete	numeric	Teacher characteristics: Age
V641	m4sdq9A	Gender	discrete	numeric	Teacher characteristics: Gender
V642	m4sdq10A	Position in the school	discrete	numeric	Teacher characteristics: Position in the school
V643	m4sdq11A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V644	m4sdq12A	What year did you begin teaching at this school?	discrete	numeric	What year did you begin teaching at this school?
V645	m4sdq13A	Highest level of education completed?	discrete	numeric	Highest level of education completed?
V646	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	399
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V647	schid	School ID	contin	numeric	
V648	m4seq00	Quantity lines in roster	discrete	numeric	

m5s0_anon

Content	Module 5: Pupil Assessment
Cases	399
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V649	schidA	School ID	contin	numeric	
V650	m5siq2A	Enumerator code	contin	numeric	
V651	m5siq5A	Date	contin	numeric	
V652	m5siq6A	Number of pupils assessed in language of instruction	contin	numeric	
V653	m5siq6aA	Number of Pupils Assessed in Kiswahili	discrete	numeric	
V654	m5siq7A	Were the pupils assessed selected from the classroom observed in Module 4?	discrete	numeric	
V655	m5siq8bA	Teacher ID	contin	numeric	
V656	m5siq9aA	Result of verification by team leader	discrete	numeric	
V657	m5siq9bA	Result of verification by supervisor	discrete	numeric	
V658	m5siq9cA	Result of verification by data entrant	discrete	numeric	
V659	m5siq9dA	Date of verification by team leader	contin	numeric	
V660	m5siq9eA	Date of verification by supervisor	discrete	numeric	
V661	m5siq9fA	Date of verification by data entrant	discrete	numeric	

m5sa1_anon

Content	Module 5: Pupil Assessment
Cases	3957
Variable(s)	25
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V662	schidA	School ID	contin	numeric	
V663	m5sa1q1A	Code	discrete	numeric	
V664	m5sa1q3A	Age	discrete	numeric	
V665	m5sa1q4A	Sex	discrete	numeric	
V666	m5sa1q5A	Mother tongue	discrete	numeric	
V667	m5sa1q6A	Did you have breakfast this morning?	discrete	numeric	
V668	m5sa1q7aA	Bread, pancake, cake or doughnut	discrete	numeric	
V669	m5sa1q7bA	Ugali	discrete	numeric	
V670	m5sa1q7cA	Rice	discrete	numeric	
V671	m5sa1q7dA	Cassava, sweet potato or yams	discrete	numeric	
V672	m5sa1q7eA	Beans	discrete	numeric	
V673	m5sa1q7fA	Fruit/vegetable	discrete	numeric	
V674	m5sa1q7gA	Eggs	discrete	numeric	
V675	m5sa1q7hA	Meat, chicken, or fish	discrete	numeric	
V676	m5sa1q7iA	Milk, yogurt, porridge	discrete	numeric	
V677	m5sa1q7jA	Tea, coffee, or chocolate	discrete	numeric	
V678	m5sa1q7kA	Other	discrete	numeric	
V679	m5sa1q8bA	Code from Module 2a (English teacher this year)	contin	numeric	
V680	m5sa1q9bA	Code from Module 2a (Math teacher this year)	contin	numeric	
V681	m5sa1q10A	Were you in this school last year?	discrete	numeric	
V682	m5sa1q11bA	Code from Module 2a (English teacher last year)	contin	numeric	
V683	m5sa1q12bA	Code from Module 2a (Math teacher last year)	contin	numeric	
V684	m5sa1q13A	Do you agree to participate in this exercise?	discrete	numeric	
V685	m5sa1q14A	Starting time (AM/PM)	discrete	numeric	
V686	m5sa1q15A	Duration (hours)	contin	numeric	

m5sa2_anon

Content	Module 5: Pupil Assessment
Cases	3955
Variable(s)	44
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V687	schidA	School ID	contin	numeric	
V688	m5sa2q0aA	Pupil code	discrete	numeric	
V689	m5sa2q0bA	Has this pupil been selected to take the English or Kiswahili assessment?	discrete	numeric	
V690	m5sa2q1A	English Exercise 1	discrete	numeric	
V691	m5sa2q2A	English Exercise 2	discrete	numeric	
V692	m5sa2q3A	English Exercise 3	discrete	numeric	
V693	m5sa2q4A	English Exercise 4	discrete	numeric	
V694	m5sa2q5aA	English Exercise 5	discrete	numeric	
V695	m5sa2q5bA	English Exercise 5 (time)	discrete	numeric	
V696	m5sa2q6aA	English Exercise 6 Question 1	discrete	numeric	
V697	m5sa2q6bA	English Exercise 6 Question 2	discrete	numeric	
V698	m5sa2q6cA	English Exercise 6 Question 3	discrete	numeric	
V699	m5sa3q1A	Kiswahili Exercise 1	discrete	numeric	
V700	m5sa3q2A	Kiswahili Exercise 2	discrete	numeric	
V701	m5sa3q3A	Kiswahili Exercise 3	discrete	numeric	
V702	m5sa3q4A	Kiswahili Exercise 4	discrete	numeric	
V703	m5sa3q5aA	Kiswahili Exercise 5	discrete	numeric	
V704	m5sa3q5bA	Kiswahili Exercise 5 (time)	discrete	numeric	
V705	m5sa3q6aA	Kiswahili Exercise 6 Question 1	discrete	numeric	
V706	m5sa3q6bA	Kiswahili Exercise 6 Question 2	discrete	numeric	
V707	m5sa3q6cA	Kiswahili Exercise 6 Question 3	discrete	numeric	
V708	m5sabq1A	Math Exercise 1	discrete	numeric	
V709	m5sabq2A	Math Exercise 2	discrete	numeric	
V710	m5sabq3aA	Math Exercise 3 Question 1	discrete	numeric	
V711	m5sabq3bA	Math Exercise 3 Question 2	discrete	numeric	
V712	m5sabq3cA	Math Exercise 3 Question 3	discrete	numeric	
V713	m5sabq3dA	Math Exercise 3 Question 4	discrete	numeric	
V714	m5sabq3eA	Math Exercise 3 Question 5	discrete	numeric	

