

Kenya - Service Delivery Indicators Education Survey 2012 - Harmonized Public Use Data

Waly Wane - The World Bank

Report generated on: January 6, 2017

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Sampling

Sampling Procedure

Detailed information about sampling is available in the attached report (Annex A).

Weighting

Weights are in "fileweights_anon" file.

Questionnaires

Overview

The SDI Education Survey Questionnaire consists of six modules:

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

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

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

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

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

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

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

Data Collection

Data Collection Dates

Start	End	Cycle
2012-05	2012-07	N/A

Data Collection Mode

Face-to-face [f2f]

Data Collectors

Name	Abbreviation	Affiliation
Kimetrica		

Data Processing

Data Editing

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

Data Appraisal

No content available

File Description

Variable List

fileweights_anon

Content

Cases 306

Variable(s) 6

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	Name	Label	Type	Format	Question
V1	schidA	School ID	contin	numeric	
V2	wgt_schoolA	School weight	contin	numeric	
V3	wgt_absA	Absence weight	contin	numeric	
V4	wgt_studentsA	Student knowledge weight	contin	numeric	
V5	wgt_knowledgeA	Teacher knowledge weight	contin	numeric	
V6	wgt_teachersA	Teacher population weight	contin	numeric	

m1s0_anon

Content	Module 1: School Information Respondent: principals/head teacher
Cases	306
Variable(s)	22
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V7	schidA	School ID	contin	numeric	
V8	m1siq0aA	Do you agree to be interviewed?	discrete	numeric	Did the respondent agree to be interviewed?
V9	m1siq0bA	If refused, reason for refusal	discrete	numeric	
V10	m1siq1cA	Code of enumerator during first visit	contin	numeric	
V11	m1siq2cA	Code of enumerator during second visit	contin	numeric	
V12	m1siq2aA	Region	discrete	numeric	
V13	m1siq3A	District	contin	numeric	
V14	m1siq3aA	Ward	discrete	numeric	
V15	m1siq3bA	Village/Street	discrete	numeric	
V16	m1siq4A	Location of Facility (Urban, Rural, Semi-Urban)	discrete	numeric	
V17	m1siq8A	Date of First Visit	contin	numeric	
V18	m1siq9A	Date of Second Visit	contin	numeric	
V19	m1siq10aA	Result of verification by team leader	discrete	numeric	
V20	m1siq10bA	Result of verification by supervisor	discrete	numeric	
V21	m1siq10cA	Result of verification by data entrant	discrete	numeric	
V22	m1siq10dA	Date of verification by team leader	contin	numeric	
V23	m1siq10eA	Date of verification by supervisor	discrete	numeric	
V24	m1siq10fA	Date of verification by data entrant	discrete	numeric	
V25	m1siq11A	Arrival time for first visit	discrete	numeric	
V26	m1siq12A	Duration of first visit	contin	numeric	
V27	m1siq13A	Arrival time for second visit	discrete	numeric	
V28	m1siq14A	Duration of second visit	contin	numeric	

m1sa_anon

Content	Module 1: School Information Respondent: principal/head teacher
Cases	306
Variable(s)	6
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V29	schidA	School ID	contin	numeric	
V30	m1saq1A	Position of Respondent in Facility	discrete	numeric	Which position do you occupy in this school (most senior position)?
V31	m1saq3A	Type of School Ownership	discrete	numeric	What is this school's ownership type? Is it ...?
V32	m1saq4A	School Type	discrete	numeric	What is the school type? Is it ...?
V33	m1saq5A	School category	discrete	numeric	What is the school category?
V34	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	306
Variable(s)	23
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V35	schidA	School ID	contin	numeric	
V36	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)?
V37	m1sbq2A	How many times did the SC/BoD meet in 2011?	discrete	numeric	How many times did the SC/BoD meet in 2011?
V38	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?
V39	m1sbq3aA	Minutes/action plans from the latest SC/BoD meeting published	discrete	numeric	Are minutes/action plans from the latest SC/BoD meeting published on a public noticeboard?
V40	m1sbq4A	Does the school have a School Management Team (SMT)?	discrete	numeric	Does the school have a School Management Team (SMT)?
V41	m1sbq5A	How many times did the SMT meet in 2011?	discrete	numeric	How many times did the SMT meet in 2011?
V42	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?
V43	m1sbq6aA	Does the school have a student government?	discrete	numeric	Does the school have a student government?
V44	m1sbq6bA	How many times did the student government meet in 2011?	discrete	numeric	How many times did the student government meet in 2011?
V45	m1sbq6cA	Minutes/action plans from latest student govt. meeting published in public	discrete	numeric	Are minutes/action plans from the latest student government meeting published in public?
V46	m1sbq6daA	Method to express grievances-Complaints box	discrete	numeric	In what ways can students at this school express their grievances?
V47	m1sbq6dbA	Method to express grievances-Student bodies/government	discrete	numeric	In what ways can students at this school express their grievances?
V48	m1sbq6dcA	Method to express grievances-School committee	discrete	numeric	In what ways can students at this school express their grievances?
V49	m1sbq6ddA	Method to express grievances-School management team	discrete	numeric	In what ways can students at this school express their grievances?
V50	m1sbq6deA	Method to express grievances-Direct contact with Head Teacher/Principal	discrete	numeric	In what ways can students at this school express their grievances?
V51	m1sbq6dfA	Method to express grievances-Direct contact with Teachers	discrete	numeric	In what ways can students at this school express their grievances?
V52	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
V53	m1sbq6dhA	Method to express grievances-Others	discrete	numeric	In what ways can students at this school express their grievances?
V54	m1sbq7A	Number of visits from an official quality assurance officer/inspector in 2011	discrete	numeric	How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2011?
V55	m1sbq8A	Months passed since last visit of official government quality assurance officer/	discrete	numeric	When was the last visit of the official government quality assurance officer or inspector?
V56	m1sbq8aA	Written feedback/check list received from quality assurance officer	discrete	numeric	Did you receive any written feedback/check list from the quality assurance officer?
V57	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	306
Variable(s)	18
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V58	schidA	School ID	contin	numeric	
V59	m1scq1A	Does the school have toilet holes for pupils?	discrete	numeric	Does the school have toilet holes for pupils?
V60	m1scq2A	Are the toilet holes designated for boys and girls?	discrete	numeric	Are the toilet holes designated for boys and girls?
V61	m1scq2aA	How many toilet holes does the school have?	discrete	numeric	How many toilet holes does the school have?
V62	m1scq3A	How many boys' toilet holes does the school have?	discrete	numeric	How many boys' toilet holes does the school have?
V63	m1scq3aA	How many boys' urinals does the school have?	discrete	numeric	How many boys' urinals does the school have?
V64	m1scq4A	How many girls' toilet holes does the school have?	discrete	numeric	How many girls' toilet holes does the school have?
V65	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?
V66	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?
V67	m1scq5A	Toilet holes clean	discrete	numeric	Are the toilet holes clean?
V68	m1scq6A	Toilet holes private	discrete	numeric	Are the toilet holes private (have doors or separating entry way wall)?
V69	m1scq7A	Toilet holes accessible	discrete	numeric	Are the toilet holes accessible (unlocked, not overflowing, etc.)?
V70	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?
V71	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?
V72	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?
V73	m1scq11A	This school is accessible by what type of road?	discrete	numeric	This school is accessible by what type of road?
V74	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?
V75	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	3060
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V76	schidA	School ID	contin	numeric	
V77	m1sdq0aA	Class ID	discrete	numeric	
V78	m1sdq0bA	Class description	discrete	numeric	
V79	m1sdq1A	Streams per class	discrete	numeric	How many streams (e.g., 4A, 4B) are there per class?
V80	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
V81	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
V82	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	306
Variable(s)	17
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V83	schidA	School ID	contin	numeric	
V84	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.)
V85	m1sdq4a1A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V86	m1sdq4a2A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V87	m1sdq4a3A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V88	m1sdq4b1A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V89	m1sdq4b2A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V90	m1sdq4b3A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V91	m1sdq4c1A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V92	m1sdq4c2A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V93	m1sdq4c3A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V94	m1sdq5A	Number of your pupils who successfully completed primary school in 2013	discrete	numeric	At the end of 2013 academic year, how many of your pupils successfully completed primary school?
V95	m1sdq6A	How many shifts does the school have?	discrete	numeric	How many shifts does the school have?
V96	m1sdq8A	Actual number of days during in session in the previous school year	contin	numeric	What was the actual number of days during which school was in session in the previous school year (2013)?
V97	m1sdq9a0A	Opening and closing time - Duration of term 1 in days	discrete	numeric	For each term in 2013 when did the school open and close?
V98	m1sdq9b0A	Opening and closing time - Duration of term 2 in days	discrete	numeric	For each term in 2013 when did the school open and close?
V99	m1sdq9c0A	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	918
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V100	schidA	School ID	contin	numeric	
V101	m1sdq7aA	Class ID	discrete	numeric	
V102	m1sdq7bA	Class code	discrete	numeric	
V103	m1sdq7_1sA	Official reporting time-(1st Shift) Duration in hours	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V104	m1sdq7_1tA	Official reporting time (1st Shift) Total number of minutes Break and Lunch	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V105	m1sdq7_2sA	Official reporting time-(2nd Shift) Duration in hours	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V106	m1sdq7_2tA	Official reporting time (2nd Shift) Total number of minutes Break and Lunch	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

