

# Nigeria - Service Delivery Indicators Education Survey 2013 - Harmonized Public Use Data

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Report generated on: January 5, 2017

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# Sampling

## Sampling Procedure

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The sampling strategy was designed aiming to produce state representative estimates and estimating a proportion with an absolute error of three percentage points for a variable proportion of 0.5 (i.e., has highest variance) with 95 percent degree of confidence per state (equal number used for state).

The strata were constructed according to ownership, urban/rural, and socioeconomic poverty status. The allocation was made in proportion to size for each sub-stratum within public and private. Within strata, simple random sampling was used. Finally, replacement schools were preselected, with a predetermined replacement order within strata.

A total of 190 schools were sampled from each of the four states (Anambra, Bauchi, Ekiti, and Niger).

The target population is all public primary-level school children. Since parts of the school questionnaire were administered to teachers and pupils at the grade four level, all public schools with at least one grade four class formed the sampling frame. The sample frame was created using the list of public schools from UBEC (Universal Basic Education Commission) and private schools from states.

## Deviations from Sample Design

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None

## Weighting

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Weights are provided in "fileweights\_anon" dataset.

# Questionnaires

## Overview

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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

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<b>Start</b>	<b>End</b>	<b>Cycle</b>
2013	2013	N/A

### Data Collection Mode

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Face-to-face [f2f]

### Data Collectors

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<b>Name</b>	<b>Abbreviation</b>	<b>Affiliation</b>
Research Triangle Institute International	RTI	

# Data Processing

## Data Editing

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

# Data Appraisal

No content available

# File Description



# Variable List

**fileweights\_anon**

Content

Cases 743

Variable(s) 2

Structure Type:  
Keys: ()

Version

Producer

Missing Data

**Variables**

ID	Name	Label	Type	Format	Question
V333	schidA	School ID	contin	numeric	
V334	wgt_schoolA	School weight	contin	numeric	

**m1s0\_anon**

Content	Module 1: School Information Respondent: principals/head teacher
Cases	744
Variable(s)	22
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V335	schidA	School ID	contin	numeric	
V336	m1siq0aA	Do you agree to be interviewed?	discrete	numeric	Did the respondent agree to be interviewed?
V337	m1siq0bA	If refused, reason for refusal	discrete	numeric	
V338	m1siq1cA	Code of enumerator during first visit	contin	numeric	
V339	m1siq2cA	Code of enumerator during second visit	contin	numeric	
V340	m1siq2aA	Region	discrete	numeric	
V341	m1siq3A	District	contin	numeric	
V342	m1siq3aA	Ward	discrete	numeric	
V343	m1siq3bA	Village/Street	discrete	numeric	
V344	m1siq4A	Location of Facility (Urban, Rural, Semi-Urban)	discrete	numeric	
V345	m1siq8A	Date of First Visit	contin	numeric	
V346	m1siq9A	Date of Second Visit	contin	numeric	
V347	m1siq10aA	Result of verification by team leader	discrete	numeric	
V348	m1siq10bA	Result of verification by supervisor	discrete	numeric	
V349	m1siq10cA	Result of verification by data entrant	discrete	numeric	
V350	m1siq10dA	Date of verification by team leader	contin	numeric	
V351	m1siq10eA	Date of verification by supervisor	contin	numeric	
V352	m1siq10fA	Date of verification by data entrant	discrete	numeric	
V353	m1siq11A	Arrival time for first visit	discrete	numeric	
V354	m1siq12A	Duration of first visit	contin	numeric	
V355	m1siq13A	Arrival time for second visit	discrete	numeric	
V356	m1siq14A	Duration of second visit	contin	numeric	

**m1sa\_anon**

Content	Module 1: School Information Respondent: principal/head teacher
Cases	744
Variable(s)	6
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V357	schidA	School ID	contin	numeric	
V358	m1saq1A	Position of Respondent in Facility	discrete	numeric	Which position do you occupy in this school (most senior position)?
V359	m1saq3A	Type of School Ownership	discrete	numeric	What is this school's ownership type? Is it ...?
V360	m1saq4A	School Type	discrete	numeric	What is the school type? Is it ...?
V361	m1saq5A	School category	discrete	numeric	What is the school category?
V362	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	744
Variable(s)	29
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V363	schidA	School ID	contin	numeric	
V364	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)?
V365	m1sbq2A	How many times did the SC/BoD meet in 2013?	contin	numeric	How many times did the SC/BoD meet in 2013?
V366	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?
V367	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?
V368	m1sbq4A	Does the school have a School Management Team (SMT)?	discrete	numeric	Does the school have a School Management Team (SMT)?
V369	m1sbq5A	How many times did the SMT meet in 2013?	contin	numeric	How many times did the SMT meet in 2013?
V370	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?
V371	m1sbq6aA	Does the school have a student government?	discrete	numeric	Does the school have a student government?
V372	m1sbq6bA	How many times did the student government meet in 2013?	discrete	numeric	How many times did the student government meet in 2013?
V373	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?
V374	m1sbq6daA	Method to express grievances-Complaints box	discrete	numeric	In what ways can students at this school express their grievances?
V375	m1sbq6dbA	Method to express grievances-Student bodies/government	discrete	numeric	In what ways can students at this school express their grievances?
V376	m1sbq6dcA	Method to express grievances-School committee	discrete	numeric	In what ways can students at this school express their grievances?
V377	m1sbq6ddA	Method to express grievances-School management team	discrete	numeric	In what ways can students at this school express their grievances?
V378	m1sbq6deA	Method to express grievances-Direct contact with Head Teacher/Principal	discrete	numeric	In what ways can students at this school express their grievances?
V379	m1sbq6dfA	Method to express grievances-Direct contact with Teachers	discrete	numeric	In what ways can students at this school express their grievances?
V380	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
V381	m1sbq6dhA	Method to express grievances-Others	discrete	numeric	In what ways can students at this school express their grievances?
V382	m1sbq7sA	Number of visits from a QA officer or school inspector in 2013	discrete	numeric	
V383	m1sbq7_aA	Number of visits from a QA officer/inspector from FME or UBEC	discrete	numeric	
V384	m1sbq7_bA	Number of visits from a QA officer/inspector from SME or SUBEB	contin	numeric	
V385	m1sbq7_cA	Number of visits from a QA officer/inspector from LGEA	contin	numeric	
V386	m1sbq8sA	When was the last visit of the QA officer?	discrete	numeric	
V387	m1sbq8_aA	When was the last visit from a QA officer/inspector from FME or UBEC?	contin	numeric	
V388	m1sbq8_bA	When was the last visit from a QA officer/inspector from SME or SUBEB?	contin	numeric	
V389	m1sbq8_cA	When was the last visit from a QA officer/inspector from LGEA?	contin	numeric	
V390	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?
V391	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	744
Variable(s)	18
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V392	schidA	School ID	contin	numeric	
V393	m1scq1A	Does the school have toilet holes for pupils?	discrete	numeric	Does the school have toilet holes for pupils?
V394	m1scq2A	Are the toilet holes designated for boys and girls?	discrete	numeric	Are the toilet holes designated for boys and girls?
V395	m1scq2aA	How many toilet holes does the school have?	discrete	numeric	How many toilet holes does the school have?
V396	m1scq3A	How many boys' toilet holes does the school have?	discrete	numeric	How many boys' toilet holes does the school have?
V397	m1scq3aA	How many boys' urinals does the school have?	discrete	numeric	How many boys' urinals does the school have?
V398	m1scq4A	How many girls' toilet holes does the school have?	discrete	numeric	How many girls' toilet holes does the school have?
V399	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?
V400	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?
V401	m1scq5A	Toilet holes clean	discrete	numeric	Are the toilet holes clean?
V402	m1scq6A	Toilet holes private	discrete	numeric	Are the toilet holes private (have doors or separating entry way wall)?
V403	m1scq7A	Toilet holes accessible	discrete	numeric	Are the toilet holes accessible (unlocked, not overflowing, etc.)?
V404	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?
V405	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?
V406	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?
V407	m1scq11A	This school is accessible by what type of road?	discrete	numeric	This school is accessible by what type of road?
V408	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?
V409	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	5952
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V410	schidA	School ID	contin	numeric	
V411	m1sdq0aA	Class ID	discrete	numeric	
V412	m1sdq0bA	Class number	discrete	numeric	
V413	m1sdq1A	How many streams are there per class?	discrete	numeric	How many streams (e.g., 4A, 4B) are there per class?
V414	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
V415	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
V416	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	744
Variable(s)	17
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V417	schidA	School ID	contin	numeric	
V418	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.)
V419	m1sdq4a1A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V420	m1sdq4a2A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V421	m1sdq4a3A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V422	m1sdq4b1A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V423	m1sdq4b2A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V424	m1sdq4b3A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V425	m1sdq4c1A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V426	m1sdq4c2A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V427	m1sdq4c3A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V428	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?
V429	m1sdq6A	How many shifts does the school have?	discrete	numeric	How many shifts does the school have?
V430	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)?
V431	m1sdq9aoA	Opening and closing time - Duration of term 1 in days	discrete	numeric	For each term in 2013 when did the school open and close?
V432	m1sdq9boA	Opening and closing time - Duration of term 2 in days	discrete	numeric	For each term in 2013 when did the school open and close?
V433	m1sdq9coA	Opening and closing time - Duration of term 3 in days	discrete	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	2232
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V434	schidA	School ID	contin	numeric	
V435	m1sdq7aA	Class ID	discrete	numeric	
V436	m1sdq7bA	Class code	discrete	numeric	
V437	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?
V438	m1sdq7_1tA	Official reporting time-(1st Shift) Total number of minutes Break and Lunch	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?
V439	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?
V440	m1sdq7_2tA	Official reporting time-(2nd Shift) Total number of minutes Break and Lunch	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?

**m2sa1\_anon**

Content	Module 2: Staff Roster Respondent: principal/head teacher
Cases	744
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V441	schidA	School ID	contin	numeric	
V442	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	7483
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V443	schidA	School ID	contin	numeric	
V444	m2saq0A	Teacher ID	contin	numeric	
V445	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
V446	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
V447	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
V448	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
V449	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?
V450	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?
V451	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?
V452	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	744
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V453	schidA	School ID	contin	numeric	
V454	m2sbq19A	How many classrooms does the school have?	discrete	numeric	How many classrooms does the school have?
V455	m2sbq20A	Share of total classrooms that contained pupils	contin	numeric	How many classrooms contained pupils?
V456	m2sbq21A	Share of total classrooms with teacher present	contin	numeric	Of those classrooms, how many classrooms had pupils but no teacher present?
V457	m2sbq22aA	Share of total classrooms that are permanent	discrete	numeric	How many of the classrooms are.... Permanent
V458	m2sbq22bA	Share of total classrooms that are semi-permanent	discrete	numeric	How many of the classrooms are.... Semi-permanent (Incomplete, plastered without shutters or floor etc.)
V459	m2sbq22cA	Share of total classrooms that are temporary	discrete	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	5616
Variable(s)	28
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V460	schidA	School ID	contin	numeric	
V461	m2sbq2A	Teacher ID from section 2A	contin	numeric	
V462	m2sbq3A	Teacher Gender	discrete	numeric	
V463	m2sbq4A	Direct Observation (First Visit)	discrete	numeric	
V464	m2sbq5A	Reason for Absence (First Visit)	discrete	numeric	Reason for absence from school on first visit?
V465	m2sbq6A	Direct Observation (Second visit)	discrete	numeric	
V466	m2sbq7A	Reason for absence (Second visit)	discrete	numeric	Reason for absence from school on second visit?
V467	m2sbq8A	Position in the school	discrete	numeric	Position in the school
V468	m2sbq9aA	Teach - Classes (First Class)	discrete	numeric	In which classes do you teach?
V469	m2sbq9bA	Teach - Classes (Second Class)	discrete	numeric	In which classes do you teach?
V470	m2sbq9cA	Teach - Classes (Third Class)	discrete	numeric	In which classes do you teach?
V471	m2sbq9dA	Teach - Classes (Fourth Class)	discrete	numeric	In which classes do you teach?
V472	m2sbq10A	Highest level of education completed	discrete	numeric	What is the highest level of education that you have completed?
V473	m2sbq11A	Highest level of professional education completed	discrete	numeric	What is the highest level of teacher training that you have completed?
V474	m2sbq12A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V475	m2sbq13A	Were you born in this district?	discrete	numeric	Were you born in this district?
V476	m2sbq14A	Age	discrete	numeric	Age
V477	m2sbq15A	Frequency of Salary Delays (last 12 months)	discrete	numeric	How many times have you encountered salary delays in the last 12 months?
V478	m2sbq15a1A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V479	m2sbq15a2A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V480	m2sbq15a3A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V481	m2sbq15a4A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V482	m2sbq16A	Frequency of Classroom Observation	discrete	numeric	How often does the administrator or head teacher observe your classroom?