ID	Name	Label	Type	Format	Question
V715	m5sabq3fA	Math Exercise 3 Question 6	discrete	numeric	
V716	m5sabq3gA	Math Exercise 3 Question 7	discrete	numeric	
V717	m5sabq3hA	Math Exercise 3 Question 8	discrete	numeric	
V718	m5sabq3iA	Math Exercise 3 Question 9	discrete	numeric	
V719	m5sabq3jA	Math Exercise 3 Question 10	discrete	numeric	
V720	m5sabq4A	Math Exercise 4	discrete	numeric	
V721	m5sabq5A	Math Exercise 5	discrete	numeric	
V722	m5sabq6A	Math Exercise 6	discrete	numeric	
V723	m5sacq1aA	Non-verbal reasoning Exercise 1a	discrete	numeric	
V724	m5sacq1bA	Non-verbal reasoning Exercise 1b	discrete	numeric	
V725	m5sacq2aA	Non-verbal reasoning Exercise 2a	discrete	numeric	
V726	m5sacq2bA	Non-verbal reasoning Exercise 2b	discrete	numeric	
V727	m5sacq3aA	Non-verbal reasoning Exercise 3a	discrete	numeric	
V728	m5sacq3bA	Non-verbal reasoning Exercise 3b	discrete	numeric	
V729	m5sacq4aA	Non-verbal reasoning Exercise 4a	discrete	numeric	
V730	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
V731	schidA	School ID	contin	numeric	
V732	m6siq4A	Date	contin	numeric	
V733	m6siq5A	Number of teachers assessed	discrete	numeric	

m6sa_anon

Content	Module 6: Teacher Assessment
Cases	2220
Variable(s)	126
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V734	schidA	School ID	contin	numeric	
V735	m6siq0A	Teacher ID	contin	numeric	
V736	m6siq8A	Age	discrete	numeric	
V737	m6siq9A	Sex	discrete	numeric	
V738	m6siq10aA	What standards do you normally teach this academic year (1)	discrete	numeric	
V739	m6siq10bA	What standards do you normally teach this academic year (2)	discrete	numeric	
V740	m6siq10cA	What standards do you normally teach this academic year (3)	discrete	numeric	
V741	m6siq11aA	What standards did you mostly teach last academic year (1)	discrete	numeric	
V742	m6siq11bA	What standards did you mostly teach last academic year (2)	discrete	numeric	
V743	m6siq11cA	What standards did you mostly teach last academic year (3)	discrete	numeric	
V744	m6siq12A	What subject(s) do you normally teach?	discrete	numeric	
V745	m6siq13A	In what year did you begin teaching?	discrete	numeric	
V746	m6siq14A	What is the highest level of education you have completed?	discrete	numeric	
V747	m6siq15A	What is the highest level of teacher training you received?	discrete	numeric	
V748	m6siq16A	When did you complete your highest level of teacher training?	discrete	numeric	
V749	m6siq17A	Did you teach in this school last year?	discrete	numeric	
V750	m6sa1q1aA	Task 1 Section 1A - Points	discrete	numeric	
V751	m6sa1q1baA	Task 1 Section 1B - Mark child's answer	discrete	numeric	
V752	m6sa1q1bA	Task 1 Section 1B - Points	discrete	numeric	
V753	m6sa1q1caA	Task 1 Section 1C - Mark child's answer	discrete	numeric	
V754	m6sa1q1cA	Task 1 Section 1C - Points	discrete	numeric	
V755	m6sa1q1daA	Task 1 Section 1D - Mark child's answer	discrete	numeric	
V756	m6sa1q1dA	Task 1 Section 1D - Points	discrete	numeric	
V757	m6sa1q2aA	Task 1 Section 2A - Points	discrete	numeric	
V758	m6sa1q2baA	Task 1 Section 2B - Mark child's answer	discrete	numeric	
V759	m6sa1q2bA	Task 1 Section 2B - Points	discrete	numeric	
V760	m6sa1q2caA	Task 1 Section 2C - Mark child's answer	discrete	numeric	
V761	m6sa1q2cA	Task 1 Section 2C - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V762	m6sa1q2daA	Task 1 Section 2D - Mark child's answer	discrete	numeric	
V763	m6sa1q2dA	Task 1 Section 2D - Points	discrete	numeric	
V764	m6sa1q2eaA	Task 1 Section 2E - Mark child's answer	discrete	numeric	
V765	m6sa1q2eA	Task 1 Section 2E - Points	discrete	numeric	
V766	m6sa1q2faA	Task 1 Section 2F - Mark child's answer	discrete	numeric	
V767	m6sa1q2fA	Task 1 Section 2F - Points	discrete	numeric	
V768	m6sa1q3aA	Task 1 Section 3A - Points	discrete	numeric	
V769	m6sa1q3baA	Task 1 Section 3B - Mark child's answer	discrete	numeric	
V770	m6sa1q3bA	Task 1 Section 3B - Points	discrete	numeric	
V771	m6sa1q3caA	Task 1 Section 3C - Mark child's answer	discrete	numeric	
V772	m6sa1q3cA	Task 1 Section 3C - Points	discrete	numeric	
V773	m6sa1q3daA	Task 1 Section 3D - Mark child's answer	discrete	numeric	
V774	m6sa1q3dA	Task 1 Section 3D - Points	discrete	numeric	
V775	m6sa1q3eaA	Task 1 Section 3E - Mark child's answer	discrete	numeric	
V776	m6sa1q3eA	Task 1 Section 3E - Points	discrete	numeric	
V777	m6sa1q3faA	Task 1 Section 3F - Mark child's answer	discrete	numeric	
V778	m6sa1q3fA	Task 1 Section 3F - Points	discrete	numeric	
V779	m6sa1q3gaA	Task 1 Section 3G - Mark child's answer	discrete	numeric	
V780	m6sa1q3gA	Task 1 Section 3G - Points	discrete	numeric	
V781	m6sa1q3haA	Task 1 Section 3H - Mark child's answer	discrete	numeric	
V782	m6sa1q3hA	Task 1 Section 3H - Points	discrete	numeric	
V783	m6sa1q3iaA	Task 1 Section 3I - Mark child's answer	discrete	numeric	
V784	m6sa1q3iA	Task 1 Section 3I - Points	discrete	numeric	
V785	m6sa1q3jaA	Task 1 Section 3J - Mark child's answer	discrete	numeric	
V786	m6sa1q3jA	Task 1 Section 3J - Points	discrete	numeric	
V787	m6sa1q3kaA	Task 1 Section 3K - Mark child's answer	discrete	numeric	
V788	m6sa1q3kA	Task 1 Section 3K - Points	discrete	numeric	
V789	m6sa1q4aA	Task 1 Section 4A - Points	discrete	numeric	
V790	m6sa1q4bA	Task 1 Section 4B - Points	discrete	numeric	
V791	m6sa1q4cA	Task 1 Section 4C - Points	discrete	numeric	
V792	m6sa1q4dA	Task 1 Section 4D - Points	discrete	numeric	
V793	m6sa1q4eA	Task 1 Section 4E - Points	discrete	numeric	
V794	m6sa1q4fA	Task 1 Section 4F - Points	discrete	numeric	
V795	m6sa1q4gA	Task 1 Section 4G - Points	discrete	numeric	
V796	m6sa1q4hA	Task 1 Section 4H - Points	discrete	numeric	
V797	m6sa1q4iA	Task 1 Section 4I - Points	discrete	numeric	
V798	m6sa1q4jA	Task 1 Section 4J - Points	discrete	numeric	
V799	m6sa1q4kA	Task 1 Section 4K - Points	discrete	numeric	
V800	m6sa1q4lA	Task 1 Section 4L - Points	discrete	numeric	
V801	m6sa1q4mA	Task 1 Section 4M - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V802	m6sa1q4nA	Task 1 Section 4N - Points	discrete	numeric	
V803	m6sa1q4oA	Task 1 Section 4O - Points	discrete	numeric	
V804	m6sa1q4pA	Task 1 Section 4P - Points	discrete	numeric	
V805	m6sa1q4qA	Task 1 Section 4Q - Points	discrete	numeric	
V806	m6sa1q4rA	Task 1 Section 4R - Points	discrete	numeric	
V807	m6sa1q4sA	Task 1 Section 4S - Points	discrete	numeric	
V808	m6sa1q4tA	Task 1 Section 4T - Points	discrete	numeric	
V809	m6sa2q1aA	Task 2 Section 1A - Points	discrete	numeric	
V810	m6sa2q1baA	Task 2 Section 1B - Mark child's Bnswer	discrete	numeric	
V811	m6sa2q1bA	Task 2 Section 1B - Points	discrete	numeric	
V812	m6sa2q1caA	Task 2 Section 1C - Mark child's answer	discrete	numeric	
V813	m6sa2q1cA	Task 2 Section 1C - Points	discrete	numeric	
V814	m6sa2q1daA	Task 2 Section 1D - Mark child's answer	discrete	numeric	
V815	m6sa2q1dA	Task 2 Section 1D - Points	discrete	numeric	
V816	m6sa2q1eaA	Task 2 Section 1E - Mark child's answer	discrete	numeric	
V817	m6sa2q1eA	Task 2 Section 1E - Points	discrete	numeric	
V818	m6sa2q2aA	Task 2 Section 2A - Points	discrete	numeric	
V819	m6sa2q3aA	Task 2 Section 3A - Points	discrete	numeric	
V820	m6sa2q4aA	Task 2 Section 4A - Points	discrete	numeric	
V821	m6sa2q4baA	Task 2 Section 4B- Mark child's answer	discrete	numeric	
V822	m6sa2q4bA	Task 2 Section 4B - Points	discrete	numeric	
V823	m6sa2q5aA	Task 2 Section 5A - Points	discrete	numeric	
V824	m6sa2q6aA	Task 2 Section 6A - Points	discrete	numeric	
V825	m6sa2q7aA	Task 2 Section 7A - Points	discrete	numeric	
V826	m6sa2q8aA	Task 2 Section 8A - Points	discrete	numeric	
V827	m6sa2q9aA	Task 2 Section 9A - Points	discrete	numeric	
V828	m6sa2q9baA	Task 2 Section 9B- Mark child's answer	discrete	numeric	
V829	m6sa2q9bA	Task 2 Section 9B - Points	discrete	numeric	
V830	m6sa2q10aA	Task 2 Section 10A - Points	discrete	numeric	
V831	m6sa2q10baA	Task 2 Section 10B- Mark child's answer	discrete	numeric	
V832	m6sa2q10bA	Task 2 Section 10B - Points	discrete	numeric	
V833	m6sa2q11aA	Task 2 Section 11A - Points	discrete	numeric	
V834	m6sa2q11baA	Task 2 Section 11B- Mark child's answer	discrete	numeric	
V835	m6sa2q11bA	Task 2 Section 11B - Points	discrete	numeric	
V836	m6sa2q11caA	Task 2 Section 11C- Mark child's answer	discrete	numeric	
V837	m6sa2q11cA	Task 2 Section 11C - Points	discrete	numeric	
V838	m6sa2q12aA	Task 2 Section 12A - Points	discrete	numeric	
V839	m6sa2q13aA	Task 2 Section 13A - Points	discrete	numeric	
V840	m6sa2q13baA	Task 2 Section 13B- Mark child's answer	discrete	numeric	
V841	m6sa2q13bA	Task 2 Section 13B - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V842	m6sbq3aA	Task 3 Section A Points	discrete	numeric	
V843	m6sbq3bA	Task 3 Section B Points	discrete	numeric	
V844	m6sbq3dA	Task 3 Section D Points	discrete	numeric	
V845	m6sbq3eA	Task 3 Section E Points	discrete	numeric	
V846	m6sbq3fA	Task 3 Section F Points	discrete	numeric	
V847	m6sbq4aw1A	Task 4 Section A Weaknesses 1	discrete	numeric	
V848	m6sbq4bs2A	Task 4 Section B Strengths 2	discrete	numeric	
V849	m6sbq4bs3A	Task 4 Section B Strengths 3	discrete	numeric	
V850	m6sbq4bw2A	Task 4 Section B Weaknesses 2	discrete	numeric	
V851	m6sbq4bw3A	Task 4 Section B Weaknesses 3	discrete	numeric	
V852	m6sbq4bA	Task 4 Section B Points	discrete	numeric	
V853	m6sbq5a1A	Task 5 Section A Question	discrete	numeric	
V854	m6sbq5aA	Task 5 Section A Points	discrete	numeric	
V855	m6sbq5bA	Task 5 Section B Points	discrete	numeric	
V856	m6sbq5c1A	Task 5 Section C1 Question	discrete	numeric	
V857	m6sbq5c2A	Task 5 Section C2 Question	discrete	numeric	
V858	m6sbq5c3A	Task 5 Section C3 Question	discrete	numeric	
V859	m6sbq5cA	Task 5 Section C Points	discrete	numeric	