m2sa1_anon

Content	Module 2: Staff Roster Respondent: principal/head teacher
Cases	306
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V107	schidA	School Code	contin	numeric	
V108	m2saq1A	How many teachers work in this 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)

m2sa2_anon

Content	Module 2: Staff Roster, Module 2A: Teacher Roster for the Current School Year Provider demographics Respondent: principal/head teacher
Cases	4400
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V109	schidA	School Code	contin	numeric	
V110	m2saq0A	Teacher ID	discrete	numeric	
V111	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
V112	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
V113	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
V114	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
V115	m2saq7aA	Taught Math or Portuguese 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?
V116	m2saq7bA	Taught Math or Portuguese 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?
V117	m2saq7cA	Taught Math or Portuguese 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?
V118	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	306
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V119	schidA	School ID	contin	numeric	
V120	m2sbq19A	How many classrooms does the school have?	discrete	numeric	How many classrooms does the school have?
V121	m2sbq20A	Share of total classrooms that contained pupils	discrete	numeric	How many classrooms contained pupils?
V122	m2sbq21A	Share of total classrooms with teacher present	discrete	numeric	Of those classrooms, how many classrooms had pupils but no teacher present?
V123	m2sbq22aA	Share of total classrooms that are permanent	discrete	numeric	How many of the classrooms are.... Permanent
V124	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.)
V125	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	301
Variable(s)	28
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V126	schidA	School ID	contin	numeric	
V127	m2sbq2A	Teacher ID from section 2A	contin	numeric	
V128	m2sbq3A	Sex	discrete	numeric	
V129	m2sbq4A	What was the teacher doing when you located him/ her on the first visit?	discrete	numeric	
V130	m2sbq5A	Reason for absence from school on first visit?	discrete	numeric	Reason for absence from school on first visit?
V131	m2sbq6A	What was the teacher doing when you located him/ her on the second visit?	discrete	numeric	
V132	m2sbq7A	Reason for absence from school on second visit?	discrete	numeric	Reason for absence from school on second visit?
V133	m2sbq8A	Position in the school	discrete	numeric	Position in the school
V134	m2sbq9aA	In which classes do you teach?	discrete	numeric	In which classes do you teach?
V135	m2sbq9bA	In which classes do you teach?	discrete	numeric	In which classes do you teach?
V136	m2sbq9cA	In which classes do you teach?	discrete	numeric	In which classes do you teach?
V137	m2sbq9dA	In which classes do you teach?	discrete	numeric	In which classes do you teach?
V138	m2sbq10A	What is the highest level of education that you have completed?	discrete	numeric	What is the highest level of education that you have completed?
V139	m2sbq11A	What is the highest level of teacher training that you have completed?	discrete	numeric	What is the highest level of teacher training that you have completed?
V140	m2sbq12A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V141	m2sbq13A	Were you born in this district?	discrete	numeric	Were you born in this district?
V142	m2sbq14A	Age	discrete	numeric	Age
V143	m2sbq15A	How many times have you encountered salary delays in the last 12 months?	discrete	numeric	How many times have you encountered salary delays in the last 12 months?
V144	m2sbq15a1A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V145	m2sbq15a2A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V146	m2sbq15a3A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V147	m2sbq15a4A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

ID	Name	Label	Type	Format	Question
V148	m2sbq16A	How often does the administrator or head teacher observe your classroom?	discrete	numeric	How often does the administrator or head teacher observe your classroom?
V149	m2sbq17aA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V150	m2sbq17bA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V151	m2sbq17cA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V152	m2sbq17dA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V153	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	306
Variable(s)	11
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V154	schidA	School ID	contin	numeric	
V155	m4siq1bA	Enumerator code	contin	numeric	
V156	m4siq5A	Subject	discrete	numeric	
V157	m4siq7A	Date	contin	numeric	
V158	m4siq9A	Teacher ID from section 2A	discrete	numeric	
V159	m4siq10aA	Result of verification by team leader	discrete	numeric	
V160	m4siq10bA	Result of verification by supervisor	discrete	numeric	
V161	m4siq10cA	Result of verification by data entrant	discrete	numeric	
V162	m4siq10dA	Date of verification by team leader	contin	numeric	
V163	m4siq10eA	Date of verification by supervisor	contin	numeric	
V164	m4siq10fA	Date of verification by data entrant	discrete	numeric	

m4sa_anon

Content	Module 4: Classroom Observation
Cases	5814
Variable(s)	11
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V165	schidA	School ID	contin	numeric	
V166	m4siq1bA	Enumerator code	contin	numeric	
V167	m4siq5A	Subject	discrete	numeric	
V168	m4siq7A	Date	contin	numeric	
V169	m4siq9A	Teacher ID from Section 2A	discrete	numeric	
V170	m4siq10aA	Result of verification by team leader	discrete	numeric	
V171	m4siq10bA	Result of verification by supervisor	discrete	numeric	
V172	m4siq10cA	Result of verification by data entrant	discrete	numeric	
V173	m4siq10dA	Date of verification by team leader	discrete	numeric	
V174	m4siq10eA	Date of verification by supervisor	discrete	numeric	
V175	m4siq10fA	Date of verification by data entrant	discrete	numeric	

m4sa1_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	306
Variable(s)	3
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V176	schidA	School ID	contin	numeric	
V177	m4siq11aA	If you arrived after class began, how many minutes late were you?	contin	numeric	
V178	m4siq11bA	Time of entrance in the classroom	discrete	numeric	

m4sa2_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	5814
Variable(s)	65
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V179	schidA	School ID	contin	numeric	
V180	m4saq0cA	Teacher activity code	discrete	numeric	
V181	m4saq0dA	Teacher activity	discrete	numeric	
V182	m4saq1A	Minute 1	discrete	numeric	
V183	m4saq2A	Minute 2	discrete	numeric	
V184	m4saq3A	Minute 3	discrete	numeric	
V185	m4saq4A	Minute 4	discrete	numeric	
V186	m4saq5A	Minute 5	discrete	numeric	
V187	m4saq6A	Minute 6	discrete	numeric	
V188	m4saq7A	Minute 7	discrete	numeric	
V189	m4saq8A	Minute 8	discrete	numeric	
V190	m4saq9A	Minute 9	discrete	numeric	
V191	m4saq10A	Minute 10	discrete	numeric	
V192	m4saq11A	Minute 11	discrete	numeric	
V193	m4saq12A	Minute 12	discrete	numeric	
V194	m4saq13A	Minute 13	discrete	numeric	
V195	m4saq14A	Minute 14	discrete	numeric	
V196	m4saq15A	Minute 15	discrete	numeric	
V197	m4saq16A	Minute 16	discrete	numeric	
V198	m4saq17A	Minute 17	discrete	numeric	
V199	m4saq18A	Minute 18	discrete	numeric	
V200	m4saq19A	Minute 19	discrete	numeric	
V201	m4saq20A	Minute 20	discrete	numeric	
V202	m4saq21A	Minute 21	discrete	numeric	
V203	m4saq22A	Minute 22	discrete	numeric	
V204	m4saq23A	Minute 23	discrete	numeric	
V205	m4saq24A	Minute 24	discrete	numeric	
V206	m4saq25A	Minute 25	discrete	numeric	