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V483	m2sbq17aA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V484	m2sbq17bA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V485	m2sbq17cA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V486	m2sbq17dA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V487	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	744
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V488	schidA	School ID	contin	numeric	
V489	m4siq1bA	Enumerator code	contin	numeric	
V490	m4siq5A	Subject	discrete	numeric	
V491	m4siq7A	Date	contin	numeric	
V492	m4siq9A	Teacher ID from section 2A	contin	numeric	
V493	m4siq10aA	Result of verification by team leader	discrete	numeric	
V494	m4siq10bA	Result of verification by supervisor	discrete	numeric	
V495	m4siq10cA	Result of verification by data entrant	discrete	numeric	
V496	m4siq10dA	Date of verification by team leader	discrete	numeric	
V497	m4siq10eA	Date of verification by supervisor	contin	numeric	
V498	m4siq10fA	Date of verification by data entrant	contin	numeric	
V499	m4siq11aA	If you arrived after class began, how many minutes late were you?	contin	numeric	
V500	m4siq11bA	Time of entrance in the classroom	discrete	numeric	



**m4sa1\_anon**

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	744
Variable(s)	3
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V501	schidA	School ID	contin	numeric	
V502	m4siq11aA	If you arrived after class began, how many minutes late were you?	contin	numeric	
V503	m4siq11bA	Time of entrance in the classroom	discrete	numeric	

**m4sa2\_anon**

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	14136
Variable(s)	66
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V504	schidA	School ID	contin	numeric	
V505	m4saq0cA	Teacher activity code	discrete	numeric	
V506	m4saq0dA	Teacher activity	discrete	numeric	
V507	m4saq0eA	Teacher activity	discrete	numeric	
V508	m4saq1A	Minute 1	discrete	numeric	
V509	m4saq2A	Minute 2	discrete	numeric	
V510	m4saq3A	Minute 3	discrete	numeric	
V511	m4saq4A	Minute 4	discrete	numeric	
V512	m4saq5A	Minute 5	discrete	numeric	
V513	m4saq6A	Minute 6	discrete	numeric	
V514	m4saq7A	Minute 7	discrete	numeric	
V515	m4saq8A	Minute 8	discrete	numeric	
V516	m4saq9A	Minute 9	discrete	numeric	
V517	m4saq10A	Minute 10	discrete	numeric	
V518	m4saq11A	Minute 11	discrete	numeric	
V519	m4saq12A	Minute 12	discrete	numeric	
V520	m4saq13A	Minute 13	discrete	numeric	
V521	m4saq14A	Minute 14	discrete	numeric	
V522	m4saq15A	Minute 15	discrete	numeric	
V523	m4saq16A	Minute 16	discrete	numeric	
V524	m4saq17A	Minute 17	discrete	numeric	
V525	m4saq18A	Minute 18	discrete	numeric	
V526	m4saq19A	Minute 19	discrete	numeric	
V527	m4saq20A	Minute 20	discrete	numeric	
V528	m4saq21A	Minute 21	discrete	numeric	
V529	m4saq22A	Minute 22	discrete	numeric	
V530	m4saq23A	Minute 23	discrete	numeric	
V531	m4saq24A	Minute 24	discrete	numeric	

ID	Name	Label	Type	Format	Question
V532	m4saq25A	Minute 25	discrete	numeric	
V533	m4saq26A	Minute 26	discrete	numeric	
V534	m4saq27A	Minute 27	discrete	numeric	
V535	m4saq28A	Minute 28	discrete	numeric	
V536	m4saq29A	Minute 29	discrete	numeric	
V537	m4saq30A	Minute 30	discrete	numeric	
V538	m4saq31A	Minute 31	discrete	numeric	
V539	m4saq32A	Minute 32	discrete	numeric	
V540	m4saq33A	Minute 33	discrete	numeric	
V541	m4saq34A	Minute 34	discrete	numeric	
V542	m4saq35A	Minute 35	discrete	numeric	
V543	m4saq36A	Minute 36	discrete	numeric	
V544	m4saq37A	Minute 37	discrete	numeric	
V545	m4saq38A	Minute 38	discrete	numeric	
V546	m4saq39A	Minute 39	discrete	numeric	
V547	m4saq40A	Minute 40	discrete	numeric	
V548	m4saq41A	Minute 41	discrete	numeric	
V549	m4saq42A	Minute 42	discrete	numeric	
V550	m4saq43A	Minute 43	discrete	numeric	
V551	m4saq44A	Minute 44	discrete	numeric	
V552	m4saq45A	Minute 45	discrete	numeric	
V553	m4saq46A	Minute 46	discrete	numeric	
V554	m4saq47A	Minute 47	discrete	numeric	
V555	m4saq48A	Minute 48	discrete	numeric	
V556	m4saq49A	Minute 49	discrete	numeric	
V557	m4saq50A	Minute 50	discrete	numeric	
V558	m4saq51A	Minute 51	discrete	numeric	
V559	m4saq52A	Minute 52	discrete	numeric	
V560	m4saq53A	Minute 53	discrete	numeric	
V561	m4saq54A	Minute 54	discrete	numeric	
V562	m4saq55A	Minute 55	discrete	numeric	
V563	m4saq56A	Minute 56	discrete	numeric	
V564	m4saq57A	Minute 57	discrete	numeric	
V565	m4saq58A	Minute 58	discrete	numeric	
V566	m4saq59A	Minute 59	discrete	numeric	
V567	m4saq60A	Minute 60	discrete	numeric	
V568	m4saqc1A	Count	contin	numeric	
V569	m4saqc2A	Count	contin	numeric	

**m4sa3\_anon**

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	744
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V570	schidA	School ID	contin	numeric	
V571	m4saq5aA	Proportion of pupils off task-Minute 5	contin	numeric	
V572	m4saq10aA	Proportion of pupils off task-Minute 10	contin	numeric	
V573	m4saq15aA	Proportion of pupils off task-Minute 15	contin	numeric	
V574	m4saq20aA	Proportion of pupils off task-Minute 20	contin	numeric	
V575	m4saq25aA	Proportion of pupils off task-Minute 25	contin	numeric	
V576	m4saq30aA	Proportion of pupils off task-Minute 30	contin	numeric	
V577	m4saq35aA	Proportion of pupils off task-Minute 35	contin	numeric	
V578	m4saq40aA	Proportion of pupils off task-Minute 40	contin	numeric	
V579	m4saq45aA	Proportion of pupils off task-Minute 45	contin	numeric	
V580	m4saq50aA	Proportion of pupils off task-Minute 50	contin	numeric	
V581	m4saq55aA	Proportion of pupils off task-Minute 55	discrete	numeric	
V582	m4saq60aA	Proportion of pupils off task-Minute 60	discrete	numeric	
V583	m4saqc3A	Count	discrete	numeric	
V584	m4saqc4A	Count	discrete	numeric	

**m4sb\_anon**

Content	Module 4: Classroom Observation, Section B: Classroom Environment
Cases	744
Variable(s)	26
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V585	schidA	School ID	contin	numeric	
V586	m4sbq1A	How many pupils are in the room?	discrete	numeric	How many pupils are in the room?
V587	m4sbq2A	Proportion of boys?	contin	numeric	How many boys?
V588	m4sbq3A	Proportion of girls?	contin	numeric	How many girls?
V589	m4sbq4A	Proportion of total pupils having the textbook for the class (English or mathema	contin	numeric	How many total pupils have the textbook for the class (English or mathematics)?
V590	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)?
V591	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)?
V592	m4sbq5A	Proportion of total pupils in the class having a pencil or pen?	contin	numeric	How many total pupils in the class have a pencil or pen?
V593	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?
V594	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?
V595	m4sbq6A	Proportion of total pupils in the class having an exercise book?	contin	numeric	How many total pupils in the class have an exercise book?
V596	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?
V597	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?
V598	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?
V599	m4sbq8A	Is there a blackboard and/or whiteboard in the class?	discrete	numeric	Is there a blackboard and/or whiteboard in the class?
V600	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?
V601	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)?
V602	m4sbq11A	Was children's work displayed on the walls?	discrete	numeric	Was children's work displayed on the walls?
V603	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?

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V604	m4sbq13A	How would you classify the hygiene in the classroom?	discrete	numeric	How would you classify the hygiene in the classroom?
V605	m4sbq13aA	How many pupils were not sitting on desks?	discrete	numeric	How many pupils were not sitting on desks?
V606	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?
V607	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?
V608	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?
V609	m4sbq17A	Lux measure at the chalkboard	contin	numeric	
V610	m4sbq17aA	Meter setting	discrete	numeric	

**m4sc\_anon**

Content	Module 4: Classroom Observation, Section C: Teaching
Cases	744
Variable(s)	35
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V611	schidA	School ID	contin	numeric	
V612	m4scq1A	Was the text book used by the teacher?	discrete	numeric	Was the text book used by the teacher?
V613	m4scq2A	Proportion of pupils that used a text book?	contin	numeric	How many pupils used a text book?
V614	m4scq2aA	Proportion of male pupils that used a text book?	discrete	numeric	How many male pupils used a text book?
V615	m4scq2bA	Proportion of female pupils that used a text book?	discrete	numeric	How many female pupils used a text book?
V616	m4scq3A	Did the teacher write on the black board?	discrete	numeric	Did the teacher write on the black board?
V617	m4scq4A	Did any pupils write on the black board?	discrete	numeric	Did any pupils write on the black board?
V618	m4scq5A	Proportion of pupils that wrote on the blackboard?	contin	numeric	How many pupils wrote on the blackboard?
V619	m4scq5aA	Proportion of male pupils that wrote on the blackboard?	discrete	numeric	How many male pupils wrote on the blackboard?
V620	m4scq5bA	Proportion of female pupils that wrote on the blackboard?	discrete	numeric	How many female pupils wrote on the blackboard?
V621	m4scq6A	Proportion of pupils that used paper (or exercise book) and pencil?	contin	numeric	How many pupils used paper (or exercise book) and pencil?
V622	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?
V623	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?
V624	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?
V625	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?
V626	m4scq9A	Did the teacher visit individual children?	discrete	numeric	Did the teacher visit individual children?
V627	m4scq10A	Proportion of pupils did the teacher go to individually?	contin	numeric	How many pupils did the teacher go to individually?
V628	m4scq10aA	Proportion of male pupils did the teacher go to individually?	discrete	numeric	How many male pupils did the teacher go to individually?
V629	m4scq10bA	Proportion of female pupils did the teacher go to individually?	discrete	numeric	How many female pupils did the teacher go to individually?
V630	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
V631	m4scq12A	Proportion of pupils did the teacher call by name?	contin	numeric	How many pupils did the teacher call by name?
V632	m4scq13A	Was the teacher smiling, laughing, or joking with pupils?	discrete	numeric	Was the teacher smiling, laughing, or joking with pupils?
V633	m4scq14A	Did the teacher hit, pinch, or slap a pupil?	discrete	numeric	Did the teacher hit, pinch, or slap a pupil?
V634	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?
V635	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?
V636	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?
V637	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?
V638	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?
V639	m4scq20A	Did the teacher give feedback that was correcting a mistake?	discrete	numeric	Did the teacher give feedback that was correcting a mistake?
V640	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?
V641	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?
V642	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?
V643	m4scq24A	Did the teacher assign homework to the class?	discrete	numeric	Did the teacher assign homework to the class?
V644	m4scq25A	Did the teacher review or collect homework from the class?	discrete	numeric	Did the teacher review or collect homework from the class?
V645	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	744
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V646	schidA	School ID	contin	numeric	
V647	m4sdq1A	Did you keep official attendance records?	discrete	numeric	Did you keep official attendance records?
V648	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)
V649	m4sdq3A	Proportion of students absent from this class	contin	numeric	How many students are absent from this class? (refer to attendance record if available)
V650	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?
V651	m4sdq5A	Do you have a lesson plan for this lesson?	discrete	numeric	Do you have a lesson plan for this lesson?
V652	m4sdq6A	Current day's lesson plan observed	discrete	numeric	
V653	m4sdq7A	Do you have a record of the pupils' continuous assessments?	discrete	numeric	Do you have a record of the pupils' continuous assessments?
V654	m4sdq8A	Age	discrete	numeric	Teacher characteristics: Age
V655	m4sdq9A	Gender	discrete	numeric	Teacher characteristics: Gender
V656	m4sdq10A	Position in the school	discrete	numeric	Teacher characteristics: Position in the school
V657	m4sdq11A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V658	m4sdq12A	What year did you begin teaching at this school?	discrete	numeric	What year did you begin teaching at this school?
V659	m4sdq13A	Highest level of education completed?	discrete	numeric	Highest level of education completed?
V660	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	744
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V661	schid	School ID	contin	numeric	
V662	m4seq00	Quantity lines in roster	discrete	numeric	