School ID (schidA)

File: fileweights_anon

Overview

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

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

School weight (wgt_schoolA)

File: fileweights_anon

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 1.24843370914459-327.002410888672

Valid cases: 400
 Invalid: 0
 Minimum: 1.2
 Maximum: 327

Student knowledge weight (wgt_studentsA)

File: fileweights_anon

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 11.3820610046387-2815.30224609375

Valid cases: 398
 Invalid: 2
 Minimum: 11.4
 Maximum: 2815.3

Teacher knowledge weight (wgt_knowledgeA)

File: fileweights_anon

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 9.14629936218262-1170.46435546875

Valid cases: 400
 Invalid: 0
 Minimum: 9.1
 Maximum: 1170.5

Absence weight (wgt_absA)

File: fileweights_anon

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 4.06502199172974-363.978363037109

Valid cases: 400
 Invalid: 0
 Minimum: 4.1
 Maximum: 364

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: 341
Format: numeric	Invalid: 59
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

Code of enumerator during second visit (m1siq2cA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 340
Format: numeric	Invalid: 60
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

First Administrative Level (Region) (m1siq2aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 395
Format: numeric	Invalid: 5
Width: 1	
Decimals: 0	
Range: 1-5	

Second Administrative Level (District) (m1siq3A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 395
Format: numeric	Invalid: 5
Width: 2	
Decimals: 0	
Range: 1-10	

Third Administrative Level (County) (m1siq3aA)

File: m1s0_anon

Overview

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

Fourth Administrative Level (Sub county) (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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 374
Invalid: 26

Date of First Visit (m1siq8A)

File: m1s0_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-48

Valid cases: 400
Invalid: 0
Minimum: 1
Maximum: 48

Date of Second Visit (m1siq9A)

File: m1s0_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: -14-51

Valid cases: 399
Invalid: 1
Minimum: -14
Maximum: 51

Result of verification by team leader (m1siq10aA)

File: m1s0_anon

Overview

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

Valid cases: 398
Invalid: 2

Result of verification by supervisor (m1siq10bA)

File: m1s0_anon

Overview

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

Valid cases: 1
Invalid: 399

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: 398
Format: numeric	Invalid: 2
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

Date of verification by supervisor (m1siq10eA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 399
Width: 2	
Decimals: 0	
Range: 22-22	

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: 400
Format: numeric	Invalid: 0
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: 49
Format: numeric	Invalid: 351
Width: 3	Minimum: 0.8
Decimals: 0	Maximum: 7.4
Range: 0.8-7.4	

Arrival time for second visit (m1siq13A)