ID	Name	Label	Type	Format	Question
V207	m4saq26A	Minute 26	discrete	numeric	
V208	m4saq27A	Minute 27	discrete	numeric	
V209	m4saq28A	Minute 28	discrete	numeric	
V210	m4saq29A	Minute 29	discrete	numeric	
V211	m4saq30A	Minute 30	discrete	numeric	
V212	m4saqc1A	Count	discrete	numeric	
V213	m4saq31A	Minute 31	discrete	numeric	
V214	m4saq32A	Minute 32	discrete	numeric	
V215	m4saq33A	Minute 33	discrete	numeric	
V216	m4saq34A	Minute 34	discrete	numeric	
V217	m4saq35A	Minute 35	discrete	numeric	
V218	m4saq36A	Minute 36	discrete	numeric	
V219	m4saq37A	Minute 37	discrete	numeric	
V220	m4saq38A	Minute 38	discrete	numeric	
V221	m4saq39A	Minute 39	discrete	numeric	
V222	m4saq40A	Minute 40	discrete	numeric	
V223	m4saq41A	Minute 41	discrete	numeric	
V224	m4saq42A	Minute 42	discrete	numeric	
V225	m4saq43A	Minute 43	discrete	numeric	
V226	m4saq44A	Minute 44	discrete	numeric	
V227	m4saq45A	Minute 45	discrete	numeric	
V228	m4saq46A	Minute 46	discrete	numeric	
V229	m4saq47A	Minute 47	discrete	numeric	
V230	m4saq48A	Minute 48	discrete	numeric	
V231	m4saq49A	Minute 49	discrete	numeric	
V232	m4saq50A	Minute 50	discrete	numeric	
V233	m4saq51A	Minute 51	discrete	numeric	
V234	m4saq52A	Minute 52	discrete	numeric	
V235	m4saq53A	Minute 53	discrete	numeric	
V236	m4saq54A	Minute 54	discrete	numeric	
V237	m4saq55A	Minute 55	discrete	numeric	
V238	m4saq56A	Minute 56	discrete	numeric	
V239	m4saq57A	Minute 57	discrete	numeric	
V240	m4saq58A	Minute 58	discrete	numeric	
V241	m4saq59A	Minute 59	discrete	numeric	
V242	m4saq60A	Minute 60	discrete	numeric	
V243	m4saqc2A	Count	discrete	numeric	

m4sa3_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	277
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V244	schidA	School ID	contin	numeric	
V245	m4saq5aA	Proportion of pupils off task-Minute 5	contin	numeric	
V246	m4saq10aA	Proportion of pupils off task-Minute 10	contin	numeric	
V247	m4saq15aA	Proportion of pupils off task-Minute 15	contin	numeric	
V248	m4saq20aA	Proportion of pupils off task-Minute 20	contin	numeric	
V249	m4saq25aA	Proportion of pupils off task-Minute 25	contin	numeric	
V250	m4saq30aA	Proportion of pupils off task-Minute 30	contin	numeric	
V251	m4saq35aA	Proportion of pupils off task-Minute 35	contin	numeric	
V252	m4saq40aA	Proportion of pupils off task-Minute 40	contin	numeric	
V253	m4saq45aA	Proportion of pupils off task-Minute 45	contin	numeric	
V254	m4saq50aA	Proportion of pupils off task-Minute 50	contin	numeric	
V255	m4saq55aA	Proportion of pupils off task-Minute 55	contin	numeric	
V256	m4saq60aA	Proportion of pupils off task-Minute 60	contin	numeric	
V257	m4saqc3A	Count	discrete	numeric	
V258	m4saqc4A	Count	discrete	numeric	

m4sb_anon

Content	Module 4: Classroom Observation, Section B: Classroom Environment
Cases	306
Variable(s)	26
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V259	schidA	School ID	contin	numeric	
V260	m4sbq1A	How many pupils are in the room?	discrete	numeric	How many pupils are in the room?
V261	m4sbq2A	Proportion of boys?	discrete	numeric	How many boys?
V262	m4sbq3A	Proportion of girls?	discrete	numeric	How many girls?
V263	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)?
V264	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)?
V265	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)?
V266	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?
V267	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?
V268	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?
V269	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?
V270	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?
V271	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?
V272	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?
V273	m4sbq8A	Is there a blackboard and/or whiteboard in the class?	discrete	numeric	Is there a blackboard and/or whiteboard in the class?
V274	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?
V275	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)?
V276	m4sbq11A	Was children's work displayed on the walls?	discrete	numeric	Was children's work displayed on the walls?
V277	m4sbq12A	Other than children's work, were there other materials displayed on the walls?	discrete	numeric	Other than children's work, were there other materials, such as, charts displayed on the walls?

ID	Name	Label	Type	Format	Question
V278	m4sbq13A	How would you classify the hygiene in the classroom?	discrete	numeric	How would you classify the hygiene in the classroom?
V279	m4sbq13aA	How many pupils were not sitting on desks?	discrete	numeric	How many pupils were not sitting on desks?
V280	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?
V281	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?
V282	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?
V283	m4sbq17A	Lux measure at the chalkboard	contin	numeric	
V284	m4sbq17aA	Meter setting	discrete	numeric	