**m5s0\_anon**

Content	Module 5: Pupil Assessment
Cases	744
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V663	schidA	School ID	contin	numeric	
V664	m5siq2A	Enumerator code	contin	numeric	
V665	m5siq5A	Date	contin	numeric	
V666	m5siq6A	Number of pupils assessed in language of instruction	discrete	numeric	
V667	m5siq6aA	Number of Pupils Assessed in Kiswahili	discrete	numeric	
V668	m5siq7A	Were the pupils assessed selected from the classroom observed in Module 4?	discrete	numeric	
V669	m5siq8bA	Teacher ID	discrete	numeric	
V670	m5siq9aA	Result of verification by team leader	discrete	numeric	
V671	m5siq9bA	Result of verification by supervisor	discrete	numeric	
V672	m5siq9cA	Result of verification by data entrant	discrete	numeric	
V673	m5siq9dA	Date of verification by team leader	discrete	numeric	
V674	m5siq9eA	Date of verification by supervisor	contin	numeric	
V675	m5siq9fA	Date of verification by data entrant	contin	numeric	

**m5sa1\_anon**

Content	Module 5: Pupil Assessment
Cases	744
Variable(s)	25
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V676	schidA	School ID	contin	numeric	
V677	m5sa1q1A	Code	contin	numeric	
V678	m5sa1q3A	Age	discrete	numeric	
V679	m5sa1q4A	Sex	discrete	numeric	
V680	m5sa1q5A	Mother tongue	discrete	numeric	
V681	m5sa1q6A	Did you have breakfast this morning?	discrete	numeric	
V682	m5sa1q7aA	Bread, pancake, cake or doughnut	discrete	numeric	
V683	m5sa1q7bA	Ugali	discrete	numeric	
V684	m5sa1q7cA	Rice	discrete	numeric	
V685	m5sa1q7dA	Cassava, sweet potato or yams	discrete	numeric	
V686	m5sa1q7eA	Beans	discrete	numeric	
V687	m5sa1q7fA	Fruit/vegetable	discrete	numeric	
V688	m5sa1q7gA	Eggs	discrete	numeric	
V689	m5sa1q7hA	Meat, chicken, or fish	discrete	numeric	
V690	m5sa1q7iA	Milk, yogurt, porridge	discrete	numeric	
V691	m5sa1q7jA	Tea, coffee, or chocolate	discrete	numeric	
V692	m5sa1q7kA	Other	discrete	numeric	
V693	m5sa1q8bA	Code from Module 2a	discrete	numeric	
V694	m5sa1q9bA	Code from Module 2a	discrete	numeric	
V695	m5sa1q10A	Were you in this school last year?	discrete	numeric	
V696	m5sa1q11bA	Code from Module 2a	discrete	numeric	
V697	m5sa1q12bA	Code from Module 2a	discrete	numeric	
V698	m5sa1q13A	Do you agree to participate in this exercise?	discrete	numeric	
V699	m5sa1q14A	Start time	discrete	numeric	
V700	m5sa1q15A	End time	discrete	numeric	

**m5sa2\_anon**

Content	Module 5: Pupil Assessment
Cases	744
Variable(s)	44
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V701	schidA	School ID	contin	numeric	
V702	m5sa2q0aA	Pupil code	discrete	numeric	
V703	m5sa2q0bA	Has this pupil been selected to take the English or Kiswahili assessment?	discrete	numeric	
V704	m5sa2q1A	English Exercise 1	discrete	numeric	
V705	m5sa2q2A	English Exercise 2	discrete	numeric	
V706	m5sa2q3A	English Exercise 3	discrete	numeric	
V707	m5sa2q4A	English Exercise 4	discrete	numeric	
V708	m5sa2q5aA	English Exercise 5	discrete	numeric	
V709	m5sa2q5bA	English Exercise 5 (time)	discrete	numeric	
V710	m5sa2q6aA	English Exercise 6 Question 1	discrete	numeric	
V711	m5sa2q6bA	English Exercise 6 Question 2	discrete	numeric	
V712	m5sa2q6cA	English Exercise 6 Question 3	discrete	numeric	
V713	m5sa3q1A	Kiswahili Exercise 1	discrete	numeric	
V714	m5sa3q2A	Kiswahili Exercise 2	discrete	numeric	
V715	m5sa3q3A	Kiswahili Exercise 3	discrete	numeric	
V716	m5sa3q4A	Kiswahili Exercise 4	discrete	numeric	
V717	m5sa3q5aA	Kiswahili Exercise 5	discrete	numeric	
V718	m5sa3q5bA	Kiswahili Exercise 5 (time)	discrete	numeric	
V719	m5sa3q6aA	Kiswahili Exercise 6 Question 1	discrete	numeric	
V720	m5sa3q6bA	Kiswahili Exercise 6 Question 2	discrete	numeric	
V721	m5sa3q6cA	Kiswahili Exercise 6 Question 3	discrete	numeric	
V722	m5sabq1A	Math Exercise 1	discrete	numeric	
V723	m5sabq2A	Math Exercise 2	discrete	numeric	
V724	m5sabq3aA	Math Exercise 3 Question 1	discrete	numeric	
V725	m5sabq3bA	Math Exercise 3 Question 2	discrete	numeric	
V726	m5sabq3cA	Math Exercise 3 Question 3	discrete	numeric	
V727	m5sabq3dA	Math Exercise 3 Question 4	discrete	numeric	
V728	m5sabq3eA	Math Exercise 3 Question 5	discrete	numeric	

ID	Name	Label	Type	Format	Question
V729	m5sabq3fA	Math Exercise 3 Question 6	discrete	numeric	
V730	m5sabq3gA	Math Exercise 3 Question 7	discrete	numeric	
V731	m5sabq3hA	Math Exercise 3 Question 8	discrete	numeric	
V732	m5sabq3iA	Math Exercise 3 Question 9	discrete	numeric	
V733	m5sabq3jA	Math Exercise 3 Question 10	discrete	numeric	
V734	m5sabq4A	Math Exercise 4	discrete	numeric	
V735	m5sabq5A	Math Exercise 5	discrete	numeric	
V736	m5sabq6A	Math Exercise 6	discrete	numeric	
V737	m5sacq1aA	Non-verbal reasoning Exercise 1a	discrete	numeric	
V738	m5sacq1bA	Non-verbal reasoning Exercise 1b	discrete	numeric	
V739	m5sacq2aA	Non-verbal reasoning Exercise 2a	discrete	numeric	
V740	m5sacq2bA	Non-verbal reasoning Exercise 2b	discrete	numeric	
V741	m5sacq3aA	Non-verbal reasoning Exercise 3a	discrete	numeric	
V742	m5sacq3bA	Non-verbal reasoning Exercise 3b	discrete	numeric	
V743	m5sacq4aA	Non-verbal reasoning Exercise 4a	discrete	numeric	
V744	m5sacq4bA	Non-verbal reasoning Exercise 4b	discrete	numeric	

**m6s0\_anon**

Content	Module 6: Teacher Assessment
Cases	2373
Variable(s)	3
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V745	schidA	School ID	contin	numeric	
V746	m6siq4A	Date	contin	numeric	
V747	m6siq5A	Number of teachers assessed	discrete	numeric	

**m6sa\_anon**

Content	Module 6: Teacher Assessment
Cases	2374
Variable(s)	148
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V748	schidA	School ID	contin	numeric	
V749	m6siq0A	Teacher ID	contin	numeric	
V750	m6siq3A	Enumerator code	discrete	numeric	
V751	m6siq8A	Age	discrete	numeric	
V752	m6siq9A	Sex	discrete	numeric	
V753	m6siq10aA	What standards do you normally teach this academic year (1)	discrete	numeric	
V754	m6siq10bA	What standards do you normally teach this academic year (2)	discrete	numeric	
V755	m6siq10cA	What standards do you normally teach this academic year (3)	discrete	numeric	
V756	m6siq11aA	What standards did you mostly teach last academic year (1)	discrete	numeric	
V757	m6siq11bA	What standards did you mostly teach last academic year (2)	discrete	numeric	
V758	m6siq11cA	What standards did you mostly teach last academic year (3)	discrete	numeric	
V759	m6siq12A	What subject(s) do you normally teach?	discrete	numeric	
V760	m6siq13A	In what year did you begin teaching?	discrete	numeric	
V761	m6siq14A	What is the highest level of education you have completed?	discrete	numeric	
V762	m6siq15A	What is the highest level of teacher training you received?	discrete	numeric	
V763	m6siq16A	When did you complete your highest level of teacher training?	discrete	numeric	
V764	m6siq17A	Did you teach in this school last year?	discrete	numeric	
V765	m6sa1q1aA	Task 1 Section 1A - Points	discrete	numeric	
V766	m6sa1q1baA	Task 1 Section 1B - Mark child's answer	discrete	numeric	
V767	m6sa1q1bA	Task 1 Section 1B - Points	discrete	numeric	
V768	m6sa1q1caA	Task 1 Section 1C - Mark child's answer	discrete	numeric	
V769	m6sa1q1cA	Task 1 Section 1C - Points	discrete	numeric	
V770	m6sa1q1daA	Task 1 Section 1D - Mark child's answer	discrete	numeric	
V771	m6sa1q1dA	Task 1 Section 1D - Points	discrete	numeric	
V772	m6sa1q2aA	Task 1 Section 2A - Points	discrete	numeric	
V773	m6sa1q2baA	Task 1 Section 2B - Mark child's answer	discrete	numeric	
V774	m6sa1q2bA	Task 1 Section 2B - Points	discrete	numeric	
V775	m6sa1q2caA	Task 1 Section 2C - Mark child's answer	discrete	numeric	