File: m1s0_anon

Overview

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

Duration of second visit (m1siq14A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 290
Format: numeric	Invalid: 110
Width: 4	Minimum: -1.2
Decimals: 0	Maximum: 6.5
Range: -1.2-6.5	

School ID (schidA)

File: m1sa_anon

Overview

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

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

Position of Respondent in Facility (m1saq1A)

File: m1sa_anon

Overview

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

Valid cases: 400
Invalid: 0

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

Valid cases: 390
Invalid: 10

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

Valid cases: 384
Invalid: 16

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)

School category (m1saq5A)

File: m1sa_anon

Overview

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

Valid cases: 391
Invalid: 9

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
Format: numeric
Width: 4
Decimals: 0
Range: 1930-2000

Valid cases: 386
Invalid: 14

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: 0-13

Valid cases: 356
 Invalid: 44

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: 1-2

Valid cases: 355
 Invalid: 45

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: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

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: 0-99	

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: 390
Format: numeric	Invalid: 10
Width: 1	
Decimals: 0	
Range: 1-2	

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
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

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: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

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: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

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: 399
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 0-99	

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: Continuous	Valid cases: 386
Format: numeric	Invalid: 14
Width: 2	Minimum: -5
Decimals: 0	Maximum: 17
Range: -5-17	

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: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

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: 0
Format: numeric	Invalid: 400
Width: 1	
Decimals: 0	

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

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

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

File: m1sc_anon

Overview

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

Valid cases: 400
 Invalid: 0

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

Valid cases: 399
 Invalid: 1

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

Valid cases: 399
 Invalid: 1

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' toilet holes does the school have? (m1scq3A)

File: m1sc_anon

Overview

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

Valid cases: 389
Invalid: 11

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' urinals does the school have? (m1scq3aA)

File: m1sc_anon

Overview

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

Valid cases: 0
Invalid: 400

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' toilet holes does the school have? (m1scq4A)

File: m1sc_anon

Overview

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

Valid cases: 0
Invalid: 400

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

Valid cases: 371
Invalid: 29

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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

Valid cases: 392
Invalid: 8

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: 392
Invalid: 8

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: 392
Invalid: 8

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: 392
Invalid: 8

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

Valid cases: 0
Invalid: 400

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

Valid cases: 0
Invalid: 400

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

Valid cases: 0
Invalid: 400

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

Overview

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

File: m1sc_anon

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

Valid cases: 0
Invalid: 400

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: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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

Valid cases: 4000
Invalid: 0
Minimum: 1
Maximum: 400

Class ID (m1sdq0aA)

File: m1sd1_anon

Overview

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

Valid cases: 4000
Invalid: 0

Class number (m1sdq0bA)

File: m1sd1_anon

Overview

Type: Discrete
Format: character
Width: 13

Valid cases: 4000
Invalid: 0

How many streams are there per class? (m1sdq1A)

File: m1sd1_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-39

Valid cases: 3996
Invalid: 4
Minimum: 0
Maximum: 39

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: Continuous

Format: numeric

Width: 16

Decimals: 0

Range: 0-1.48684210526316

Valid cases: 2888

Invalid: 1112

Minimum: 0

Maximum: 1.5

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: Continuous

Format: numeric

Width: 16

Decimals: 0

Range: 0-1.35869565217391

Valid cases: 2896

Invalid: 1104

Minimum: 0

Maximum: 1.4

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: Continuous

Format: numeric

Width: 16

Decimals: 0

Range: 0-1.41666666666667

Valid cases: 2903

Invalid: 1097

Minimum: 0

Maximum: 1.4

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1-10

Valid cases: 0
 Invalid: 400

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: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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

Overview

How many shifts does the school have? (m1sdq6A)

File: m1sd2_anon

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

Valid cases: 0
Invalid: 400

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: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 117-267

Valid cases: 399
Invalid: 1
Minimum: 117
Maximum: 267

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
Format: numeric
Width: 4
Decimals: 0
Range: -163-105

Valid cases: 398
Invalid: 2
Minimum: -163
Maximum: 105

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
Format: numeric
Width: 3
Decimals: 0
Range: -31-108

Valid cases: 400
Invalid: 0
Minimum: -31
Maximum: 108

Pre question

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

File: m1sd2_anon

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: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 39-216

Valid cases: 400
Invalid: 0
Minimum: 39
Maximum: 216

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

Valid cases: 1200
 Invalid: 0
 Minimum: 1
 Maximum: 400

Class ID (m1sdq7aA)

File: m1sd3_anon

Overview

Type: Discrete
 Format: character
 Width: 2

Valid cases: 1200
 Invalid: 0

Class code (m1sdq7bA)

File: m1sd3_anon

Overview

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

Valid cases: 1200
 Invalid: 0

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

File: m1sd3_anon

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -4.5-11.5

Valid cases: 1200
 Invalid: 0
 Minimum: -4.5
 Maximum: 11.5

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-(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: 3
Decimals: 0
Range: 0-9.4

Valid cases: 1200
Invalid: 0
Minimum: 0
Maximum: 9.4

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

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

How many teachers work in this school? (m2saq1A)

File: m2sa1_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 4-69

Valid cases: 400
Invalid: 0
Minimum: 4
Maximum: 69

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: 6044
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: 6044
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

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: 6042
Format: numeric	Invalid: 2
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: 6043
Invalid: 1

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

Valid cases: 0
Invalid: 6044

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: 6042
Invalid: 2

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

Valid cases: 0

Invalid: 6044

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

Valid cases: 0

Invalid: 6044

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?

Interviewer instructions

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

File: m2sa2_anon

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

Valid cases: 0
Invalid: 6044

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: 6043
Invalid: 1

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

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

How many classrooms does the school have? (m2sbq19A)

File: m2sb1_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 5-20

Valid cases: 394
 Invalid: 6

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

Valid cases: 399
 Invalid: 1
 Minimum: 0
 Maximum: 150

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 that contained pupils but no teacher (m2sbq21A)

File: m2sb1_anon

Overview

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

Valid cases: 399
 Invalid: 1
 Minimum: 0
 Maximum: 100

Literal question

Share of total classrooms that contained pupils but no teacher (m2sbq21A)

File: m2sb1_anon

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

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: 399
Format: numeric	Invalid: 1
Width: 3	Minimum: 0
Decimals: 0	Maximum: 106
Range: 0-106	

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: 398
Format: numeric	Invalid: 2
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

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: 398
Format: numeric	Invalid: 2
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

Share of total classrooms that are temporary (m2sbq22cA)

File: m2sb1_anon

Literal question

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

School ID (schidA)

File: m2sb2_anon

Overview

Type: Continuous	Valid cases: 3806
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: 3806
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: 3805
Format: numeric	Invalid: 1
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: 3805
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
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -8-99

Valid cases: 614
 Invalid: 3192

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

Valid cases: 3783
 Invalid: 23

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
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -8-99

Valid cases: 869
 Invalid: 2937

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: 2
Decimals: 0
Range: -9-9

Valid cases: 3803
Invalid: 3

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: 3796
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

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: 2095
Invalid: 1711

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: 643
Invalid: 3163

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: 127
Invalid: 3679

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: 2
Decimals: 0
Range: 0-99

Valid cases: 3795
Invalid: 11

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: 1
Decimals: 0
Range: 1-9

Valid cases: 3796
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 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: 3772
Invalid: 34