m4sc_anon

Content	Module 4: Classroom Observation, Section C: Teaching
Cases	306
Variable(s)	35
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V285	schidA	School ID	contin	numeric	
V286	m4scq1A	Was the text book used by the teacher?	discrete	numeric	Was the text book used by the teacher?
V287	m4scq2A	Proportion of pupils that used a text book?	contin	numeric	How many pupils used a text book?
V288	m4scq2aA	Proportion of male pupils that used a text book?	discrete	numeric	How many male pupils used a text book?
V289	m4scq2bA	Proportion of female pupils that used a text book?	discrete	numeric	How many female pupils used a text book?
V290	m4scq3A	Did the teacher write on the black board?	discrete	numeric	Did the teacher write on the black board?
V291	m4scq4A	Did any pupils write on the black board?	discrete	numeric	Did any pupils write on the black board?
V292	m4scq5A	Proportion of pupils that wrote on the blackboard?	contin	numeric	How many pupils wrote on the blackboard?
V293	m4scq5aA	Proportion of male pupils that wrote on the blackboard?	discrete	numeric	How many male pupils wrote on the blackboard?
V294	m4scq5bA	Proportion of female pupils that wrote on the blackboard?	discrete	numeric	How many female pupils wrote on the blackboard?
V295	m4scq6A	Proportion of pupils that used paper (or exercise book) and pencil?	contin	numeric	How many pupils used paper (or exercise book) and pencil?
V296	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?
V297	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?
V298	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?
V299	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?
V300	m4scq9A	Did the teacher visit individual children?	discrete	numeric	Did the teacher visit individual children?
V301	m4scq10A	Proportion of pupils did the teacher go to individually?	contin	numeric	How many pupils did the teacher go to individually?
V302	m4scq10aA	Proportion of male pupils did the teacher go to individually?	discrete	numeric	How many male pupils did the teacher go to individually?
V303	m4scq10bA	Proportion of female pupils did the teacher go to individually?	discrete	numeric	How many female pupils did the teacher go to individually?
V304	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
V305	m4scq12A	Proportion of pupils did the teacher call by name?	discrete	numeric	How many pupils did the teacher call by name?
V306	m4scq13A	Was the teacher smiling, laughing, or joking with pupils?	discrete	numeric	Was the teacher smiling, laughing, or joking with pupils?
V307	m4scq14A	Did the teacher hit, pinch, or slap a pupil?	discrete	numeric	Did the teacher hit, pinch, or slap a pupil?
V308	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?
V309	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?
V310	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?
V311	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?
V312	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?
V313	m4scq20A	Did the teacher give feedback that was correcting a mistake?	discrete	numeric	Did the teacher give feedback that was correcting a mistake?
V314	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?
V315	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?
V316	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?
V317	m4scq24A	Did the teacher assign homework to the class?	discrete	numeric	Did the teacher assign homework to the class?
V318	m4scq25A	Did the teacher review or collect homework from the class?	discrete	numeric	Did the teacher review or collect homework from the class?
V319	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	306
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V320	schidA	School ID	contin	numeric	
V321	m4sdq1A	Did you keep official attendance records?	discrete	numeric	Did you keep official attendance records?
V322	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)
V323	m4sdq3A	Proportion of students absent from this class?	discrete	numeric	How many students are absent from this class? (refer to attendance record if available)
V324	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?
V325	m4sdq5A	Do you have a lesson plan for this lesson?	discrete	numeric	Do you have a lesson plan for this lesson?
V326	m4sdq6A	Current day's lesson plan observed	discrete	numeric	
V327	m4sdq7A	Do you have a record of the pupils' continuous assessments?	discrete	numeric	Do you have a record of the pupils' continuous assessments?
V328	m4sdq8A	Age	discrete	numeric	Teacher characteristics: Age
V329	m4sdq9A	Gender	discrete	numeric	Teacher characteristics: Gender
V330	m4sdq10A	Position in the school	discrete	numeric	Teacher characteristics: Position in the school
V331	m4sdq11A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V332	m4sdq12A	What year did you begin teaching at this school?	discrete	numeric	What year did you begin teaching at this school?
V333	m4sdq13A	Highest level of education completed?	discrete	numeric	Highest level of education completed?
V334	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	306
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V335	schid	School ID	contin	numeric	
V336	m4seq00	Quantity lines in roster	discrete	numeric	

m4se2_anon

Content	Module 4: Classroom Observation, Section E: Roster of Randomly Sampled Standard Four Students
Cases	306
Variable(s)	6
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V337	schid	School ID	contin	numeric	
V338	m4seq0	Student code	discrete	numeric	
V339	m4seq1	First and last names	discrete	numeric	
V340	m4seq2	Row number in Grade 4 Daily Attendance Sheet	discrete	numeric	
V341	m4seq3	Sex	discrete	numeric	
V342	m4seq3a	Pupil sampled for kiswahili assessment	discrete	numeric	

m5s0_anon

Content	Module 5: Pupil Assessment
Cases	306
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V343	schidA	School ID	contin	numeric	
V344	m5siq2A	Enumerator code	contin	numeric	
V345	m5siq5A	Date	contin	numeric	
V346	m5siq6A	Number of Pupils Assessed in English	discrete	numeric	
V347	m5siq6aA	Number of Pupils Assessed in Kiswahili	discrete	numeric	
V348	m5siq7A	Were the pupils assessed selected from the classroom observed in Module 4?	discrete	numeric	
V349	m5siq8bA	Teacher ID	discrete	numeric	
V350	m5siq9aA	Result of verification by team leader	discrete	numeric	
V351	m5siq9bA	Result of verification by supervisor	discrete	numeric	
V352	m5siq9cA	Result of verification by data entrant	discrete	numeric	
V353	m5siq9dA	Date of verification by team leader	contin	numeric	
V354	m5siq9eA	Date of verification by supervisor	discrete	numeric	
V355	m5siq9fA	Date of verification by data entrant	discrete	numeric	

m5sa1_anon

Content	Module 5: Pupil Assessment
Cases	2953
Variable(s)	25
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V356	schidA	School ID	contin	numeric	
V357	m5sa1q1A	Code	discrete	numeric	
V358	m5sa1q3A	Age	discrete	numeric	
V359	m5sa1q4A	Sex	discrete	numeric	
V360	m5sa1q5A	Mother tongue	discrete	numeric	
V361	m5sa1q6A	Did you have breakfast this morning?	discrete	numeric	
V362	m5sa1q7aA	Bread, pancake, cake or doughnut	discrete	numeric	
V363	m5sa1q7bA	Ugali	discrete	numeric	
V364	m5sa1q7cA	Rice	discrete	numeric	
V365	m5sa1q7dA	Cassava, sweet potato or yams	discrete	numeric	
V366	m5sa1q7eA	Beans	discrete	numeric	
V367	m5sa1q7fA	Fruit/vegetable	discrete	numeric	
V368	m5sa1q7gA	Eggs	discrete	numeric	
V369	m5sa1q7hA	Meat, chicken, or fish	discrete	numeric	
V370	m5sa1q7iA	Milk, yogurt, porridge	discrete	numeric	
V371	m5sa1q7jA	Tea, coffee, or chocolate	discrete	numeric	
V372	m5sa1q7kA	Other	discrete	numeric	
V373	m5sa1q8bA	Code from Module 2a	discrete	numeric	
V374	m5sa1q9bA	Code from Module 2a	discrete	numeric	
V375	m5sa1q10A	Were you in this school last year?	discrete	numeric	
V376	m5sa1q11bA	Code from Module 2a	discrete	numeric	
V377	m5sa1q12bA	Code from Module 2a	discrete	numeric	
V378	m5sa1q13A	Do you agree to participate in this exercise?	discrete	numeric	
V379	m5sa1q14A	Start time	discrete	numeric	
V380	m5sa1q15A	End time	discrete	numeric	

m5sa2_anon

Content	Module 5: Pupil Assessment
Cases	2953
Variable(s)	44
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V381	schidA	School ID	contin	numeric	
V382	m5sa2q0aA	Pupil code	contin	numeric	
V383	m5sa2q0bA	Has this pupil been selected to take the English or Kiswahili assessment?	discrete	numeric	
V384	m5sa2q1A	English Exercise 1	discrete	numeric	
V385	m5sa2q2A	English Exercise 2	discrete	numeric	
V386	m5sa2q3A	English Exercise 3	discrete	numeric	
V387	m5sa2q4A	English Exercise 4	discrete	numeric	
V388	m5sa2q5aA	English Exercise 5	discrete	numeric	
V389	m5sa2q5bA	English Exercise 5 (time)	discrete	numeric	
V390	m5sa2q6aA	English Exercise 6 Question 1	discrete	numeric	
V391	m5sa2q6bA	English Exercise 6 Question 2	discrete	numeric	
V392	m5sa2q6cA	English Exercise 6 Question 3	discrete	numeric	
V393	m5sa3q1A	Kiswahili Exercise 1	discrete	numeric	
V394	m5sa3q2A	Kiswahili Exercise 2	discrete	numeric	
V395	m5sa3q3A	Kiswahili Exercise 3	discrete	numeric	
V396	m5sa3q4A	Kiswahili Exercise 4	discrete	numeric	
V397	m5sa3q5aA	Kiswahili Exercise 5	discrete	numeric	
V398	m5sa3q5bA	Kiswahili Exercise 5 (time)	discrete	numeric	
V399	m5sa3q6aA	Kiswahili Exercise 6 Question 1	discrete	numeric	
V400	m5sa3q6bA	Kiswahili Exercise 6 Question 2	discrete	numeric	
V401	m5sa3q6cA	Kiswahili Exercise 6 Question 3	discrete	numeric	
V402	m5sabq1A	Math Exercise 1	discrete	numeric	
V403	m5sabq2A	Math Exercise 2	discrete	numeric	
V404	m5sabq3aA	Math Exercise 3 Question 1	discrete	numeric	
V405	m5sabq3bA	Math Exercise 3 Question 2	discrete	numeric	
V406	m5sabq3cA	Math Exercise 3 Question 3	discrete	numeric	
V407	m5sabq3dA	Math Exercise 3 Question 4	discrete	numeric	
V408	m5sabq3eA	Math Exercise 3 Question 5	discrete	numeric	