ID	Name	Label	Type	Format	Question
V776	m6sa1q2cA	Task 1 Section 2C - Points	discrete	numeric	
V777	m6sa1q2daA	Task 1 Section 2D - Mark child's answer	discrete	numeric	
V778	m6sa1q2dA	Task 1 Section 2D - Points	discrete	numeric	
V779	m6sa1q2eaA	Task 1 Section 2E - Mark child's answer	discrete	numeric	
V780	m6sa1q2eA	Task 1 Section 2E - Points	discrete	numeric	
V781	m6sa1q2faA	Task 1 Section 2F - Mark child's answer	discrete	numeric	
V782	m6sa1q2fA	Task 1 Section 2F - Points	discrete	numeric	
V783	m6sa1q3aA	Task 1 Section 3A - Points	discrete	numeric	
V784	m6sa1q3baA	Task 1 Section 3B - Mark child's answer	discrete	numeric	
V785	m6sa1q3bA	Task 1 Section 3B - Points	discrete	numeric	
V786	m6sa1q3caA	Task 1 Section 3C - Mark child's answer	discrete	numeric	
V787	m6sa1q3cA	Task 1 Section 3C - Points	discrete	numeric	
V788	m6sa1q3daA	Task 1 Section 3D - Mark child's answer	discrete	numeric	
V789	m6sa1q3dA	Task 1 Section 3D - Points	discrete	numeric	
V790	m6sa1q3eaA	Task 1 Section 3E - Mark child's answer	discrete	numeric	
V791	m6sa1q3eA	Task 1 Section 3E - Points	discrete	numeric	
V792	m6sa1q3faA	Task 1 Section 3F - Mark child's answer	discrete	numeric	
V793	m6sa1q3fA	Task 1 Section 3F - Points	discrete	numeric	
V794	m6sa1q3gaA	Task 1 Section 3G - Mark child's answer	discrete	numeric	
V795	m6sa1q3gA	Task 1 Section 3G - Points	discrete	numeric	
V796	m6sa1q3haA	Task 1 Section 3H - Mark child's answer	discrete	numeric	
V797	m6sa1q3hA	Task 1 Section 3H - Points	discrete	numeric	
V798	m6sa1q3iaA	Task 1 Section 3I - Mark child's answer	discrete	numeric	
V799	m6sa1q3iA	Task 1 Section 3I - Points	discrete	numeric	
V800	m6sa1q3jaA	Task 1 Section 3J - Mark child's answer	discrete	numeric	
V801	m6sa1q3jA	Task 1 Section 3J - Points	discrete	numeric	
V802	m6sa1q3kaA	Task 1 Section 3K - Mark child's answer	discrete	numeric	
V803	m6sa1q3kA	Task 1 Section 3K - Points	discrete	numeric	
V804	m6sa1q4aA	Task 1 Section 4A - Points	discrete	numeric	
V805	m6sa1q4bA	Task 1 Section 4B - Points	discrete	numeric	
V806	m6sa1q4cA	Task 1 Section 4C - Points	discrete	numeric	
V807	m6sa1q4dA	Task 1 Section 4D - Points	discrete	numeric	
V808	m6sa1q4eA	Task 1 Section 4E - Points	discrete	numeric	
V809	m6sa1q4fA	Task 1 Section 4F - Points	discrete	numeric	
V810	m6sa1q4gA	Task 1 Section 4G - Points	discrete	numeric	
V811	m6sa1q4hA	Task 1 Section 4H - Points	discrete	numeric	
V812	m6sa1q4iA	Task 1 Section 4I - Points	discrete	numeric	
V813	m6sa1q4jA	Task 1 Section 4J - Points	discrete	numeric	
V814	m6sa1q4kA	Task 1 Section 4K - Points	discrete	numeric	
V815	m6sa1q4lA	Task 1 Section 4L - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V816	m6sa1q4mA	Task 1 Section 4M - Points	discrete	numeric	
V817	m6sa1q4nA	Task 1 Section 4N - Points	discrete	numeric	
V818	m6sa1q4oA	Task 1 Section 4O - Points	discrete	numeric	
V819	m6sa1q4pA	Task 1 Section 4P - Points	discrete	numeric	
V820	m6sa1q4qA	Task 1 Section 4Q - Points	discrete	numeric	
V821	m6sa1q4rA	Task 1 Section 4R - Points	discrete	numeric	
V822	m6sa1q4sA	Task 1 Section 4S - Points	discrete	numeric	
V823	m6sa1q4tA	Task 1 Section 4T - Points	discrete	numeric	
V824	m6sa2q1aA	Task 2 Section 1A - Points	discrete	numeric	
V825	m6sa2q1baA	Task 2 Section 1B - Mark child's Bnswer	discrete	numeric	
V826	m6sa2q1bA	Task 2 Section 1B - Points	discrete	numeric	
V827	m6sa2q1caA	Task 2 Section 1C - Mark child's answer	discrete	numeric	
V828	m6sa2q1cA	Task 2 Section 1C - Points	discrete	numeric	
V829	m6sa2q1daA	Task 2 Section 1D - Mark child's answer	discrete	numeric	
V830	m6sa2q1dA	Task 2 Section 1D - Points	discrete	numeric	
V831	m6sa2q1eaA	Task 2 Section 1E - Mark child's answer	discrete	numeric	
V832	m6sa2q1eA	Task 2 Section 1E - Points	discrete	numeric	
V833	m6sa2q2aA	Task 2 Section 2A - Points	discrete	numeric	
V834	m6sa2q3aA	Task 2 Section 3A - Points	discrete	numeric	
V835	m6sa2q4aA	Task 2 Section 4A - Points	discrete	numeric	
V836	m6sa2q4baA	Task 2 Section 4B- Mark child's answer	discrete	numeric	
V837	m6sa2q4bA	Task 2 Section 4B - Points	discrete	numeric	
V838	m6sa2q5aA	Task 2 Section 5A - Points	discrete	numeric	
V839	m6sa2q6aA	Task 2 Section 6A - Points	discrete	numeric	
V840	m6sa2q7aA	Task 2 Section 7A - Points	discrete	numeric	
V841	m6sa2q8aA	Task 2 Section 8A - Points	discrete	numeric	
V842	m6sa2q9aA	Task 2 Section 9A - Points	discrete	numeric	
V843	m6sa2q9baA	Task 2 Section 9B- Mark child's answer	discrete	numeric	
V844	m6sa2q9bA	Task 2 Section 9B - Points	discrete	numeric	
V845	m6sa2q10aA	Task 2 Section 10A - Points	discrete	numeric	
V846	m6sa2q10baA	Task 2 Section 10B- Mark child's answer	discrete	numeric	
V847	m6sa2q10bA	Task 2 Section 10B - Points	discrete	numeric	
V848	m6sa2q11aA	Task 2 Section 11A - Points	discrete	numeric	
V849	m6sa2q11baA	Task 2 Section 11B- Mark child's answer	discrete	numeric	
V850	m6sa2q11bA	Task 2 Section 11B - Points	discrete	numeric	
V851	m6sa2q11caA	Task 2 Section 11C- Mark child's answer	discrete	numeric	
V852	m6sa2q11cA	Task 2 Section 11C - Points	discrete	numeric	
V853	m6sa2q12aA	Task 2 Section 12A - Points	discrete	numeric	
V854	m6sa2q13aA	Task 2 Section 13A - Points	discrete	numeric	
V855	m6sa2q13baA	Task 2 Section 13B- Mark child's answer	discrete	numeric	

ID	Name	Label	Type	Format	Question
V856	m6sa2q13bA	Task 2 Section 13B - Points	discrete	numeric	
V857	m6sbq3a1A	Task 3 Section A Question 1	discrete	numeric	
V858	m6sbq3a2A	Task 3 Section A Question 2	discrete	numeric	
V859	m6sbq3aA	Task 3 Section A Points	discrete	numeric	
V860	m6sbq3b1A	Task 3 Section B Question 1	discrete	numeric	
V861	m6sbq3b2A	Task 3 Section B Question 2	discrete	numeric	
V862	m6sbq3bA	Task 3 Section B Points	discrete	numeric	
V863	m6sbq3ca1A	Task 3 Section C1 Question	discrete	numeric	
V864	m6sbq3caA	Task 3 Section C1 Points	discrete	numeric	
V865	m6sbq3d1A	Task 3 Section D Question	discrete	numeric	
V866	m6sbq3dA	Task 3 Section D Points	discrete	numeric	
V867	m6sbq3e1A	Task 3 Section E Question 1	discrete	numeric	
V868	m6sbq3e2A	Task 3 Section E Question 2	discrete	numeric	
V869	m6sbq3e3A	Task 3 Section E Question 3	discrete	numeric	
V870	m6sbq3eA	Task 3 Section E Points	discrete	numeric	
V871	m6sbq3f1A	Task 3 Section F Question 1	discrete	numeric	
V872	m6sbq3f2A	Task 3 Section F Question 2	discrete	numeric	
V873	m6sbq3f3A	Task 3 Section F Question 3	discrete	numeric	
V874	m6sbq3fA	Task 3 Section F Points	discrete	numeric	
V875	m6sbq4as1A	Task 4 Section A Strengths 1	discrete	numeric	
V876	m6sbq4as2A	Task 4 Section A Strengths 2	discrete	numeric	
V877	m6sbq4as3A	Task 4 Section A Strengths 3	discrete	numeric	
V878	m6sbq4aw1A	Task 4 Section A Weaknesses 1	discrete	numeric	
V879	m6sbq4aw2A	Task 4 Section A Weaknesses 2	discrete	numeric	
V880	m6sbq4aw3A	Task 4 Section A Weaknesses 3	discrete	numeric	
V881	m6sbq4aA	Task 4 Section A Points	discrete	numeric	
V882	m6sbq4bs1A	Task 4 Section B Strengths 1	discrete	numeric	
V883	m6sbq4bs2A	Task 4 Section B Strengths 2	discrete	numeric	
V884	m6sbq4bs3A	Task 4 Section B Strengths 3	discrete	numeric	
V885	m6sbq4bw1A	Task 4 Section B Weaknesses 1	discrete	numeric	
V886	m6sbq4bw2A	Task 4 Section B Weaknesses 2	discrete	numeric	
V887	m6sbq4bw3A	Task 4 Section B Weaknesses 3	discrete	numeric	
V888	m6sbq4bA	Task 4 Section B Points	discrete	numeric	
V889	m6sbq5a1A	Task 5 Section A Question	discrete	numeric	
V890	m6sbq5aA	Task 5 Section A Points	discrete	numeric	
V891	m6sbq5bA	Task 5 Section B Points	discrete	numeric	
V892	m6sbq5c1A	Task 5 Section C1 Question	discrete	numeric	
V893	m6sbq5c2A	Task 5 Section C2 Question	discrete	numeric	
V894	m6sbq5c3A	Task 5 Section C3 Question	discrete	numeric	
V895	m6sbq5cA	Task 5 Section C Points	discrete	numeric	



## School ID (schidA)

File: fileweights\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-744

Valid cases: 743  
Invalid: 0  
Minimum: 1  
Maximum: 744

## School weight (wgt\_schoolA)

File: fileweights\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 3.05263161659241-26.5

Valid cases: 743  
Invalid: 0  
Minimum: 3.1  
Maximum: 26.5

## School ID (schidA)

File: m1s0\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-744

Valid cases: 744  
Invalid: 0  
Minimum: 1  
Maximum: 744

## Do you agree to be interviewed? (m1siq0aA)

File: m1s0\_anon

### Overview

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

Valid cases: 744  
Invalid: 0

### 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  
Format: numeric  
Width: 1  
Decimals: 0

Valid cases: 0  
Invalid: 744

### Interviewer instructions

If refused, reason for refusal.

## Code of enumerator during first visit (m1siq1cA)

File: m1s0\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-69

Valid cases: 744  
Invalid: 0  
Minimum: 1  
Maximum: 69

## Code of enumerator during second visit (m1siq2cA)

File: m1s0\_anon

**Overview**

Type: Continuous	Valid cases: 379
Format: numeric	Invalid: 365
Width: 2	Minimum: 1
Decimals: 0	Maximum: 69
Range: 1-69	

## Region (m1siq2aA)

File: m1s0\_anon

**Overview**

Type: Discrete	Valid cases: 742
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 4-26	

## District (m1siq3A)

File: m1s0\_anon

**Overview**

Type: Continuous	Valid cases: 742
Format: numeric	Invalid: 2
Width: 2	Minimum: 1
Decimals: 0	Maximum: 22
Range: 1-22	

## Ward (m1siq3aA)

File: m1s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Village/Street (m1siq3bA)

File: m1s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

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

File: m1s0\_anon

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

File: m1s0\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Date of First Visit (m1siq8A)

File: m1s0\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 47
Range: 1-47	

## Date of Second Visit (m1siq9A)

File: m1s0\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 50
Range: 2-50	

## Result of verification by team leader (m1siq10aA)

File: m1s0\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Result of verification by supervisor (m1siq10bA)

File: m1s0\_anon

### Overview

Type: Discrete	Valid cases: 118
Format: numeric	Invalid: 626
Width: 1	
Decimals: 0	
Range: 1-2	



## Result of verification by data entrant (m1siq10cA)

File: m1s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Date of verification by team leader (m1siq10dA)

File: m1s0\_anon

**Overview**

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: -60
Decimals: 0	Maximum: 50
Range: -60-50	

## Date of verification by supervisor (m1siq10eA)

File: m1s0\_anon

**Overview**

Type: Continuous	Valid cases: 118
Format: numeric	Invalid: 626
Width: 3	Minimum: -27
Decimals: 0	Maximum: 45
Range: -27-45	

## Date of verification by data entrant (m1siq10fA)

File: m1s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Arrival time for first visit (m1siq11A)

File: m1s0\_anon

**Overview**

Type: Discrete	Valid cases: 744
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: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 8.7
Range: 0-8.7	

## Arrival time for second visit (m1siq13A)

File: m1s0\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Duration of second visit (m1siq14A)

File: m1s0\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 8.5
Range: 0-8.5	

## School ID (schidA)

File: m1sa\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Position of Respondent in Facility (m1saq1A)

File: m1sa\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Pre question

Please allow me to ask a few questions about this school

### Literal question

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

## Type of School Ownership (m1saq3A)

File: m1sa\_anon

### Overview

Type: Discrete	Valid cases: 720
Format: numeric	Invalid: 24
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Please allow me to ask a few questions about this school

### Literal question

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

### Interviewer instructions

(Enumerator Note: READ RESPONSE OPTIONS)

## School Type (m1saq4A)

File: m1sa\_anon

### Overview

Type: Discrete	Valid cases: 736
Format: numeric	Invalid: 8
Width: 1	
Decimals: 0	
Range: 1-3	

### Pre question

Please allow me to ask a few questions about this school

### Literal question

## School Type (m1saq4A)

File: m1sa\_anon

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

### Interviewer instructions

(Enumerator Note: READ RESPONSE OPTIONS)

## School category (m1saq5A)

File: m1sa\_anon

### Overview

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

Valid cases: 723  
Invalid: 21

### 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: 1960-2010

Valid cases: 709  
Invalid: 35

### 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	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

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

File: m1sb\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

**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: Continuous	Valid cases: 705
Format: numeric	Invalid: 39
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

**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	Valid cases: 709
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-2	

**Literal question**

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

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

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
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: 744
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: Continuous	Valid cases: 572
Format: numeric	Invalid: 172
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

### 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: 580
Format: numeric	Invalid: 164
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: 744

**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: 744

**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: 744

**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: 744

**Literal question**

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

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

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

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

## Method to express grievances-School committee (m1sbq6dcA)

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

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

## Method to express grievances-School management team (m1sbq6ddA)

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

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

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

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### 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: 744
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: 744
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: 744
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 (m1sbq7sA)

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Number of visits from a QA officer/inspector from FME or UBEC (m1sbq7\_aA)

File: m1sb\_anon

## Number of visits from a QA officer/inspector from FME or UBEC (m1sbq7\_aA)

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 696
Format: numeric	Invalid: 48
Width: 2	
Decimals: 0	
Range: 0-20	

## Number of visits from a QA officer/inspector from SME or SUBEB (m1sbq7\_bA)

File: m1sb\_anon

### Overview

Type: Continuous	Valid cases: 721
Format: numeric	Invalid: 23
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

## Number of visits from a QA officer/inspector from LGEA (m1sbq7\_cA)

File: m1sb\_anon

### Overview

Type: Continuous	Valid cases: 732
Format: numeric	Invalid: 12
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-97	

## When was the last visit of the QA officer? (m1sbq8sA)

File: m1sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## When was the last visit from a QA officer/inspector from FME or UBEC? (m1sbq8\_aA)

File: m1sb\_anon

### Overview

When was the last visit from a QA officer/inspector from FME or UBEC? (m1sbq8\_aA)

File: m1sb\_anon

Type: Continuous	Valid cases: 228
Format: numeric	Invalid: 516
Width: 2	Minimum: -5
Decimals: 0	Maximum: 52
Range: -5-52	

When was the last visit from a QA officer/inspector from SME or SUBEB? (m1sbq8\_bA)

File: m1sb\_anon

#### Overview

Type: Continuous	Valid cases: 435
Format: numeric	Invalid: 309
Width: 4	Minimum: -114
Decimals: 0	Maximum: 43
Range: -114-43	

When was the last visit from a QA officer/inspector from LGEA? (m1sbq8\_cA)

File: m1sb\_anon

#### Overview

Type: Continuous	Valid cases: 590
Format: numeric	Invalid: 154
Width: 4	Minimum: -115
Decimals: 0	Maximum: 37
Range: -115-37	

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: 744
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

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

File: m1sb\_anon

## Overview

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

Valid cases: 0  
Invalid: 744

## Literal question

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

## School ID (schidA)

File: m1sc\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

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

File: m1sc\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Does the school have toilet holes for pupils?