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
Format: numeric
Width: 2
Decimals: 0
Range: -8-2

Valid cases: 3799
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

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
Format: numeric
Width: 2
Decimals: 0
Range: 20-55

Valid cases: 3789
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

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 3806

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

Valid cases: 0
Invalid: 3806

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

Valid cases: 0
Invalid: 3806

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

Valid cases: 0
Invalid: 3806

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

Do you have any other unpaid claims? (m2sbq15a3A)

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)

Do you have any other unpaid claims? (m2sbq15a4A)

File: m2sb2_anon

Overview

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

Valid cases: 0
Invalid: 3806

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: 2
Decimals: 0
Range: -8-5

Valid cases: 0
Invalid: 3806

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

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

Valid cases: 0
Invalid: 3806

Classroom Feedback (m2sbq17aA)

File: m2sb2_anon

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: 0
Invalid: 3806

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: 0
Invalid: 3806

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 (m2sbq17dA)

File: m2sb2_anon

Overview

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

Valid cases: 0
Invalid: 3806

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

Valid cases: 0
Invalid: 3806

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: 399
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: 350
Format: numeric	Invalid: 49
Width: 2	Minimum: 1
Decimals: 0	Maximum: 35
Range: 1-35	

Subject (m4siq5A)

File: m4s0_anon

Overview

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

Date (m4siq7A)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 399
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 48
Range: 1-48	

Teacher ID from section 2A (m4siq9A)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 398
Format: numeric	Invalid: 1
Width: 2	Minimum: 1
Decimals: 0	Maximum: 45
Range: 1-45	

Result of verification by team leader (m4siq10aA)

File: m4s0_anon

Overview

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

Valid cases: 399
 Invalid: 0

Result of verification by supervisor (m4siq10bA)

File: m4s0_anon

Overview

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

Valid cases: 0
 Invalid: 399

Result of verification by data entrant (m4siq10cA)

File: m4s0_anon

Overview

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

Valid cases: 0
 Invalid: 399

Date of verification by team leader (m4siq10dA)

File: m4s0_anon

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-50

Valid cases: 399
 Invalid: 0
 Minimum: 1
 Maximum: 50

Date of verification by supervisor (m4siq10eA)

File: m4s0_anon

Overview

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

Valid cases: 0
 Invalid: 399

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

Overview

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

Valid cases: 0
Invalid: 399

School ID (schidA)

File: m4sa1_anon

Overview

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

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

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

File: m4sa1_anon

Overview

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

Valid cases: 364
Invalid: 36
Minimum: 0
Maximum: 30

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
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182

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: 7182

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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
 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: 7182
 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: 7182
 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: 7182

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: 7182

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: 7182
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: 7182
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: 7182
 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: 7182
 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: 7182
 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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
 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: 7182
 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: 7182
 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: 7182
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: 7182
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: 7182
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: 7182
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: 7182
 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: 7182
 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: 7182
 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: 7182
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: 7182
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 (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.

Minute 54 (m4saq54A)

File: m4sa2_anon

Overview

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

Valid cases: 7182
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.

Minute 55 (m4saq55A)

File: m4sa2_anon

Overview

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

Valid cases: 7182
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.

Minute 56 (m4saq56A)

File: m4sa2_anon

Overview

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

Valid cases: 7182
 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: 7182
 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: 7182
 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: 7182

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: 7182

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

Valid cases: 6883
Invalid: 299
Minimum: 0
Maximum: 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: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-20

Valid cases: 6821
Invalid: 361

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
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-399

Valid cases: 354
 Invalid: 0
 Minimum: 1
 Maximum: 399

Proportion of pupils off task-Minute 5 (m4saq5aA)

File: m4sa3_anon

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-0.411764705882353

Valid cases: 354
 Invalid: 0
 Minimum: 0
 Maximum: 0.4

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.

Proportion of pupils off task-Minute 10 (m4saq10aA)

File: m4sa3_anon

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-0.8666666666666667

Valid cases: 354
 Invalid: 0
 Minimum: 0
 Maximum: 0.9

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.

Proportion of pupils off task-Minute 15 (m4saq15aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 352
Format: numeric	Invalid: 2
Width: 3	Minimum: 0
Decimals: 0	Maximum: 0.8
Range: 0-0.8	

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.

Proportion of pupils off task-Minute 20 (m4saq20aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 353
Format: numeric	Invalid: 1
Width: 3	Minimum: 0
Decimals: 0	Maximum: 0.7
Range: 0-0.7	

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.

Proportion of pupils off task-Minute 25 (m4saq25aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 353
Format: numeric	Invalid: 1
Width: 4	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.45	

Pre question

Proportion 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 (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.

Proportion of pupils off task-Minute 30 (m4saq30aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-0.75

Valid cases: 350
Invalid: 4
Minimum: 0
Maximum: 0.8

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.

Proportion of pupils off task-Minute 35 (m4saq35aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-0.8

Valid cases: 339
Invalid: 15
Minimum: 0
Maximum: 0.8

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

Proportion 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 (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.

Proportion of pupils off task-Minute 40 (m4saq40aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-0.8

Valid cases: 255
Invalid: 99
Minimum: 0
Maximum: 0.8

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.

Proportion of pupils off task-Minute 45 (m4saq45aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 18
Decimals: 0
Range: 0.0384615384615385-0.0384615384615385

Valid cases: 1
Invalid: 353
Minimum: 0
Maximum: 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.

Proportion of pupils off task-Minute 50 (m4saq50aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 1
Format: numeric	Invalid: 353
Width: 18	Minimum: 0.1
Decimals: 0	Maximum: 0.1
Range: 0.0641025641025641-0.0641025641025641	

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.

Proportion of pupils off task-Minute 55 (m4saq55aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 354
Width: 1	
Decimals: 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.

Proportion of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 354
Width: 1	
Decimals: 0	

Pre question

Proportion 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.

Count (m4saqc3A)

File: m4sa3_anon

Overview

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

Valid cases: 0
Invalid: 354

Count (m4saqc4A)

File: m4sa3_anon

Overview

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

Valid cases: 0
Invalid: 354

School ID (schidA)

File: m4sb_anon

Overview

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

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

How many pupils are in the room? (m4sbq1A)

File: m4sb_anon

Overview

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

Valid cases: 398
 Invalid: 2

Literal question

How many pupils are in the room?

Proportion of boys? (m4sbq2A)

File: m4sb_anon

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.176470588235294-1

Valid cases: 397
 Invalid: 3
 Minimum: 0.2
 Maximum: 1

Literal question

How many boys?

Interviewer instructions

IF GIRLS SCHOOL, ENTER "-3" (N/A)

Proportion of girls? (m4sbq3A)

File: m4sb_anon

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 0.21875-1.81666666666667

Valid cases: 397
 Invalid: 3
 Minimum: 0.2
 Maximum: 1.8

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

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

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

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

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: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

Literal question

Proportion of male pupils in the class having an exercise book? (m4sbq6aA)

File: m4sb_anon

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: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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

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

Valid cases: 398
Invalid: 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

Is there chalk or marker to write on the board available during the lesson? (m4sbq9A)

File: m4sb_anon

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

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

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

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

Valid cases: 397
Invalid: 3

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

Valid cases: 398
 Invalid: 2

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: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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

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

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

Valid cases: 398
Invalid: 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
Format: numeric
Width: 4
Decimals: 0
Range: 5-5640

Valid cases: 389
Invalid: 11
Minimum: 5
Maximum: 5640

Interviewer instructions

Lux measure at the chalkboard.