ID	Name	Label	Type	Format	Question
V409	m5sabq3fA	Math Exercise 3 Question 6	discrete	numeric	
V410	m5sabq3gA	Math Exercise 3 Question 7	discrete	numeric	
V411	m5sabq3hA	Math Exercise 3 Question 8	discrete	numeric	
V412	m5sabq3iA	Math Exercise 3 Question 9	discrete	numeric	
V413	m5sabq3jA	Math Exercise 3 Question 10	discrete	numeric	
V414	m5sabq4A	Math Exercise 4	discrete	numeric	
V415	m5sabq5A	Math Exercise 5	discrete	numeric	
V416	m5sabq6A	Math Exercise 6	discrete	numeric	
V417	m5sacq1aA	Non-verbal reasoning Exercise 1a	discrete	numeric	
V418	m5sacq1bA	Non-verbal reasoning Exercise 1b	discrete	numeric	
V419	m5sacq2aA	Non-verbal reasoning Exercise 2a	discrete	numeric	
V420	m5sacq2bA	Non-verbal reasoning Exercise 2b	discrete	numeric	
V421	m5sacq3aA	Non-verbal reasoning Exercise 3a	discrete	numeric	
V422	m5sacq3bA	Non-verbal reasoning Exercise 3b	discrete	numeric	
V423	m5sacq4aA	Non-verbal reasoning Exercise 4a	discrete	numeric	
V424	m5sacq4bA	Non-verbal reasoning Exercise 4b	discrete	numeric	

m5sa3_anon

Content	Module 5: Pupil Assessment
Cases	2953
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V425	schidA	School ID	contin	numeric	
V426	m5sa3q1A	Kiswahili Exercise 1	discrete	numeric	
V427	m5sa3q2A	Kiswahili Exercise 2	discrete	numeric	
V428	m5sa3q3A	Kiswahili Exercise 3	discrete	numeric	
V429	m5sa3q4A	Kiswahili Exercise 4	discrete	numeric	
V430	m5sa3q5aA	Kiswahili Exercise 5	discrete	numeric	
V431	m5sa3q5bA	Kiswahili Exercise 5 (time)	discrete	numeric	
V432	m5sa3q6aA	Kiswahili Exercise 6 Question 1	discrete	numeric	
V433	m5sa3q6bA	Kiswahili Exercise 6 Question 2	discrete	numeric	
V434	m5sa3q6cA	Kiswahili Exercise 6 Question 3	discrete	numeric	

m5sa4_anon

Content	Module 5: Pupil Assessment
Cases	2953
Variable(s)	16
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V435	schidA	School ID	contin	numeric	
V436	m5sa4q1A	Math Exercise 1	discrete	numeric	
V437	m5sa4q2A	Math Exercise 2	discrete	numeric	
V438	m5sa4q3aA	Math Exercise 3 Question 1	discrete	numeric	
V439	m5sa4q3bA	Math Exercise 3 Question 2	discrete	numeric	
V440	m5sa4q3cA	Math Exercise 3 Question 3	discrete	numeric	
V441	m5sa4q3dA	Math Exercise 3 Question 4	discrete	numeric	
V442	m5sa4q3eA	Math Exercise 3 Question 5	discrete	numeric	
V443	m5sa4q3fA	Math Exercise 3 Question 6	discrete	numeric	
V444	m5sa4q3gA	Math Exercise 3 Question 7	discrete	numeric	
V445	m5sa4q3hA	Math Exercise 3 Question 8	discrete	numeric	
V446	m5sa4q3iA	Math Exercise 3 Question 9	discrete	numeric	
V447	m5sa4q3jA	Math Exercise 3 Question 10	discrete	numeric	
V448	m5sa4q4A	Math Exercise 4	discrete	numeric	
V449	m5sa4q5A	Math Exercise 5	discrete	numeric	
V450	m5sa4q6A	Math Exercise 6	discrete	numeric	

m5sa5_anon

Content	Module 5: Pupil Assessment
Cases	2953
Variable(s)	9
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V451	schidA	School ID	contin	numeric	
V452	m5sa5q1aA	Non-verbal reasoning Exercise 1a	discrete	numeric	
V453	m5sa5q1bA	Non-verbal reasoning Exercise 1b	discrete	numeric	
V454	m5sa5q2aA	Non-verbal reasoning Exercise 2a	discrete	numeric	
V455	m5sa5q2bA	Non-verbal reasoning Exercise 2b	discrete	numeric	
V456	m5sa5q3aA	Non-verbal reasoning Exercise 3a	discrete	numeric	
V457	m5sa5q3bA	Non-verbal reasoning Exercise 3b	discrete	numeric	
V458	m5sa5q4aA	Non-verbal reasoning Exercise 4a	discrete	numeric	
V459	m5sa5q4bA	Non-verbal reasoning Exercise 4b	discrete	numeric	

m6s0_anon

Content Module 6: Teacher Assessment
 Cases 1679
 Variable(s) 3
 Structure Type:
 Keys: ()
 Version
 Producer
 Missing Data

Variables

ID	Name	Label	Type	Format	Question
V460	schidA	School ID	contin	numeric	
V461	m6siq5A	Number of teachers assessed	discrete	numeric	
V462	m6siq6A	Date	contin	numeric	