### Interviewer instructions

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

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

File: m1sc\_anon

### Overview

Type: Discrete	Valid cases: 470
Format: numeric	Invalid: 274
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Are the toilet holes designated for boys and girls?

### Interviewer instructions

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

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

File: m1sc\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

How many 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' toilet holes does the school have? (m1scq3A)

File: m1sc\_anon

### Overview

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

Valid cases: 314  
Invalid: 430

### 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: 744

### 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  
Range: 0-4

Valid cases: 313  
Invalid: 431

### 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

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

File: m1sc\_anon

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

Valid cases: 0  
Invalid: 744

### 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: 744

### 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: 1-2

Valid cases: 467  
Invalid: 277

### 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: 469  
Invalid: 275

### 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: 462  
Invalid: 282

### 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

Valid cases: 0  
Invalid: 744

### Literal question

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

### Interviewer instructions

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

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

File: m1sc\_anon

### Overview



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

File: m1sc\_anon

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

Valid cases: 457  
Invalid: 287

### Literal question

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

### Interviewer instructions

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

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

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

File: m1sc\_anon

### Overview

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

Valid cases: 724  
Invalid: 20

### 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: 744

### 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: 744

### 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: 744

### Literal question

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

### Interviewer instructions

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

(Enumerator Note: give answer in total minutes)

## School ID (schidA)

File: m1sd1\_anon

### Overview

Type: Continuous	Valid cases: 5952
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Class ID (m1sdq0aA)

File: m1sd1\_anon

### Overview

Type: Discrete	Valid cases: 5952
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-8	

## Class number (m1sdq0bA)

File: m1sd1\_anon

### Overview

Type: Discrete	Valid cases: 5952
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-8	

## How many streams are there per class? (m1sdq1A)

File: m1sd1\_anon

### Overview

Type: Discrete	Valid cases: 4948
Format: numeric	Invalid: 1004
Width: 1	
Decimals: 0	
Range: 0-9	

### 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	Valid cases: 5944
Format: numeric	Invalid: 8
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### 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	Valid cases: 5944
Format: numeric	Invalid: 8
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### 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	Valid cases: 5944
Format: numeric	Invalid: 8
Width: 17	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-0.961538461538462	

### 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: 1-744

Valid cases: 744  
 Invalid: 0  
 Minimum: 1  
 Maximum: 744

## 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: 744  
 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: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 173  
 Invalid: 571

**Literal question**

Which grades are grouped together?

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

File: m1sd2\_anon

**Overview**

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

Valid cases: 165  
 Invalid: 579

**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: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 53  
 Invalid: 691

**Literal question**

Which grades are grouped together?

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

File: m1sd2\_anon

**Overview**

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

Valid cases: 81  
 Invalid: 663

**Literal question**

Which grades are grouped together?

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

File: m1sd2\_anon

**Overview**

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

Valid cases: 75  
 Invalid: 669

**Literal question**

Which grades are grouped together?

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

File: m1sd2\_anon

**Overview**

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

Valid cases: 21  
 Invalid: 723

**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: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 25  
 Invalid: 719

**Literal question**

Which grades are grouped together?

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

File: m1sd2\_anon

**Overview**

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

Valid cases: 24  
 Invalid: 720

**Literal question**

Which grades are grouped together?

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

File: m1sd2\_anon

**Overview**

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

Valid cases: 6  
 Invalid: 738

**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: 744

**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: 744  
Invalid: 0

### Pre question

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

### Literal question

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: 0-364

Valid cases: 718  
Invalid: 26  
Minimum: 0  
Maximum: 364

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

Valid cases: 0  
Invalid: 744

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

Valid cases: 0  
Invalid: 744

### Pre question

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

### Literal question



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

File: m1sd2\_anon

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

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

File: m1sd2\_anon

### Overview

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

Valid cases: 0  
Invalid: 744

### Pre question

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

### Literal question

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

## School ID (schidA)

File: m1sd3\_anon

### Overview

Type: Continuous	Valid cases: 2232
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Class ID (m1sdq7aA)

File: m1sd3\_anon

### Overview

Type: Discrete	Valid cases: 2232
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 3-5	

## Class code (m1sdq7bA)

File: m1sd3\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2232
Width: 1	
Decimals: 0	

## Official reporting time-(1st Shift) Duration in hours (m1sdq7\_1sA)

File: m1sd3\_anon

### Overview

Type: Continuous	Valid cases: 2202
Format: numeric	Invalid: 30
Width: 4	Minimum: 1.3
Decimals: 0	Maximum: 9.5
Range: 1.25-9.5	

### 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: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-320

Valid cases: 2200  
Invalid: 32  
Minimum: 0  
Maximum: 320

### 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: 16  
Decimals: 0  
Range: 3-5.166666666666667

Valid cases: 17  
Invalid: 2215  
Minimum: 3  
Maximum: 5.2

### 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: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 15-40

Valid cases: 17  
Invalid: 2215  
Minimum: 15  
Maximum: 40

### Literal question

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

### Interviewer instructions

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

## School ID (schidA)

File: m2sa1\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## How many teachers work in this school? (m2saq1A)

File: m2sa1\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

### 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: 7483
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Teacher ID (m2saq0A)

File: m2sa2\_anon

### Overview

Type: Continuous	Valid cases: 7483
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: 7475
Format: numeric	Invalid: 8
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: 7476  
Invalid: 7

### Pre question

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

### Literal question

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

Position in the school

### Interviewer instructions

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

## Contract Status (m2saq5A)

File: m2sa2\_anon

### Overview

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

Valid cases: 7342  
Invalid: 141

### 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: 7473  
Invalid: 10

### Pre question

## Full time or part time (m2saq6A)

File: m2sa2\_anon

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

### Literal question

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

Full-time/Part-time

### Interviewer instructions

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

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

File: m2sa2\_anon

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 7448

Invalid: 35

### Pre question

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

### Literal question

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

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

### Interviewer instructions

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

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

File: m2sa2\_anon

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 7448

Invalid: 35

### Pre question

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

### Literal question

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

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

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

File: m2sa2\_anon

### Interviewer instructions

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

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

File: m2sa2\_anon

### Overview

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

Valid cases: 7430  
Invalid: 53

### Pre question

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

### Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)  
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: 7483  
Invalid: 0

### Pre question

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

### Literal question

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

### Interviewer instructions

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





## School ID (schidA)

File: m2sb1\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## How many classrooms does the school have? (m2sbq19A)

File: m2sb1\_anon

### Overview

Type: Discrete	Valid cases: 725
Format: numeric	Invalid: 19
Width: 2	
Decimals: 0	
Range: 0-20	

### Literal question

How many classrooms does the school have?

### Interviewer instructions

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

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

## Share of total classrooms that contained pupils (m2sbq20A)

File: m2sb1\_anon

### Overview

Type: Continuous	Valid cases: 715
Format: numeric	Invalid: 29
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

### Literal question

How many classrooms contained pupils?

### Interviewer instructions

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

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

## Share of total classrooms with teacher present (m2sbq21A)

File: m2sb1\_anon

### Overview

Type: Continuous	Valid cases: 712
Format: numeric	Invalid: 32
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

### Literal question

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

## Share of total classrooms with teacher present (m2sbq21A)

File: m2sb1\_anon

### Interviewer instructions

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

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

## Share of total classrooms that are permanent (m2sbq22aA)

File: m2sb1\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### 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: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### 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: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

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

### Interviewer instructions

## Share of total classrooms that are temporary (m2sbq22cA)

File: m2sb1\_anon

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: 5616
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Teacher ID from section 2A (m2sbq2A)

File: m2sb2\_anon

### Overview

Type: Continuous	Valid cases: 5616
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 48
Range: 1-48	

### 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: 5614
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-6	

### 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: 5616
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

### Interviewer instructions

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

What was the teacher doing when you located him/ her on the 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: 691  
 Invalid: 4925

**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: 5254  
 Invalid: 362

**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: 445  
 Invalid: 5171

**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: 5616  
Invalid: 0

### 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: 5488  
Invalid: 128

### 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: 1361  
Invalid: 4255

### 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: 909  
Invalid: 4707

### 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: 0  
Invalid: 5616

### 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: 5572  
Invalid: 44

### 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: 5566  
Invalid: 50

### 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: 5531  
Invalid: 85

### Pre question

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

### Literal question

What year did you begin teaching?

### Interviewer instructions

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

## Were you born in this district? (m2sbq13A)

File: m2sb2\_anon

### Overview

Type: Discrete	Valid cases: 5615
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: -8-2	

### Pre question

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

### Literal question

Were you born in this district?

### Interviewer instructions

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

## Age (m2sbq14A)

File: m2sb2\_anon

### Overview

Type: Discrete	Valid cases: 5530
Format: numeric	Invalid: 86
Width: 2	
Decimals: 0	
Range: 20-55	

### Pre question

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

### Literal question

Age

### Interviewer instructions

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

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

File: m2sb2\_anon

### Overview

Type: Discrete	Valid cases: 5498
Format: numeric	Invalid: 118
Width: 2	
Decimals: 0	
Range: 0-12	

### Pre question

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

### Literal question

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

### Interviewer instructions

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

## Do you have any other unpaid claims? (m2sbq15a1A)

File: m2sb2\_anon

### Overview

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

Valid cases: 0  
Invalid: 5616

### 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: 5616

### 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: 5616

### 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: 5616

### 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: 5616

### 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: 5616

## 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: 5616

### 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: 5616

### 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: 5616

### Pre question

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

### Literal question

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

### Interviewer instructions

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

(Multiple responses accepted, up to 4)

## Was this information collected directly from the teacher?

(m2sbq18A)

File: m2sb2\_anon

### Overview

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

Valid cases: 5616  
Invalid: 0

### 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: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Enumerator code (m4siq1bA)

File: m4s0\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 121
Range: 1-121	

## Subject (m4siq5A)

File: m4s0\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Date (m4siq7A)

File: m4s0\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	Minimum: -1
Decimals: 0	Maximum: 47
Range: -1-47	

## Teacher ID from section 2A (m4siq9A)

File: m4s0\_anon

### Overview

Type: Continuous	Valid cases: 715
Format: numeric	Invalid: 29
Width: 2	Minimum: 1
Decimals: 0	Maximum: 46
Range: 1-46	

## Result of verification by team leader (m4siq10aA)

File: m4s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Result of verification by supervisor (m4siq10bA)

File: m4s0\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Result of verification by data entrant (m4siq10cA)

File: m4s0\_anon

**Overview**

Type: Discrete	Valid cases: 114
Format: numeric	Invalid: 630
Width: 1	
Decimals: 0	
Range: 1-2	

## Date of verification by team leader (m4siq10dA)

File: m4s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Date of verification by supervisor (m4siq10eA)

File: m4s0\_anon

**Overview**

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 47
Range: 1-47	

## Date of verification by data entrant (m4siq10fA)

File: m4s0\_anon



## Date of verification by data entrant (m4siq10fA)

File: m4s0\_anon

**Overview**

Type: Continuous	Valid cases: 113
Format: numeric	Invalid: 631
Width: 2	Minimum: 1
Decimals: 0	Maximum: 47
Range: 1-47	

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

File: m4s0\_anon

**Overview**

Type: Continuous	Valid cases: 720
Format: numeric	Invalid: 24
Width: 2	Minimum: 0
Decimals: 0	Maximum: 40
Range: 0-40	

## Time of entrance in the classroom (m4siq11bA)

File: m4s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## School ID (schidA)