School ID (schidA)

File: m4sc_anon

Overview

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

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

Was the text book used by the teacher? (m4scq1A)

File: m4sc_anon

Overview

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

Valid cases: 389
 Invalid: 11

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
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-1.1

Valid cases: 388
 Invalid: 12
 Minimum: 0
 Maximum: 1.1

Literal question

How many pupils used a text book?

Proportion of male pupils that used a text book? (m4scq2aA)

File: m4sc_anon

Overview

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

Valid cases: 0
 Invalid: 400

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

Overview

Proportion of female pupils that used a text book? (m4scq2bA)

File: m4sc_anon

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

Valid cases: 0
Invalid: 400

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

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

Valid cases: 169
Invalid: 231
Minimum: 0
Maximum: 1

Literal question

How many pupils wrote on the blackboard?

Proportion of male pupils that wrote on the blackboard? (m4scq5aA)

File: m4sc_anon

Overview

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

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

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: 388
Format: numeric	Invalid: 12
Width: 16	Minimum: 0
Decimals: 0	Maximum: 1.8
Range: 0-1.81666666666667	

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

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

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: 389
Format: numeric	Invalid: 11
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: 389
Format: numeric	Invalid: 11
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: 389
Format: numeric	Invalid: 11
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
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 313
 Invalid: 87
 Minimum: 0
 Maximum: 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: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 400

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

Valid cases: 389
 Invalid: 11

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: 357
Format: numeric	Invalid: 43
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

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: 389
Format: numeric	Invalid: 11
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: 389
Format: numeric	Invalid: 11
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: 389
Format: numeric	Invalid: 11
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
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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: 389
Invalid: 11

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: 389
Invalid: 11

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: 1
Decimals: 0
Range: 1-3

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

Valid cases: 389
Invalid: 11

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

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

Did you keep official attendance records? (m4sdq1A)

File: m4sd_anon

Overview

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

Valid cases: 395
 Invalid: 5

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

Valid cases: 395
 Invalid: 5

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)

Proportion of registered students absent from this class (m4sdq3A)

File: m4sd_anon

Overview

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

Valid cases: 395
 Invalid: 5
 Minimum: 0
 Maximum: 1

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

Proportion of registered students 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: 1-2

Valid cases: 395
Invalid: 5

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: 395
Invalid: 5

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's lesson plan observed (m4sdq6A)

File: m4sd_anon

Overview

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

Valid cases: 394
Invalid: 6

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

Valid cases: 395
Invalid: 5

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
Format: numeric
Width: 2
Decimals: 0
Range: 20-45

Valid cases: 394
Invalid: 6

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

Valid cases: 395
Invalid: 5

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: 1-98

Valid cases: 395
Invalid: 5

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: 394
Invalid: 6

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: 1
Decimals: 0

Valid cases: 0
Invalid: 400

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: 2
Decimals: 0
Range: 0-98

Valid cases: 395
Invalid: 5

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: 2
Decimals: 0
Range: 0-98

Valid cases: 395
Invalid: 5

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 (schid)

File: m4se1_anon

Overview

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

Valid cases: 399
Invalid: 0
Minimum: 1
Maximum: 400

Quantity lines in roster (m4seq00)

File: m4se1_anon

Overview

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

Valid cases: 0
Invalid: 399

School ID (schidA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 399
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

Enumerator code (m5siq2A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 320
Format: numeric	Invalid: 79
Width: 2	Minimum: 1
Decimals: 0	Maximum: 43
Range: 1-43	

Date (m5siq5A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 381
Format: numeric	Invalid: 18
Width: 2	Minimum: 1
Decimals: 0	Maximum: 48
Range: 1-48	

Number of pupils assessed in language of instruction (m5siq6A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 399
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

Number of Pupils Assessed in Kiswahili (m5siq6aA)

File: m5s0_anon

Overview

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

Were the pupils assessed selected from the classroom observed in Module 4? (m5siq7A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-9	

Teacher ID (m5siq8bA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 382
Format: numeric	Invalid: 17
Width: 2	Minimum: 1
Decimals: 0	Maximum: 39
Range: 1-39	

Result of verification by team leader (m5siq9aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 389
Format: numeric	Invalid: 10
Width: 1	
Decimals: 0	
Range: 1-8	

Result of verification by supervisor (m5siq9bA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 383
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: 399
Width: 1	
Decimals: 0	

Date of verification by team leader (m5siq9dA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 380
Format: numeric	Invalid: 19
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

Date of verification by supervisor (m5siq9eA)

File: m5s0_anon

Overview

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

Date of verification by data entrant (m5siq9fA)

File: m5s0_anon

Overview

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

School ID (schidA)

File: m5sa1_anon

Overview

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

Valid cases: 3957
Invalid: 0
Minimum: 1
Maximum: 400

Code (m5sa1q1A)

File: m5sa1_anon

Overview

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

Valid cases: 3957
Invalid: 0

Age (m5sa1q3A)

File: m5sa1_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 9-14

Valid cases: 3954
Invalid: 3

Sex (m5sa1q4A)

File: m5sa1_anon

Overview

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

Valid cases: 3957
Invalid: 0

Mother tongue (m5sa1q5A)

File: m5sa1_anon

Overview

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

Valid cases: 3957
Invalid: 0

Did you have breakfast this morning? (m5sa1q6A)

File: m5sa1_anon

Overview

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

Valid cases: 3957
 Invalid: 0

Bread, pancake, cake or doughnut (m5sa1q7aA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
 Invalid: 1495

Ugali (m5sa1q7bA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
 Invalid: 1495

Rice (m5sa1q7cA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
 Invalid: 1495

Cassava, sweet potato or yams (m5sa1q7dA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
 Invalid: 1495

Beans (m5sa1q7eA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
Invalid: 1495

Fruit/vegetable (m5sa1q7fA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
Invalid: 1495

Eggs (m5sa1q7gA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
Invalid: 1495

Meat, chicken, or fish (m5sa1q7hA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
Invalid: 1495

Milk, yogurt,porridge (m5sa1q7iA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
Invalid: 1495

Tea, coffee, or chocolate (m5sa1q7jA)

File: m5sa1_anon

Overview

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

Valid cases: 2462
 Invalid: 1495

Other (m5sa1q7kA)

File: m5sa1_anon

Overview

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

Valid cases: 2460
 Invalid: 1497

Code from Module 2a (English teacher this year) (m5sa1q8bA)

File: m5sa1_anon

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 3908
 Invalid: 49
 Minimum: 1
 Maximum: 99

Code from Module 2a (Math teacher this year) (m5sa1q9bA)

File: m5sa1_anon

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 3913
 Invalid: 44
 Minimum: 1
 Maximum: 99

Were you in this school last year? (m5sa1q10A)