m6sa_anon

Content	Module 6: Teacher Assessment
Cases	1679
Variable(s)	118
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V463	schidA	School ID	contin	numeric	
V464	m6siq0A	Teacher ID	contin	numeric	
V465	m6siq4A	Date	contin	numeric	
V466	m6siq5A	Number of teachers assessed	discrete	numeric	
V467	m6siq8A	Age	discrete	numeric	
V468	m6siq9A	Sex	discrete	numeric	
V469	m6siq10A	What standards do you normally teach this academic year (2014)?	discrete	numeric	
V470	m6siq11A	What standards did you mostly teach last academic year (2013)?	discrete	numeric	
V471	m6siq12A	What subject(s) do you normally teach?	discrete	numeric	
V472	m6siq13A	In what year did you begin teaching?	discrete	numeric	
V473	m6siq14A	What is the highest level of education you have completed?	discrete	numeric	
V474	m6siq15A	What is the highest level of teacher training you received?	discrete	numeric	
V475	m6siq16A	When did you complete your highest level of teacher training?	discrete	numeric	
V476	m6siq17A	Did you teach in this school last year?	discrete	numeric	
V477	m6sa1q1aA	Task 1 Section 1A - Points	discrete	numeric	
V478	m6sa1q1baA	Task 1 Section 1B - Mark child's answer	discrete	numeric	
V479	m6sa1q1bA	Task 1 Section 1B - Points	discrete	numeric	
V480	m6sa1q1caA	Task 1 Section 1C - Mark child's answer	discrete	numeric	
V481	m6sa1q1cA	Task 1 Section 1C - Points	discrete	numeric	
V482	m6sa1q1daA	Task 1 Section 1D - Mark child's answer	discrete	numeric	
V483	m6sa1q1dA	Task 1 Section 1D - Points	discrete	numeric	
V484	m6sa1q2aA	Task 1 Section 2A - Points	discrete	numeric	
V485	m6sa1q2baA	Task 1 Section 2B - Mark child's answer	discrete	numeric	
V486	m6sa1q2bA	Task 1 Section 2B - Points	discrete	numeric	
V487	m6sa1q2caA	Task 1 Section 2C - Mark child's answer	discrete	numeric	
V488	m6sa1q2cA	Task 1 Section 2C - Points	discrete	numeric	
V489	m6sa1q2daA	Task 1 Section 2D - Mark child's answer	discrete	numeric	
V490	m6sa1q2dA	Task 1 Section 2D - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V491	m6sa1q2eaA	Task 1 Section 2E - Mark child's answer	discrete	numeric	
V492	m6sa1q2eA	Task 1 Section 2E - Points	discrete	numeric	
V493	m6sa1q2faA	Task 1 Section 2F - Mark child's answer	discrete	numeric	
V494	m6sa1q2fA	Task 1 Section 2F - Points	discrete	numeric	
V495	m6sa1q3aA	Task 1 Section 3A - Points	discrete	numeric	
V496	m6sa1q3baA	Task 1 Section 3B - Mark child's answer	discrete	numeric	
V497	m6sa1q3bA	Task 1 Section 3B - Points	discrete	numeric	
V498	m6sa1q3caA	Task 1 Section 3C - Mark child's answer	discrete	numeric	
V499	m6sa1q3cA	Task 1 Section 3C - Points	discrete	numeric	
V500	m6sa1q3daA	Task 1 Section 3D - Mark child's answer	discrete	numeric	
V501	m6sa1q3dA	Task 1 Section 3D - Points	discrete	numeric	
V502	m6sa1q3eaA	Task 1 Section 3E - Mark child's answer	discrete	numeric	
V503	m6sa1q3eA	Task 1 Section 3E - Points	discrete	numeric	
V504	m6sa1q3faA	Task 1 Section 3F - Mark child's answer	discrete	numeric	
V505	m6sa1q3fA	Task 1 Section 3F - Points	discrete	numeric	
V506	m6sa1q3gaA	Task 1 Section 3G - Mark child's answer	discrete	numeric	
V507	m6sa1q3gA	Task 1 Section 3G - Points	discrete	numeric	
V508	m6sa1q3haA	Task 1 Section 3H - Mark child's answer	discrete	numeric	
V509	m6sa1q3hA	Task 1 Section 3H - Points	discrete	numeric	
V510	m6sa1q3iaA	Task 1 Section 3I - Mark child's answer	discrete	numeric	
V511	m6sa1q3iA	Task 1 Section 3I - Points	discrete	numeric	
V512	m6sa1q3jaA	Task 1 Section 3J - Mark child's answer	discrete	numeric	
V513	m6sa1q3jA	Task 1 Section 3J - Points	discrete	numeric	
V514	m6sa1q3kaA	Task 1 Section 3K - Mark child's answer	discrete	numeric	
V515	m6sa1q3kA	Task 1 Section 3K - Points	discrete	numeric	
V516	m6sa1q4aA	Task 1 Section 4A - Points	discrete	numeric	
V517	m6sa1q4bA	Task 1 Section 4B - Points	discrete	numeric	
V518	m6sa1q4cA	Task 1 Section 4C - Points	discrete	numeric	
V519	m6sa1q4dA	Task 1 Section 4D - Points	discrete	numeric	
V520	m6sa1q4eA	Task 1 Section 4E - Points	discrete	numeric	
V521	m6sa1q4fA	Task 1 Section 4F - Points	discrete	numeric	
V522	m6sa1q4gA	Task 1 Section 4G - Points	discrete	numeric	
V523	m6sa1q4hA	Task 1 Section 4H - Points	discrete	numeric	
V524	m6sa1q4iA	Task 1 Section 4I - Points	discrete	numeric	
V525	m6sa1q4jA	Task 1 Section 4J - Points	discrete	numeric	
V526	m6sa1q4kA	Task 1 Section 4K - Points	discrete	numeric	
V527	m6sa1q4lA	Task 1 Section 4L - Points	discrete	numeric	
V528	m6sa1q4mA	Task 1 Section 4M - Points	discrete	numeric	
V529	m6sa1q4nA	Task 1 Section 4N - Points	discrete	numeric	
V530	m6sa1q4oA	Task 1 Section 4O - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V531	m6sa1q4pA	Task 1 Section 4P - Points	discrete	numeric	
V532	m6sa1q4qA	Task 1 Section 4Q - Points	discrete	numeric	
V533	m6sa1q4rA	Task 1 Section 4R - Points	discrete	numeric	
V534	m6sa1q4sA	Task 1 Section 4S - Points	discrete	numeric	
V535	m6sa1q4tA	Task 1 Section 4T - Points	discrete	numeric	
V536	m6sa2q1aA	Task 2 Section 1A - Points	discrete	numeric	
V537	m6sa2q1baA	Task 2 Section 1B - MBrk child's answer	discrete	numeric	
V538	m6sa2q1bA	Task 2 Section 1B - Points	discrete	numeric	
V539	m6sa2q1caA	Task 2 Section 1C - Mark child's answer	discrete	numeric	
V540	m6sa2q1cA	Task 2 Section 1C - Points	discrete	numeric	
V541	m6sa2q1daA	Task 2 Section 1D - Mark child's answer	discrete	numeric	
V542	m6sa2q1dA	Task 2 Section 1D - Points	discrete	numeric	
V543	m6sa2q1eaA	Task 2 Section 1E - Mark child's answer	discrete	numeric	
V544	m6sa2q1eA	Task 2 Section 1E - Points	discrete	numeric	
V545	m6sa2q2aA	Task 2 Section 2A - Points	discrete	numeric	
V546	m6sa2q3aA	Task 2 Section 3A - Points	discrete	numeric	
V547	m6sa2q4aA	Task 2 Section 4A - Points	discrete	numeric	
V548	m6sa2q4baA	Task 2 Section 4B- Mark child's answer	discrete	numeric	
V549	m6sa2q4bA	Task 2 Section 4B - Points	discrete	numeric	
V550	m6sa2q5aA	Task 2 Section 5A - Points	discrete	numeric	
V551	m6sa2q6aA	Task 2 Section 6A - Points	discrete	numeric	
V552	m6sa2q7aA	Task 2 Section 7A - Points	discrete	numeric	
V553	m6sa2q8aA	Task 2 Section 8A - Points	discrete	numeric	
V554	m6sa2q9aA	Task 2 Section 9A - Points	discrete	numeric	
V555	m6sa2q9baA	Task 2 Section 9B- Mark child's answer	discrete	numeric	
V556	m6sa2q9bA	Task 2 Section 9B - Points	discrete	numeric	
V557	m6sa2q10aA	Task 2 Section 10A - Points	discrete	numeric	
V558	m6sa2q10baA	Task 2 Section 10B- Mark child's answer	discrete	numeric	
V559	m6sa2q10bA	Task 2 Section 10B - Points	discrete	numeric	
V560	m6sa2q11aA	Task 2 Section 11A - Points	discrete	numeric	
V561	m6sa2q11baA	Task 2 Section 11B- Mark child's answer	discrete	numeric	
V562	m6sa2q11bA	Task 2 Section 11B - Points	discrete	numeric	
V563	m6sa2q11caA	Task 2 Section 11C- Mark child's answer	discrete	numeric	
V564	m6sa2q11cA	Task 2 Section 11C - Points	discrete	numeric	
V565	m6sa2q12aA	Task 2 Section 12A - Points	discrete	numeric	
V566	m6sa2q13aA	Task 2 Section 13A - Points	discrete	numeric	
V567	m6sa2q13baA	Task 2 Section 13B- Mark child's answer	discrete	numeric	
V568	m6sa2q13bA	Task 2 Section 13B - Points	discrete	numeric	
V569	m6sbq3aA	Task 3 Section A Points	discrete	numeric	
V570	m6sbq3bA	Task 3 Section B Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V571	m6sbq3caA	Task 3 Section C1 Points	discrete	numeric	
V572	m6sbq3dA	Task 3 Section D Points	discrete	numeric	
V573	m6sbq3eA	Task 3 Section E Points	discrete	numeric	
V574	m6sbq3fA	Task 3 Section F Points	discrete	numeric	
V575	m6sbq4aA	Task 4 Section A Points	discrete	numeric	
V576	m6sbq4bA	Task 4 Section B Points	discrete	numeric	
V577	m6sbq5a1A	Task 5 Section A Question	discrete	numeric	
V578	m6sbq5aA	Task 5 Section A Points	discrete	numeric	
V579	m6sbq5bA	Task 5 Section B Points	discrete	numeric	
V580	m6sbq5cA	Task 5 Section C Points	discrete	numeric	