File: m4sa1\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

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

(m4siq11aA)

File: m4sa1\_anon

### Overview

Type: Continuous	Valid cases: 720
Format: numeric	Invalid: 24
Width: 2	Minimum: 0
Decimals: 0	Maximum: 40
Range: 0-40	

### Pre question

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

### Interviewer instructions

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

Time of entrance in the classroom (m4siq11bA)

File: m4sa1\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Interviewer instructions

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

## School ID (schidA)

File: m4sa2\_anon

### Overview

Type: Continuous	Valid cases: 14136
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Teacher activity code (m4saq0cA)

File: m4sa2\_anon

### Overview

Type: Discrete	Valid cases: 13392
Format: numeric	Invalid: 744
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: 13392
Format: numeric	Invalid: 744
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: 13392  
Invalid: 744

### 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: 14136  
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: 14134  
Invalid: 2

### 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: 14133

Invalid: 3

#### 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: 14133

Invalid: 3

#### 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 (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 5 (m4saq5A)

### File: m4sa2\_anon

#### Overview

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

Valid cases: 14133  
Invalid: 3

#### 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 6 (m4saq6A)

### File: m4sa2\_anon

#### Overview

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

Valid cases: 14133  
Invalid: 3

#### 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 7 (m4saq7A)

File: m4sa2\_anon

### Overview

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

Valid cases: 14133  
Invalid: 3

### 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: 14133  
Invalid: 3

### 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: 14132  
Invalid: 4

### 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: 14131  
Invalid: 5

#### 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: 14131  
Invalid: 5

#### 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: 14129  
Invalid: 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 (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: 14129  
Invalid: 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 (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: 14127  
Invalid: 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 (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: 14127  
Invalid: 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 (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: 14125  
Invalid: 11

### 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: 14119  
Invalid: 17

#### 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: 14117  
Invalid: 19

#### 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: 14115  
Invalid: 21

#### 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: 14113  
Invalid: 23

#### 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: 14111  
 Invalid: 25

**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: 14099  
 Invalid: 37

**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: 14097  
 Invalid: 39

**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: 14097  
Invalid: 39

#### 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: 14096  
Invalid: 40

#### 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: 14092  
Invalid: 44

#### 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: 14078  
Invalid: 58

#### 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: 14072  
 Invalid: 64

**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: 14067  
 Invalid: 69

**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: 14060  
 Invalid: 76

**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: 9706  
Invalid: 4430

#### 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: 9589  
Invalid: 4547

#### 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: 9582  
Invalid: 4554

#### 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: 9577  
Invalid: 4559

#### 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: 9563  
 Invalid: 4573

**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: 9482  
 Invalid: 4654

**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: 9336  
 Invalid: 4800

**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: 9316

Invalid: 4820

#### 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: 9312

Invalid: 4824

#### 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: 9300  
Invalid: 4836

#### 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: 9277  
Invalid: 4859

#### 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: 9233  
 Invalid: 4903

**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: 9230  
 Invalid: 4906

**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: 9228  
 Invalid: 4908

**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: 9222  
Invalid: 4914

#### 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: 9210  
Invalid: 4926

#### 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 (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 47 (m4saq47A)

### File: m4sa2\_anon

#### Overview

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

Valid cases: 9187  
Invalid: 4949

#### 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 48 (m4saq48A)

### File: m4sa2\_anon

#### Overview

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

Valid cases: 9186  
Invalid: 4950

#### 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 49 (m4saq49A)

File: m4sa2\_anon

**Overview**

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

Valid cases: 9185  
 Invalid: 4951

**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: 9184  
 Invalid: 4952

**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: 9182  
 Invalid: 4954

**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: 9173  
Invalid: 4963

#### 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: 9172  
Invalid: 4964

#### Pre question

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

#### Interviewer instructions

## Minute 53 (m4saq53A)

### File: m4sa2\_anon

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

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

## Minute 54 (m4saq54A)

### File: m4sa2\_anon

#### Overview

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

Valid cases: 9171  
Invalid: 4965

#### Pre question

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

#### Interviewer instructions

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

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

## Minute 55 (m4saq55A)

### File: m4sa2\_anon

#### Overview

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

Valid cases: 9170  
Invalid: 4966

#### Pre question

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

#### Interviewer instructions

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

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

## Minute 56 (m4saq56A)

File: m4sa2\_anon

**Overview**

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

Valid cases: 9170  
 Invalid: 4966

**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: 9168  
 Invalid: 4968

**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: 9167  
 Invalid: 4969

**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: 9167  
Invalid: 4969

#### 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: 9167  
Invalid: 4969

#### Pre question

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

#### Interviewer instructions

## Minute 60 (m4saq60A)

### File: m4sa2\_anon

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

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

## Count (m4saqc1A)

### File: m4sa2\_anon

#### Overview

Type: Continuous	Valid cases: 13936
Format: numeric	Invalid: 200
Width: 3	Minimum: 0
Decimals: 0	Maximum: 101
Range: 0-101	

#### Pre question

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

#### Interviewer instructions

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

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

## Count (m4saqc2A)

### File: m4sa2\_anon

#### Overview

Type: Continuous	Valid cases: 9163
Format: numeric	Invalid: 4973
Width: 2	Minimum: 0
Decimals: 0	Maximum: 60
Range: 0-60	

#### Pre question

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

#### Interviewer instructions

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

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

## School ID (schidA)

File: m4sa3\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Proportion of pupils off task-Minute 5 (m4saq5aA)

File: m4sa3\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.3333333333333333	

### 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	Valid cases: 744
Format: numeric	Invalid: 0
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.3333333333333333	

### 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: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.5	

### 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: 744
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### Pre question

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

### Interviewer instructions

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

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

## Proportion of pupils off task-Minute 25 (m4saq25aA)

File: m4sa3\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 4	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.25	

### 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	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

#### Pre question

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

#### Interviewer instructions

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

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

## Proportion of pupils off task-Minute 35 (m4saq35aA)

### File: m4sa3\_anon

#### Overview

Type: Continuous	Valid cases: 509
Format: numeric	Invalid: 235
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.3333333333333333	

#### 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 (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 40 (m4saq40aA)

File: m4sa3\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-0.2

Valid cases: 509  
Invalid: 235  
Minimum: 0  
Maximum: 0.2

### 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 45 (m4saq45aA)

File: m4sa3\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 0-0.3333333333333333

Valid cases: 509  
Invalid: 235  
Minimum: 0  
Maximum: 0.3

### 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 50 (m4saq50aA)

File: m4sa3\_anon

### Overview

Type: Continuous	Valid cases: 509
Format: numeric	Invalid: 235
Width: 18	Minimum: 0
Decimals: 0	Maximum: 0.1
Range: 0-0.0833333333333333	

### Pre question

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

### Interviewer instructions

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

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

## Proportion of pupils off task-Minute 55 (m4saq55aA)

File: m4sa3\_anon

### Overview

Type: Discrete	Valid cases: 509
Format: numeric	Invalid: 235
Width: 1	
Decimals: 0	
Range: 0-0	

### 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.

## Proportion of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3\_anon

### Overview

Type: Discrete	Valid cases: 509
Format: numeric	Invalid: 235
Width: 1	
Decimals: 0	
Range: 0-0	

### 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: 744

## Count (m4saqc4A)

### File: m4sa3\_anon

#### Overview

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

Valid cases: 0  
Invalid: 744

## School ID (schidA)

File: m4sb\_anon

**Overview**

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## How many pupils are in the room? (m4sbq1A)

File: m4sb\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 0-100	

**Literal question**

How many pupils are in the room?

## Proportion of boys? (m4sbq2A)

File: m4sb\_anon

**Overview**

Type: Continuous	Valid cases: 742
Format: numeric	Invalid: 2
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

**Literal question**

How many boys?

**Interviewer instructions**

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

## Proportion of girls? (m4sbq3A)

File: m4sb\_anon

**Overview**

Type: Continuous	Valid cases: 743
Format: numeric	Invalid: 1
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

**Literal question**

How many girls?

**Interviewer instructions**

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

## Proportion of total pupils having the textbook for the class (English or mathema (m4sbq4A))

File: m4sb\_anon

### Overview

Type: Continuous	Valid cases: 227
Format: numeric	Invalid: 517
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

### 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: 744
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: 744
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: Continuous	Valid cases: 740
Format: numeric	Invalid: 4
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### Literal question

Proportion of total pupils in the class having a pencil or pen?  
(m4sbq5A)

File: m4sb\_anon

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: 744

#### 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: 744

#### Literal question

How many female pupils in the class have a pencil or pen?

#### Interviewer instructions

(ask female pupils to hold up pencils or pens)

Proportion of total pupils in the class having an exercise book?  
(m4sbq6A)

File: m4sb\_anon

#### Overview

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

Valid cases: 737  
Invalid: 7  
Minimum: 0  
Maximum: 1

#### 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	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

How many male pupils in the class have an exercise book?

### Interviewer instructions

(ask male pupils to hold up exercise books)

## Proportion of female pupils in the class having an exercise book? (m4sbq6bA)

File: m4sb\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

### Literal question

How many female pupils in the class have an exercise book?

## Is there a 'corner library' in the class? (m4sbq7A)

File: m4sb\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Is there a "corner library" in the class or additional available books for pupils?

## Is there a blackboard and/or whiteboard in the class? (m4sbq8A)

File: m4sb\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Is there a blackboard and/or whiteboard in the class?



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

File: m4sb\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

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

Does the classroom have a working electricity connection (e.g. electric light)? (m4sbq10A)

File: m4sb\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Does the classroom have a working electricity connection (e.g. electric light)?

Was children's work displayed on the walls? (m4sbq11A)

File: m4sb\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Was children's work displayed on the walls?

Other than children's work, were there other materials displayed on the walls? (m4sbq12A)

File: m4sb\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Other than children's work, were there other materials, such as, charts displayed on the walls?

## How would you classify the hygiene in the classroom? (m4sbq13A)

File: m4sb\_anon

### Overview

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

Valid cases: 744  
Invalid: 0

### 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: 744

### 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: 744  
Invalid: 0

### 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: 744  
Invalid: 0

Is there sufficient light for reading text from the FRONT of the classroom? (m4sbq15A)

File: m4sb\_anon

**Literal question**

Is there sufficient light for reading text from the FRONT of the classroom?

**Interviewer instructions**

(Enumerator Note: place printed text on the blackboard to assess visibility)

Is there sufficient light for reading text from the BACK of the classroom? (m4sbq16A)

File: m4sb\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

**Literal question**

Is there sufficient light for reading text from the BACK of the classroom?

**Interviewer instructions**

(Enumerator Note: place printed text on the blackboard to assess visibility)

Lux measure at the chalkboard (m4sbq17A)

File: m4sb\_anon

**Overview**

Type: Continuous	Valid cases: 731
Format: numeric	Invalid: 13
Width: 3	Minimum: 0
Decimals: 0	Maximum: 960
Range: 0-960	

**Interviewer instructions**

Lux measure at the chalkboard.

Meter setting (m4sbq17aA)

File: m4sb\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

**Interviewer instructions**

Indicate Meter setting

## School ID (schidA)

File: m4sc\_anon

**Overview**

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

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

File: m4sc\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

**Literal question**

Was the text book used by the teacher?

## Proportion of pupils that used a text book? (m4scq2A)

File: m4sc\_anon

**Overview**

Type: Continuous	Valid cases: 727
Format: numeric	Invalid: 17
Width: 16	Minimum: 0
Decimals: 0	Maximum: 1.6
Range: 0-1.58823529411765	

**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	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

**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: 744

### 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: 744  
Invalid: 0

### 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: 744  
Invalid: 0

### 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: 6  
Decimals: 0  
Range: 0-1.9375

Valid cases: 172  
Invalid: 572  
Minimum: 0  
Maximum: 1.9

### 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: 744
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: 744
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: 744
Format: numeric	Invalid: 0
Width: 6	Minimum: 0
Decimals: 0	Maximum: 3.8
Range: 0-3.8125	

### 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: 744
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: 744
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: 744
Format: numeric	Invalid: 0
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: 744
Format: numeric	Invalid: 0
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: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Did the teacher visit individual children?

## Proportion of pupils did the teacher go to individually? (m4scq10A)

File: m4sc\_anon

**Overview**

Type: Continuous	Valid cases: 419
Format: numeric	Invalid: 325
Width: 3	Minimum: 0
Decimals: 0	Maximum: 1.1
Range: 0-1.1	

**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	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

**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	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

**Literal question**

How many female pupils did the teacher go to individually?

## Did the teacher call pupils by name while teaching? (m4scq11A)

File: m4sc\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

**Literal question**

Did the teacher call pupils by name while teaching?



## Proportion of pupils did the teacher call by name? (m4scq12A)

File: m4sc\_anon

### Overview

Type: Continuous	Valid cases: 499
Format: numeric	Invalid: 245
Width: 18	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0.0232558139534884-4	

### 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: 744
Format: numeric	Invalid: 0
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: 744
Format: numeric	Invalid: 0
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: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Did the teacher ask questions that required learners to recall information?