File: m5sa1_anon

Overview

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

Valid cases: 3957
 Invalid: 0

Code from Module 2a (English teacher last year) (m5sa1q11bA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 2736
Format: numeric	Invalid: 1221
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Code from Module 2a (Math teacher last year) (m5sa1q12bA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 2747
Format: numeric	Invalid: 1210
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Do you agree to participate in this exercise? (m5sa1q13A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3956
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Starting time (AM/PM) (m5sa1q14A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 3792
Format: numeric	Invalid: 165
Width: 1	
Decimals: 0	
Range: 1-2	

Duration (hours) (m5sa1q15A)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 3789
Format: numeric	Invalid: 168
Width: 4	Minimum: -1.6
Decimals: 0	Maximum: 2.4
Range: -1.6-2.4	

School ID (schidA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0
 Minimum: 1
 Maximum: 400

Pupil code (m5sa2q0aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

Has this pupil been selected to take the English or Kiswahili assessment? (m5sa2q0bA)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

English Exercise 1 (m5sa2q1A)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 2 (m5sa2q2A)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 3 (m5sa2q3A)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 4 (m5sa2q4A)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 5 (m5sa2q5aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 5 (time) (m5sa2q5bA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 6 Question 1 (m5sa2q6aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 6 Question 2 (m5sa2q6bA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

English Exercise 6 Question 3 (m5sa2q6cA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
 Invalid: 0

Kiswahili Exercise 1 (m5sa3q1A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 2 (m5sa3q2A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 3 (m5sa3q3A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 5 (time) (m5sa3q5bA)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 6 Question 1 (m5sa3q6aA)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 6 Question 2 (m5sa3q6bA)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 3955

Kiswahili Exercise 6 Question 3 (m5sa3q6cA)

File: m5sa2_anon

Overview

Kiswahili Exercise 6 Question 3 (m5sa3q6cA)

File: m5sa2_anon

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

Valid cases: 0
 Invalid: 3955

Math Exercise 1 (m5sabq1A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 2 (m5sabq2A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 1 (m5sabq3aA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 2 (m5sabq3bA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2_anon

Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 4 (m5sabq3dA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 5 (m5sabq3eA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 6 (m5sabq3fA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 7 (m5sabq3gA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 8 (m5sabq3hA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 9 (m5sabq3iA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 3 Question 10 (m5sabq3jA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 4 (m5sabq4A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 5 (m5sabq5A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -4-99

Valid cases: 3955
 Invalid: 0

Math Exercise 6 (m5sabq6A)

File: m5sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -4-99

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 1a (m5sacq1aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 1b (m5sacq1bA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 2a (m5sacq2aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 2b (m5sacq2bA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 3a (m5sacq3aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 3b (m5sacq3bA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 4a (m5sacq4aA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

Non-verbal reasoning Exercise 4b (m5sacq4bA)

File: m5sa2_anon

Overview

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

Valid cases: 3955
Invalid: 0

School ID (schidA)

File: m6s0_anon

Overview

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

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

Date (m6siq4A)

File: m6s0_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-48

Valid cases: 390
Invalid: 10
Minimum: 1
Maximum: 48

Number of teachers assessed (m6siq5A)

File: m6s0_anon

Overview

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

Valid cases: 0
Invalid: 400

School ID (schidA)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 2220
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: 2205
Format: numeric	Invalid: 15
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Age (m6siq8A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2200
Format: numeric	Invalid: 20
Width: 2	
Decimals: 0	
Range: 20-55	

Sex (m6siq9A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2202
Format: numeric	Invalid: 18
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: 2201
Format: numeric	Invalid: 19
Width: 1	
Decimals: 0	
Range: 1-8	

What standards do you normally teach this academic year (2)
(m6siq10bA)

File: m6sa_anon

Overview

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

Valid cases: 1429
Invalid: 791

What standards do you normally teach this academic year (3)
(m6siq10cA)

File: m6sa_anon

Overview

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

Valid cases: 483
Invalid: 1737

What standards did you mostly teach last academic year (1)
(m6siq11aA)

File: m6sa_anon

Overview

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

Valid cases: 2126
Invalid: 94

What standards did you mostly teach last academic year (2)
(m6siq11bA)

File: m6sa_anon

Overview

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

Valid cases: 1271
Invalid: 949

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: 1-7

Valid cases: 415
Invalid: 1805

What subject(s) do you normally teach? (m6siq12A)

File: m6sa_anon

Overview

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

Valid cases: 2201
Invalid: 19

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: 2198
Invalid: 22

What is the highest level of education you have completed?
(m6siq14A)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

What is the highest level of teacher training you received?
(m6siq15A)

File: m6sa_anon

Overview

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

Valid cases: 2200
Invalid: 20

When did you complete your highest level of teacher training? (m6siq16A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2094
Format: numeric	Invalid: 126
Width: 4	
Decimals: 0	
Range: 1999-2010	

Did you teach in this school last year? (m6siq17A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2200
Format: numeric	Invalid: 20
Width: 1	
Decimals: 0	
Range: 1-2	

Task 1 Section 1A - Points (m6sa1q1aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2220
Width: 1	
Decimals: 0	

Task 1 Section 1B - Mark child's answer (m6sa1q1baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2202
Format: numeric	Invalid: 18
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1B - Points (m6sa1q1bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2220
Width: 1	
Decimals: 0	

Task 1 Section 1C - Mark child's answer (m6sa1q1caA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 1C - Points (m6sa1q1cA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 1D - Mark child's answer (m6sa1q1daA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 1D - Points (m6sa1q1dA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 2A - Points (m6sa1q2aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 2B - Mark child's answer (m6sa1q2baA)

File: m6sa_anon

Task 1 Section 2B - Mark child's answer (m6sa1q2baA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 2B - Points (m6sa1q2bA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 2C - Mark child's answer (m6sa1q2caA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 2C - Points (m6sa1q2cA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 2D - Mark child's answer (m6sa1q2daA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 2D - Points (m6sa1q2dA)

File: m6sa_anon

Task 1 Section 2D - Points (m6sa1q2dA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 2E - Mark child's answer (m6sa1q2eaA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 2E - Points (m6sa1q2eA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 2F - Mark child's answer (m6sa1q2faA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 2F - Points (m6sa1q2fA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 3A - Points (m6sa1q3aA)

File: m6sa_anon

Task 1 Section 3A - Points (m6sa1q3aA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 1 Section 3B - Mark child's answer (m6sa1q3baA)

File: m6sa_anon

Overview

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

Valid cases: 2201
Invalid: 19

Task 1 Section 3B - Points (m6sa1q3bA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 1 Section 3C - Mark child's answer (m6sa1q3caA)

File: m6sa_anon

Overview

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

Valid cases: 2199
Invalid: 21

Task 1 Section 3C - Points (m6sa1q3cA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 1 Section 3D - Mark child's answer (m6sa1q3daA)

File: m6sa_anon

Task 1 Section 3D - Mark child's answer (m6sa1q3daA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 3D - Points (m6sa1q3dA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 1 Section 3E - Mark child's answer (m6sa1q3eaA)

File: m6sa_anon

Overview

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

Valid cases: 2201
Invalid: 19

Task 1 Section 3E - Points (m6sa1q3eA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 1 Section 3F - Mark child's answer (m6sa1q3faA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 3F - Points (m6sa1q3fA)