School ID (schidA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

School weight (wgt_schoolA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 16	Minimum: 7.7
Decimals: 0	Maximum: 334.3
Range: 7.66666650772095-334.333343505859	

Absence weight (wgt_absA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 16	Minimum: 7.7
Decimals: 0	Maximum: 835.8
Range: 7.66666650772095-835.833374023438	

Student knowledge weight (wgt_studentsA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 305
Format: numeric	Invalid: 1
Width: 16	Minimum: 2.3
Decimals: 0	Maximum: 4196.6
Range: 2.26428556442261-4196.6435546875	

Teacher knowledge weight (wgt_knowledgeA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 16	Minimum: 14
Decimals: 0	Maximum: 1755.3
Range: 13.9999990463257-1755.25	

Teacher population weight (wgt_teachersA)

File: fileweights_anon

Overview

Type: Continuous
Format: numeric
Width: 16
Decimals: 0
Range: 7.6666650772095-668.666687011719

Valid cases: 305
Invalid: 1
Minimum: 7.7
Maximum: 668.7

School ID (schidA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Do you agree to be interviewed? (m1siq0aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

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

Literal question

Did the respondent agree to be interviewed?

If refused, reason for refusal (m1siq0bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 4	
Decimals: 0	
Range: -999--998	

Interviewer instructions

If refused, reason for refusal.

Code of enumerator during first visit (m1siq1cA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 41
Range: 1-41	

Code of enumerator during second visit (m1siq2cA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 297
Format: numeric	Invalid: 9
Width: 2	Minimum: 2
Decimals: 0	Maximum: 41
Range: 2-41	

Region (m1siq2aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 299
Format: numeric	Invalid: 7
Width: 1	
Decimals: 0	
Range: 1-7	

District (m1siq3A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 299
Format: numeric	Invalid: 7
Width: 2	Minimum: 1
Decimals: 0	Maximum: 28
Range: 1-28	

Ward (m1siq3aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 2	
Decimals: 0	
Range: 1-20	

Village/Street (m1siq3bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 3	
Decimals: 0	
Range: 1-107	

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

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 303
Format: numeric	Invalid: 3
Width: 2	
Decimals: 0	
Range: 1-99	

Date of First Visit (m1siq8A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 65
Range: 1-65	

Date of Second Visit (m1siq9A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 66
Range: 2-66	

Result of verification by team leader (m1siq10aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Result of verification by supervisor (m1siq10bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 13
Format: numeric	Invalid: 293
Width: 4	
Decimals: 0	
Range: -998-4	

Result of verification by data entrant (m1siq10cA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Date of verification by team leader (m1siq10dA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 66
Range: 1-66	

Date of verification by supervisor (m1siq10eA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 13
Format: numeric	Invalid: 293
Width: 2	
Decimals: 0	
Range: 28-38	

Date of verification by data entrant (m1siq10fA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Arrival time for first visit (m1siq11A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 306
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: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1.5
Decimals: 0	Maximum: 9.6
Range: 1.5-9.6	

Arrival time for second visit (m1siq13A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Duration of second visit (m1siq14A)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 6.8
Range: 0-6.8	

School ID (schidA)

File: m1sa_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Position of Respondent in Facility (m1saq1A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 306
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: 305
Format: numeric	Invalid: 1
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: 302
Format: numeric	Invalid: 4
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: 296
Invalid: 10

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: 1960-2000

Valid cases: 275
Invalid: 31

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: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

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

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 306
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 2011? (m1sbq2A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 119
Format: numeric	Invalid: 187
Width: 4	
Decimals: 0	
Range: -999-10	

Literal question

How many times did the SC/BoD meet in 2011?

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

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 123
Format: numeric	Invalid: 183
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

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

Minutes/action plans from the latest SC/BoD meeting published (m1sbq3aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
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: 306
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 2011? (m1sbq5A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 276
Format: numeric	Invalid: 30
Width: 4	
Decimals: 0	
Range: -999-22	

Literal question

How many times did the SMT meet in 2011?

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

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 287
Format: numeric	Invalid: 19
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: 306

Literal question

Does the school have a student government?

How many times did the student government meet in 2011?
(m1sbq6bA)

File: m1sb_anon

Overview

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

Valid cases: 0
 Invalid: 306

Literal question

How many times did the student government meet in 2011?

Minutes/action plans from latest student govt. meeting published
in public (m1sbq6cA)

File: m1sb_anon

Overview

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

Valid cases: 0
 Invalid: 306

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: 306

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: 306
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: 306
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: 306
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: 306
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: 306
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: 306
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: 306
Width: 1	
Decimals: 0	

Literal question

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

Number of visits from an official quality assurance officer/inspector in 2011 (m1sbq7A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

Literal question

How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2011?

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

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 275
Format: numeric	Invalid: 31
Width: 1	
Decimals: 0	
Range: 0-6	

Literal question

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

Written feedback/check list received from quality assurance officer (m1sbq8aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Literal question

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

Interviewer instructions

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

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

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Literal question

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

School ID (schidA)

File: m1sc_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

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

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 306
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: 304
Format: numeric	Invalid: 2
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: 306
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: 2
Decimals: 0
Range: 0-12

Valid cases: 298
Invalid: 8

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: 306

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: 2
Decimals: 0
Range: 0-12

Valid cases: 298
Invalid: 8

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: 306

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: 306

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: 4
Decimals: 0
Range: -999-2

Valid cases: 298
Invalid: 8

Literal question

Are the toilet holes clean?

Interviewer instructions

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

Toilet holes private (m1scq6A)

File: m1sc_anon

Overview

Toilet holes private (m1scq6A)

File: m1sc_anon

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 298
Invalid: 8

Literal question

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

Interviewer instructions

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

Toilet holes accessible (m1scq7A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 298
Invalid: 8

Literal question

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

Interviewer instructions

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

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

File: m1sc_anon

Overview

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

Valid cases: 0
Invalid: 306

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: 2
Decimals: 0
Range: 1-99

Valid cases: 0
Invalid: 306

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: 1-2

Valid cases: 0
Invalid: 306

Literal question

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

Interviewer instructions

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

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

File: m1sc_anon

Overview

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

Valid cases: 0
Invalid: 306

Literal question

This school is accessible by what type of road?