Did the teacher ask learners to carry out a task which allowed them to demonstra (m4scq16A)

File: m4sc\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Did the teacher ask learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson?

Did the teacher ask questions that required learners to apply information to new (m4scq17A)

File: m4sc\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Did the teacher ask questions that required learners to apply information to new topics?

Did the teacher ask questions which required learners to use their creativity an (m4scq18A)

File: m4sc\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Did the teacher ask questions which required learners to use their creativity and imagination?

Did the teacher give feedback or praise, moral strengthening, and/or encourageme (m4scq19A)

File: m4sc\_anon

#### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

#### Literal question

Did the teacher give feedback or praise, moral strengthening, and/or encouragement (m4scq19A)

File: m4sc\_anon

Did the teacher give feedback or praise, moral strengthening, and/or encouragement?

Did the teacher give feedback that was correcting a mistake? (m4scq20A)

File: m4sc\_anon

#### Overview

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

Valid cases: 744  
Invalid: 0

#### 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: 744  
Invalid: 0

#### 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: 1-2

Valid cases: 709  
Invalid: 35

#### Literal question

Did the teacher introduce the lesson at the start of the class?

Did the teacher summarize the lesson at the end of the class? (m4scq23A)

File: m4sc\_anon

## Did the teacher summarize the lesson at the end of the class? (m4scq23A)

File: m4sc\_anon

### Overview

Type: Discrete	Valid cases: 736
Format: numeric	Invalid: 8
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Did the teacher summarize the lesson at the end of the class?

## Did the teacher assign homework to the class? (m4scq24A)

File: m4sc\_anon

### Overview

Type: Discrete	Valid cases: 734
Format: numeric	Invalid: 10
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Did the teacher assign homework to the class?

## Did the teacher review or collect homework from the class? (m4scq25A)

File: m4sc\_anon

### Overview

Type: Discrete	Valid cases: 699
Format: numeric	Invalid: 45
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Did the teacher review or collect homework from the class?

## Did the teacher use the local language as a medium of instruction? (m4scq26A)

File: m4sc\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Did the teacher use the local language as a medium of instruction? (language other than Swahili or English)



## School ID (schidA)

File: m4sd\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Did you keep official attendance records? (m4sdq1A)

File: m4sd\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Did you keep official attendance records?

## How many pupils are registered in this class currently? (m4sdq2A)

File: m4sd\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 0-100	

### 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 students absent from this class (m4sdq3A)

File: m4sd\_anon

### Overview

Type: Continuous	Valid cases: 735
Format: numeric	Invalid: 9
Width: 1	Minimum: 0
Decimals: 0	Maximum: 6
Range: 0-6	

### 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

## Proportion of 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: 744  
Invalid: 0

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Do you have the schemes of work for the term or year?

## Do you have a lesson plan for this lesson? (m4sdq5A)

File: m4sd\_anon

### Overview

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

Valid cases: 744  
Invalid: 0

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Do you have a lesson plan for this lesson?

## Current day's lesson plan observed (m4sdq6A)

File: m4sd\_anon

### Overview

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

Valid cases: 719  
Invalid: 25

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Interviewer instructions

Enumerator: Ask to see the current day's lesson plan.

## Do you have a record of the pupils' continuous assessments? (m4sdq7A)

File: m4sd\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Do you have a record of the pupils' continuous assessments?

## Age (m4sdq8A)

File: m4sd\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 20-55	

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Teacher characteristics:  
Age

## Gender (m4sdq9A)

File: m4sd\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Teacher characteristics:  
Gender

## Position in the school (m4sdq10A)

File: m4sd\_anon

### Overview



## Position in the school (m4sdq10A)

File: m4sd\_anon

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

Valid cases: 744  
Invalid: 0

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Teacher characteristics:  
Position in the school

## What year did you begin teaching? (m4sdq11A)

File: m4sd\_anon

### Overview

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

Valid cases: 744  
Invalid: 0

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

What year did you begin teaching?

## What year did you begin teaching at this school? (m4sdq12A)

File: m4sd\_anon

### Overview

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

Valid cases: 0  
Invalid: 744

### 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: 744  
Invalid: 0

## Highest level of education completed? (m4sdq13A)

File: m4sd\_anon

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Highest level of education completed?

## Highest level of teacher training completed? (m4sdq14A)

File: m4sd\_anon

### Overview

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

Valid cases: 744  
Invalid: 0

### Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

### Literal question

Highest level of teacher training completed?

## School ID (schid)

File: m4se1\_anon

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-744

Valid cases: 744  
Invalid: 0  
Minimum: 1  
Maximum: 744

## Quantity lines in roster (m4seq00)

File: m4se1\_anon

### Overview

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

Valid cases: 0  
Invalid: 744

## School ID (schidA)

File: m5s0\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Enumerator code (m5siq2A)

File: m5s0\_anon

### Overview

Type: Continuous	Valid cases: 709
Format: numeric	Invalid: 35
Width: 3	Minimum: 1
Decimals: 0	Maximum: 123
Range: 1-123	

## Date (m5siq5A)

File: m5s0\_anon

### Overview

Type: Continuous	Valid cases: 729
Format: numeric	Invalid: 15
Width: 7	Minimum: -734135
Decimals: 0	Maximum: 2574
Range: -734135-2574	

## Number of pupils assessed in language of instruction (m5siq6A)

File: m5s0\_anon

### Overview

Type: Discrete	Valid cases: 731
Format: numeric	Invalid: 13
Width: 2	
Decimals: 0	
Range: 1-10	

## Number of Pupils Assessed in Kiswahili (m5siq6aA)

File: m5s0\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
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: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Teacher ID (m5siq8bA)

File: m5s0\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Result of verification by team leader (m5siq9aA)

File: m5s0\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Result of verification by supervisor (m5siq9bA)

File: m5s0\_anon

### Overview

Type: Discrete	Valid cases: 730
Format: numeric	Invalid: 14
Width: 1	
Decimals: 0	
Range: 1-2	

## Result of verification by data entrant (m5siq9cA)

File: m5s0\_anon

### Overview

Type: Discrete	Valid cases: 105
Format: numeric	Invalid: 639
Width: 1	
Decimals: 0	
Range: 1-2	

## Date of verification by team leader (m5siq9dA)

File: m5s0\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Date of verification by supervisor (m5siq9eA)

File: m5s0\_anon

**Overview**

Type: Continuous	Valid cases: 728
Format: numeric	Invalid: 16
Width: 4	Minimum: -26
Decimals: 0	Maximum: 2574
Range: -26-2574	

## Date of verification by data entrant (m5siq9fA)

File: m5s0\_anon

**Overview**

Type: Continuous	Valid cases: 64
Format: numeric	Invalid: 680
Width: 2	Minimum: 1
Decimals: 0	Maximum: 47
Range: 1-47	

## School ID (schidA)

File: m5sa1\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Code (m5sa1q1A)

File: m5sa1\_anon

### Overview

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 57
Range: 1-57	

## Age (m5sa1q3A)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 735
Format: numeric	Invalid: 9
Width: 2	
Decimals: 0	
Range: 9-13	

## Sex (m5sa1q4A)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Mother tongue (m5sa1q5A)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## Did you have breakfast this morning? (m5sa1q6A)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Bread, pancake, cake or doughnut (m5sa1q7aA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Ugali (m5sa1q7bA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Rice (m5sa1q7cA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Cassava, sweet potato or yams (m5sa1q7dA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	



## Beans (m5sa1q7eA)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Fruit/vegetable (m5sa1q7fA)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Eggs (m5sa1q7gA)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Meat, chicken, or fish (m5sa1q7hA)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Milk, yogurt,porridge (m5sa1q7iA)

File: m5sa1\_anon

### Overview

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Tea, coffee, or chocolate (m5sa1q7jA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Other (m5sa1q7kA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 648
Format: numeric	Invalid: 96
Width: 1	
Decimals: 0	
Range: 1-2	

## Code from Module 2a (m5sa1q8bA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Code from Module 2a (m5sa1q9bA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Were you in this school last year? (m5sa1q10A)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

## Code from Module 2a (m5sa1q11bA)

File: m5sa1\_anon

## Code from Module 2a (m5sa1q11bA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Code from Module 2a (m5sa1q12bA)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

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

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Start time (m5sa1q14A)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## End time (m5sa1q15A)

File: m5sa1\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## School ID (schidA)

File: m5sa2\_anon

**Overview**

Type: Continuous	Valid cases: 744
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Pupil code (m5sa2q0aA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-20	

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

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## English Exercise 1 (m5sa2q1A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

## English Exercise 2 (m5sa2q2A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

## English Exercise 3 (m5sa2q3A)

File: m5sa2\_anon

**Overview**

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

Valid cases: 744  
 Invalid: 0

## English Exercise 4 (m5sa2q4A)

File: m5sa2\_anon

**Overview**

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

Valid cases: 744  
 Invalid: 0

## English Exercise 5 (m5sa2q5aA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 744  
 Invalid: 0

## English Exercise 5 (time) (m5sa2q5bA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 744  
 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: 314  
 Invalid: 430

## English Exercise 6 Question 2 (m5sa2q6bA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 317
Format: numeric	Invalid: 427
Width: 2	
Decimals: 0	
Range: 0-99	

## English Exercise 6 Question 3 (m5sa2q6cA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 289
Format: numeric	Invalid: 455
Width: 2	
Decimals: 0	
Range: 0-99	

## Kiswahili Exercise 1 (m5sa3q1A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Kiswahili Exercise 2 (m5sa3q2A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## Kiswahili Exercise 3 (m5sa3q3A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 1	
Decimals: 0	

## 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: 744

## Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 744

## Kiswahili Exercise 5 (time) (m5sa3q5bA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 744

## Kiswahili Exercise 6 Question 1 (m5sa3q6aA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 744

## Kiswahili Exercise 6 Question 2 (m5sa3q6bA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 744

## 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: 744

## Math Exercise 1 (m5sabq1A)

File: m5sa2\_anon

**Overview**

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

Valid cases: 744  
 Invalid: 0

## Math Exercise 2 (m5sabq2A)

File: m5sa2\_anon

**Overview**

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

Valid cases: 651  
 Invalid: 93

## Math Exercise 3 Question 1 (m5sabq3aA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 670  
 Invalid: 74

## Math Exercise 3 Question 2 (m5sabq3bA)

File: m5sa2\_anon

**Overview**

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

Valid cases: 651  
 Invalid: 93

## Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2\_anon



## Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 591
Format: numeric	Invalid: 153
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 4 (m5sabq3dA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 634
Format: numeric	Invalid: 110
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 5 (m5sabq3eA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 578
Format: numeric	Invalid: 166
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 6 (m5sabq3fA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 516
Format: numeric	Invalid: 228
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 7 (m5sabq3gA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 498
Format: numeric	Invalid: 246
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 8 (m5sabq3hA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 430
Format: numeric	Invalid: 314
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 9 (m5sabq3iA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 450
Format: numeric	Invalid: 294
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 3 Question 10 (m5sabq3jA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 388
Format: numeric	Invalid: 356
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 4 (m5sabq4A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 333
Format: numeric	Invalid: 411
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 5 (m5sabq5A)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 130
Format: numeric	Invalid: 614
Width: 2	
Decimals: 0	
Range: -4-99	

## Math Exercise 6 (m5sabq6A)

File: m5sa2\_anon

### Overview

Type: Discrete	Valid cases: 346
Format: numeric	Invalid: 398
Width: 2	
Decimals: 0	
Range: -4-99	

## Non-verbal reasoning Exercise 1a (m5sacq1aA)

File: m5sa2\_anon

### Overview

Type: Discrete	Valid cases: 717
Format: numeric	Invalid: 27
Width: 2	
Decimals: 0	
Range: 0-99	

## Non-verbal reasoning Exercise 1b (m5sacq1bA)

File: m5sa2\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 2	
Decimals: 0	
Range: 99-99	

## Non-verbal reasoning Exercise 2a (m5sacq2aA)

File: m5sa2\_anon

### Overview

Type: Discrete	Valid cases: 715
Format: numeric	Invalid: 29
Width: 2	
Decimals: 0	
Range: 0-99	

## Non-verbal reasoning Exercise 2b (m5sacq2bA)

File: m5sa2\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 2	
Decimals: 0	
Range: 99-99	

## Non-verbal reasoning Exercise 3a (m5sacq3aA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 718
Format: numeric	Invalid: 26
Width: 2	
Decimals: 0	
Range: 0-99	

## Non-verbal reasoning Exercise 3b (m5sacq3bA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 2	
Decimals: 0	
Range: 99-99	

## Non-verbal reasoning Exercise 4a (m5sacq4aA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 718
Format: numeric	Invalid: 26
Width: 2	
Decimals: 0	
Range: 0-99	

## Non-verbal reasoning Exercise 4b (m5sacq4bA)

File: m5sa2\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 744
Width: 2	
Decimals: 0	
Range: 99-99	