File: m6sa_anon

Task 1 Section 3F - Points (m6sa1q3fA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 3G - Mark child's answer (m6sa1q3gaA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 3G - Points (m6sa1q3gA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 3H - Mark child's answer (m6sa1q3haA)

File: m6sa_anon

Overview

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

Valid cases: 2201
 Invalid: 19

Task 1 Section 3H - Points (m6sa1q3hA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 3I - Mark child's answer (m6sa1q3iaA)

File: m6sa_anon

Task 1 Section 3I - Mark child's answer (m6sa1q3iaA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 3I - Points (m6sa1q3iA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 3J - Mark child's answer (m6sa1q3jaA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 3J - Points (m6sa1q3jA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 1 Section 3K - Mark child's answer (m6sa1q3kaA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 1 Section 3K - Points (m6sa1q3kA)

File: m6sa_anon

Task 1 Section 3K - Points (m6sa1q3kA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2220
Width: 1	
Decimals: 0	

Task 1 Section 4A - Points (m6sa1q4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2202
Format: numeric	Invalid: 18
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4B - Points (m6sa1q4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2202
Format: numeric	Invalid: 18
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4C - Points (m6sa1q4cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2202
Format: numeric	Invalid: 18
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4D - Points (m6sa1q4dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 2202
Format: numeric	Invalid: 18
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4E - Points (m6sa1q4eA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4F - Points (m6sa1q4fA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4G - Points (m6sa1q4gA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4H - Points (m6sa1q4hA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4I - Points (m6sa1q4iA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4J - Points (m6sa1q4jA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4K - Points (m6sa1q4kA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4L - Points (m6sa1q4lA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4M - Points (m6sa1q4mA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4N - Points (m6sa1q4nA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4O - Points (m6sa1q4oA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4P - Points (m6sa1q4pA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4Q - Points (m6sa1q4qA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4R - Points (m6sa1q4rA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4S - Points (m6sa1q4sA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 1 Section 4T - Points (m6sa1q4tA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 1A - Points (m6sa2q1aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 1B - Mark child's Bnswer (m6sa2q1baA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 1B - Points (m6sa2q1bA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 1C - Mark child's answer (m6sa2q1caA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 1D - Mark child's answer (m6sa2q1daA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 1D - Points (m6sa2q1dA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 1E - Mark child's answer (m6sa2q1eaA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 1E - Points (m6sa2q1eA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 2A - Points (m6sa2q2aA)

File: m6sa_anon

Task 2 Section 2A - Points (m6sa2q2aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 3A - Points (m6sa2q3aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 4A - Points (m6sa2q4aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 4B- Mark child's answer (m6sa2q4baA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 4B - Points (m6sa2q4bA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 5A - Points (m6sa2q5aA)

File: m6sa_anon

Overview

Task 2 Section 5A - Points (m6sa2q5aA)

File: m6sa_anon

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 6A - Points (m6sa2q6aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 7A - Points (m6sa2q7aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 8A - Points (m6sa2q8aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 9A - Points (m6sa2q9aA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 9B- Mark child's answer (m6sa2q9baA)

File: m6sa_anon

Overview

Task 2 Section 9B- Mark child's answer (m6sa2q9baA)

File: m6sa_anon

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

Valid cases: 2202
Invalid: 18

Task 2 Section 9B - Points (m6sa2q9ba)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 2 Section 10A - Points (m6sa2q10aA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 2 Section 10B- Mark child's answer (m6sa2q10baA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 2 Section 10B - Points (m6sa2q10bA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 2 Section 11A - Points (m6sa2q11aA)

File: m6sa_anon

Overview

Task 2 Section 11A - Points (m6sa2q11aA)

File: m6sa_anon

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 11B- Mark child's answer (m6sa2q11baA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 11B - Points (m6sa2q11bA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 11C- Mark child's answer (m6sa2q11caA)

File: m6sa_anon

Overview

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

Valid cases: 2202
 Invalid: 18

Task 2 Section 11C - Points (m6sa2q11cA)

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 2220

Task 2 Section 12A - Points (m6sa2q12aA)

File: m6sa_anon

Overview

Task 2 Section 12A - Points (m6sa2q12aA)

File: m6sa_anon

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

Valid cases: 0
Invalid: 2220

Task 2 Section 13A - Points (m6sa2q13aA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 2 Section 13B- Mark child's answer (m6sa2q13baA)

File: m6sa_anon

Overview

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

Valid cases: 2202
Invalid: 18

Task 2 Section 13B - Points (m6sa2q13bA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 3 Section A Points (m6sbq3aA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 3 Section B Points (m6sbq3bA)

File: m6sa_anon

Overview

Task 3 Section B Points (m6sbq3bA)

File: m6sa_anon

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

Valid cases: 0
Invalid: 2220

Task 3 Section D Points (m6sbq3dA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 3 Section E Points (m6sbq3eA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 3 Section F Points (m6sbq3fA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 4 Section A Weaknesses 1 (m6sbq4aw1A)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 4 Section B Strengths 2 (m6sbq4bs2A)

File: m6sa_anon

Overview

Task 4 Section B Strengths 2 (m6sbq4bs2A)

File: m6sa_anon

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

Valid cases: 0
Invalid: 2220

Task 4 Section B Strengths 3 (m6sbq4bs3A)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 4 Section B Weaknesses 2 (m6sbq4bw2A)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 4 Section B Weaknesses 3 (m6sbq4bw3A)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 4 Section B Points (m6sbq4bA)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 5 Section A Question (m6sbq5a1A)

File: m6sa_anon

Overview

Task 5 Section A Question (m6sbq5a1A)

File: m6sa_anon

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

Valid cases: 0
Invalid: 2220

Task 5 Section A Points (m6sbq5aA)

File: m6sa_anon

Overview

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

Valid cases: 157
Invalid: 2063

Task 5 Section B Points (m6sbq5bA)

File: m6sa_anon

Overview

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

Valid cases: 126
Invalid: 2094

Task 5 Section C1 Question (m6sbq5c1A)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 5 Section C2 Question (m6sbq5c2A)

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 2220

Task 5 Section C3 Question (m6sbq5c3A)

File: m6sa_anon

Overview

Task 5 Section C3 Question (m6sbq5c3A)

File: m6sa_anon

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

Valid cases: 0
Invalid: 2220

Task 5 Section C Points (m6sbq5cA)

File: m6sa_anon

Overview

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

Valid cases: 97
Invalid: 2123

Related Materials

Questionnaires

Uganda Service Delivery Indicators Education Survey Questionnaire

Title Uganda Service Delivery Indicators Education Survey Questionnaire
 Language English
 Filename usdi_education.pdf

Reports

Education Service Delivery in Uganda: Results of 2013 Service Delivery Indicator Survey

Title Education Service Delivery in Uganda: Results of 2013 Service Delivery Indicator Survey
 Author(s) Waly Wane Gayle Martin
 Date 2016-03-01
 Language English
 Filename Uganda_SDI_Education_Report-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

Uganda Education Statistical Disclosure Control Process

Title Uganda Education Statistical Disclosure Control Process
 Language English
 Filename sdi_uganda_education_sdcreport_external.pdf

Codebook and Harmonization Information

Title Codebook and Harmonization Information
 Language English
 Filename uganda_education_vf.xlsx