## School ID (schidA)

File: m6s0\_anon

### Overview

Type: Continuous	Valid cases: 2373
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Date (m6siq4A)

File: m6s0\_anon

### Overview

Type: Continuous	Valid cases: 735
Format: numeric	Invalid: 1638
Width: 3	Minimum: -1
Decimals: 0	Maximum: 137
Range: -1-137	

## Number of teachers assessed (m6siq5A)

File: m6s0\_anon

### Overview

Type: Discrete	Valid cases: 736
Format: numeric	Invalid: 1637
Width: 2	
Decimals: 0	
Range: 0-16	

## School ID (schidA)

File: m6sa\_anon

### Overview

Type: Continuous	Valid cases: 2374
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 744
Range: 1-744	

## Teacher ID (m6siq0A)

File: m6sa\_anon

### Overview

Type: Continuous	Valid cases: 2374
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 47
Range: 1-47	

## Enumerator code (m6siq3A)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

## Age (m6siq8A)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2360
Format: numeric	Invalid: 14
Width: 2	
Decimals: 0	
Range: 20-55	

## Sex (m6siq9A)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
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: 2372
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 1-10	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 589
Format: numeric	Invalid: 1785
Width: 2	
Decimals: 0	
Range: 1-10	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 391
Format: numeric	Invalid: 1983
Width: 2	
Decimals: 0	
Range: 1-10	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 1-10	

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

File: m6sa\_anon

**Overview**

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

File: m6sa\_anon

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

Valid cases: 520  
Invalid: 1854

What standards did you mostly teach last academic year (3)  
(m6siq11cA)

File: m6sa\_anon

#### Overview

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

Valid cases: 360  
Invalid: 2014

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: 2372  
Invalid: 2

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: 2372  
Invalid: 2

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

File: m6sa\_anon

#### Overview

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

Valid cases: 2372  
Invalid: 2



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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-9	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2224
Format: numeric	Invalid: 150
Width: 4	
Decimals: 0	
Range: 1989-2010	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
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: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
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: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

**Task 1 Section 1C - Points (m6sa1q1cA)**

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

**Task 1 Section 1D - Points (m6sa1q1dA)**

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

**Task 1 Section 2A - Points (m6sa1q2aA)**

File: m6sa\_anon

## Task 1 Section 2A - Points (m6sa1q2aA)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 2B - Points (m6sa1q2bA)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 2C - Points (m6sa1q2cA)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 2D - Points (m6sa1q2dA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 2E - Points (m6sa1q2eA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 2F - Points (m6sa1q2fA)

File: m6sa\_anon

## Task 1 Section 2F - Points (m6sa1q2fA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

## Task 1 Section 3A - Points (m6sa1q3aA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3B - Points (m6sa1q3bA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3C - Points (m6sa1q3cA)

File: m6sa\_anon

## Task 1 Section 3C - Points (m6sa1q3cA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3D - Points (m6sa1q3dA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3E - Points (m6sa1q3eA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

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

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3F - Points (m6sa1q3fA)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3G - Points (m6sa1q3gA)

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

### Overview

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3H - Points (m6sa1q3hA)

File: m6sa\_anon

## Task 1 Section 3H - Points (m6sa1q3hA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3I - Points (m6sa1q3iA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3J - Points (m6sa1q3jA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

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

File: m6sa\_anon



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

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 2372
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

## Task 1 Section 3K - Points (m6sa1q3kA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

## Task 1 Section 4A - Points (m6sa1q4aA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

## Task 1 Section 4B - Points (m6sa1q4bA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

## Task 1 Section 4C - Points (m6sa1q4cA)

File: m6sa\_anon

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2374
Width: 1	
Decimals: 0	

## Task 1 Section 4D - Points (m6sa1q4dA)

File: m6sa\_anon

**Overview**

**Task 1 Section 4D - Points (m6sa1q4dA)**

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4E - Points (m6sa1q4eA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4F - Points (m6sa1q4fA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4G - Points (m6sa1q4gA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4H - Points (m6sa1q4hA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4I - Points (m6sa1q4iA)**

File: m6sa\_anon

**Overview**

**Task 1 Section 4I - Points (m6sa1q4iA)**

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4J - Points (m6sa1q4jA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4K - Points (m6sa1q4kA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4L - Points (m6sa1q4lA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4M - Points (m6sa1q4mA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4N - Points (m6sa1q4nA)**

File: m6sa\_anon

**Overview**

**Task 1 Section 4N - Points (m6sa1q4nA)**

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4O - Points (m6sa1q4oA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4P - Points (m6sa1q4pA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4Q - Points (m6sa1q4qA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4R - Points (m6sa1q4rA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4S - Points (m6sa1q4sA)**

File: m6sa\_anon

**Overview**

**Task 1 Section 4S - Points (m6sa1q4sA)**

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

**Task 1 Section 4T - Points (m6sa1q4tA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 1A - Points (m6sa2q1aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**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: 2372  
 Invalid: 2

**Task 2 Section 1B - Points (m6sa2q1bA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

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

File: m6sa\_anon

**Overview**

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

File: m6sa\_anon

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

Valid cases: 2372  
 Invalid: 2

## Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## 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: 2372  
 Invalid: 2

## Task 2 Section 1D - Points (m6sa2q1dA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## 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: 2372  
 Invalid: 2

## Task 2 Section 1E - Points (m6sa2q1eA)

File: m6sa\_anon

**Overview**

**Task 2 Section 1E - Points (m6sa2q1eA)**

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 2A - Points (m6sa2q2aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 3A - Points (m6sa2q3aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 4A - Points (m6sa2q4aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**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: 2372  
 Invalid: 2

**Task 2 Section 4B - Points (m6sa2q4bA)**

File: m6sa\_anon

**Overview**

**Task 2 Section 4B - Points (m6sa2q4bA)**

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 5A - Points (m6sa2q5aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 6A - Points (m6sa2q6aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 7A - Points (m6sa2q7aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 8A - Points (m6sa2q8aA)**

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 9A - Points (m6sa2q9aA)**

File: m6sa\_anon

**Overview**



**Task 2 Section 9A - Points (m6sa2q9aA)****File: m6sa\_anon**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 9B- Mark child's answer (m6sa2q9baA)****File: m6sa\_anon****Overview**

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

Valid cases: 2372  
 Invalid: 2

**Task 2 Section 9B - Points (m6sa2q9bA)****File: m6sa\_anon****Overview**

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

Valid cases: 0  
 Invalid: 2374

**Task 2 Section 10A - Points (m6sa2q10aA)****File: m6sa\_anon****Overview**

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

Valid cases: 0  
 Invalid: 2374

**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: 2372  
 Invalid: 2

**Task 2 Section 10B - Points (m6sa2q10bA)****File: m6sa\_anon****Overview**

## Task 2 Section 10B - Points (m6sa2q10bA)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 2 Section 11A - Points (m6sa2q11aA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## 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: 2372  
 Invalid: 2

## Task 2 Section 11B - Points (m6sa2q11bA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## 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: 2372  
 Invalid: 2

## Task 2 Section 11C - Points (m6sa2q11cA)

File: m6sa\_anon

**Overview**

## Task 2 Section 11C - Points (m6sa2q11cA)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 2 Section 12A - Points (m6sa2q12aA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 2 Section 13A - Points (m6sa2q13aA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## 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: 2372  
 Invalid: 2

## Task 2 Section 13B - Points (m6sa2q13bA)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section A Question 1 (m6sbq3a1A)

File: m6sa\_anon

**Overview**

## Task 3 Section A Question 1 (m6sbq3a1A)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section A Question 2 (m6sbq3a2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section A Points (m6sbq3aA)

File: m6sa\_anon

**Overview**

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

Valid cases: 2372  
 Invalid: 2

## Task 3 Section B Question 1 (m6sbq3b1A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section B Question 2 (m6sbq3b2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## 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  
Range: 0-2

Valid cases: 2372  
Invalid: 2

### Task 3 Section C1 Question (m6sbq3ca1A)

File: m6sa\_anon

#### Overview

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

Valid cases: 0  
Invalid: 2374

### Task 3 Section C1 Points (m6sbq3caA)

File: m6sa\_anon

#### Overview

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

Valid cases: 2372  
Invalid: 2

### Task 3 Section D Question (m6sbq3d1A)

File: m6sa\_anon

#### Overview

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

Valid cases: 0  
Invalid: 2374

### Task 3 Section D Points (m6sbq3dA)

File: m6sa\_anon

#### Overview

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

Valid cases: 2372  
Invalid: 2

### Task 3 Section E Question 1 (m6sbq3e1A)

File: m6sa\_anon

#### Overview

## Task 3 Section E Question 1 (m6sbq3e1A)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section E Question 2 (m6sbq3e2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section E Question 3 (m6sbq3e3A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section E Points (m6sbq3eA)

File: m6sa\_anon

**Overview**

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

Valid cases: 2372  
 Invalid: 2

## Task 3 Section F Question 1 (m6sbq3f1A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section F Question 2 (m6sbq3f2A)

File: m6sa\_anon

**Overview**

## Task 3 Section F Question 2 (m6sbq3f2A)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section F Question 3 (m6sbq3f3A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 3 Section F Points (m6sbq3fA)

File: m6sa\_anon

**Overview**

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

Valid cases: 2372  
 Invalid: 2

## Task 4 Section A Strengths 1 (m6sbq4as1A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section A Strengths 2 (m6sbq4as2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section A Strengths 3 (m6sbq4as3A)

File: m6sa\_anon

**Overview**

## Task 4 Section A Strengths 3 (m6sbq4as3A)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section A Weaknesses 1 (m6sbq4aw1A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section A Weaknesses 2 (m6sbq4aw2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section A Weaknesses 3 (m6sbq4aw3A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section A Points (m6sbq4aA)

File: m6sa\_anon

**Overview**

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

Valid cases: 2372  
 Invalid: 2

## Task 4 Section B Strengths 1 (m6sbq4bs1A)

File: m6sa\_anon

**Overview**



## Task 4 Section B Strengths 1 (m6sbq4bs1A)

File: m6sa\_anon

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section B Strengths 2 (m6sbq4bs2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section B Strengths 3 (m6sbq4bs3A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section B Weaknesses 1 (m6sbq4bw1A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section B Weaknesses 2 (m6sbq4bw2A)

File: m6sa\_anon

**Overview**

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

Valid cases: 0  
 Invalid: 2374

## Task 4 Section B Weaknesses 3 (m6sbq4bw3A)

File: m6sa\_anon

**Overview**

## Task 4 Section B Weaknesses 3 (m6sbq4bw3A)

File: m6sa\_anon

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

Valid cases: 0  
Invalid: 2374

## Task 4 Section B Points (m6sbq4bA)

File: m6sa\_anon

### Overview

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

Valid cases: 2372  
Invalid: 2

## Task 5 Section A Question (m6sbq5a1A)

File: m6sa\_anon

### Overview

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

Valid cases: 0  
Invalid: 2374

## Task 5 Section A Points (m6sbq5aA)

File: m6sa\_anon

### Overview

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

Valid cases: 2372  
Invalid: 2

## Task 5 Section B Points (m6sbq5bA)

File: m6sa\_anon

### Overview

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

Valid cases: 2372  
Invalid: 2

## Task 5 Section C1 Question (m6sbq5c1A)

File: m6sa\_anon

### Overview

## Task 5 Section C1 Question (m6sbq5c1A)

File: m6sa\_anon

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

Valid cases: 0  
Invalid: 2374

## Task 5 Section C2 Question (m6sbq5c2A)

File: m6sa\_anon

### Overview

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

Valid cases: 0  
Invalid: 2374

## Task 5 Section C3 Question (m6sbq5c3A)

File: m6sa\_anon

### Overview

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

Valid cases: 0  
Invalid: 2374

## Task 5 Section C Points (m6sbq5cA)

File: m6sa\_anon

### Overview

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

Valid cases: 2372  
Invalid: 2

## Related Materials

### Questionnaires

#### Nigeria Service Delivery Indicators Education Survey Questionnaire

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Title Nigeria Service Delivery Indicators Education Survey Questionnaire  
 Language English  
 Filename nigeria\_sdi\_education\_2013.pdf

---

### Reports

#### Education Service Delivery in Nigeria: Results of 2013 Service Delivery Indicator Survey

---

Title Education Service Delivery in Nigeria: Results of 2013 Service Delivery Indicator Survey  
 Date 2016-06-01  
 Language English  
 Filename Nigeria SDI Education Report 2015 10 10 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

---

#### Nigeria Education Statistical Disclosure Control Process

---

Title Nigeria Education Statistical Disclosure Control Process  
 Language English  
 Filename sdi\_nigeria\_education\_sdcreport\_external.pdf

---

#### Codebook and Harmonization Information

---

Title Codebook and Harmonization Information  
 Language English  
 Filename nigeria\_education\_vf\_corr20150717.xlsx

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