Interviewer instructions

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

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

File: m1sc_anon

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

File: m1sc_anon

Overview

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

Valid cases: 0
Invalid: 306

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: 306

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: 3060
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Class ID (m1sdq0aA)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 3060
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Class description (m1sdq0bA)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 3060
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Streams per class (m1sdq1A)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 2754
Format: numeric	Invalid: 306
Width: 2	
Decimals: 0	
Range: 0-99	

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: 2736
Format: numeric	Invalid: 324
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.466666666666667	

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: 3040
Format: numeric	Invalid: 20
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: 3060
Format: numeric	Invalid: 0
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.6
Range: 0-0.594594594594595	

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	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

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

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

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	Valid cases: 31
Format: numeric	Invalid: 275
Width: 2	
Decimals: 0	
Range: 1-11	

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 31
Format: numeric	Invalid: 275
Width: 2	
Decimals: 0	
Range: 1-11	

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

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

File: m1sd2_anon

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 14
 Invalid: 292

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 1
 Invalid: 305

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 1
 Invalid: 305

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 0
 Invalid: 306

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

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

File: m1sd2_anon

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 0
 Invalid: 306

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 0
 Invalid: 306

Literal question

Which grades are grouped together?

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

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 0
 Invalid: 306

Literal question

Which grades are grouped together?

Number of your pupils who successfully completed primary school in 2013 (m1sdq5A)

File: m1sd2_anon

Overview

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

Valid cases: 0
 Invalid: 306

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: 306
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?

Actual number of days during in session in the previous school year (m1sdq8A)

File: m1sd2_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-299

Valid cases: 306
Invalid: 0
Minimum: 0
Maximum: 299

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: 306

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: 306

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: 306

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: 918
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Class ID (m1sdq7aA)

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 918
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-28	

Class code (m1sdq7bA)

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 918
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

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

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 918
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 0-999	

Literal question

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

Interviewer instructions

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

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

File: m1sd3_anon

Overview

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

File: m1sd3_anon

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 0-999

Valid cases: 918
Invalid: 0

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: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 998-999

Valid cases: 0
Invalid: 918

Literal question

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

Interviewer instructions

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

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

File: m1sd3_anon

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 30-999

Valid cases: 918
Invalid: 0

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 Code (schidA)

File: m2sa1_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

How many teachers work in this school? (m2saq1A)

File: m2sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 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)

School Code (schidA)

File: m2sa2_anon

Overview

Type: Continuous	Valid cases: 4400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Teacher ID (m2saq0A)

File: m2sa2_anon

Overview

Type: Discrete	Valid cases: 4400
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
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: 4400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

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

Literal question

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

Sex

Interviewer instructions

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

Position in the School (m2saq4A)

File: m2sa2_anon

Overview

Position in the School (m2saq4A)

File: m2sa2_anon

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

Valid cases: 4367
Invalid: 33

Pre question

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

Literal question

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

Position in the school

Interviewer instructions

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

Contract Status (m2saq5A)

File: m2sa2_anon

Overview

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

Valid cases: 0
Invalid: 4400

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: 4400
Invalid: 0

Pre question

Full time or part time (m2saq6A)

File: m2sa2_anon

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

Literal question

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

Full-time/Part-time

Interviewer instructions

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

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

File: m2sa2_anon

Overview

Type: Discrete

Valid cases: 0

Format: numeric

Invalid: 4400

Width: 1

Decimals: 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)

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 Portuguese to Standard 4 THIS year (m2saq7bA)

File: m2sa2_anon

Overview

Type: Discrete

Valid cases: 0

Format: numeric

Invalid: 4400

Width: 1

Decimals: 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)

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

Interviewer instructions

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

File: m2sa2_anon

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

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

File: m2sa2_anon

Overview

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

Valid cases: 0
Invalid: 4400

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: 4400
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: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

How many classrooms does the school have? (m2sbq19A)

File: m2sb1_anon

Overview

Type: Discrete	Valid cases: 295
Format: numeric	Invalid: 11
Width: 2	
Decimals: 0	
Range: 5-20	

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: Discrete	Valid cases: 305
Format: numeric	Invalid: 1
Width: 4	
Decimals: 0	
Range: -998-1000	

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: Discrete	Valid cases: 305
Format: numeric	Invalid: 1
Width: 4	
Decimals: 0	
Range: -998-500	

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: 306
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: 306
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: 306
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: 301
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Teacher ID from section 2A (m2sbq2A)

File: m2sb2_anon

Overview

Type: Continuous	Valid cases: 301
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 35
Range: 1-35	

Interviewer instructions

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

Sex (m2sbq3A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 301
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Interviewer instructions

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

What was the teacher doing when you located him/ her on the first visit? (m2sbq4A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 301
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 from school on first visit? (m2sbq5A)

File: m2sb2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -998-99

Valid cases: 301
 Invalid: 0

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

What was the teacher doing when you located him/ her on the second visit? (m2sbq6A)

File: m2sb2_anon

Overview

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

Valid cases: 301
 Invalid: 0

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 from school on second visit? (m2sbq7A)

File: m2sb2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -998-99

Valid cases: 301
 Invalid: 0

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: 301
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.

In which classes do you teach? (m2sbq9aA)

File: m2sb2_anon

Overview

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

Valid cases: 0
Invalid: 301

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

In which classes do you teach? (m2sbq9bA)

File: m2sb2_anon

Overview

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

Valid cases: 0
Invalid: 301

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

In which classes do you teach? (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

In which classes do you teach? (m2sbq9cA)

File: m2sb2_anon

Overview

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

Valid cases: 0
Invalid: 301

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

In which classes do you teach? (m2sbq9dA)

File: m2sb2_anon

Overview

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

Valid cases: 0
Invalid: 301

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

What is the highest level of education that you have completed? (m2sbq10A)

File: m2sb2_anon

Overview

What is the highest level of education that you have completed? (m2sbq10A)

File: m2sb2_anon

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

Valid cases: 301
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

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.

What is the highest level of teacher training that you have completed? (m2sbq11A)

File: m2sb2_anon

Overview

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

Valid cases: 300
Invalid: 1

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: 1979-2010

Valid cases: 301
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

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: 301
Format: numeric	Invalid: 0
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: 300
Format: numeric	Invalid: 1
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.

How many times have you encountered salary delays in the last 12 months? (m2sbq15A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 301
Width: 1	
Decimals: 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

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: 301

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: 301

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: 301

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: 301

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)

How often does the administrator or head teacher observe your classroom? (m2sbq16A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-5

Valid cases: 0
Invalid: 301

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: 1
Decimals: 0

Valid cases: 0
Invalid: 301

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: 1
Decimals: 0

Valid cases: 0
Invalid: 301

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: 1
Decimals: 0

Valid cases: 0
Invalid: 301

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: 301

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: 301
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: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Enumerator code (m4siq1bA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 47
Range: 2-47	

Subject (m4siq5A)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

Date (m4siq7A)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: -15
Decimals: 0	Maximum: 65
Range: -15-65	

Teacher ID from section 2A (m4siq9A)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 304
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 0-51	

Result of verification by team leader (m4siq10aA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Result of verification by supervisor (m4siq10bA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: -998-1	

Result of verification by data entrant (m4siq10cA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Date of verification by team leader (m4siq10dA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 65
Range: 1-65	

Date of verification by supervisor (m4siq10eA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 15
Format: numeric	Invalid: 291
Width: 2	Minimum: 9
Decimals: 0	Maximum: 38
Range: 9-38	

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

Overview

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

Valid cases: 0
Invalid: 306

School ID (schidA)

File: m4sa_anon

Overview

Type: Continuous	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Enumerator code (m4siq1bA)

File: m4sa_anon

Overview

Type: Continuous	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 47
Range: 2-47	

Subject (m4siq5A)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

Date (m4siq7A)

File: m4sa_anon

Overview

Type: Continuous	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 3	Minimum: -15
Decimals: 0	Maximum: 65
Range: -15-65	

Teacher ID from Section 2A (m4siq9A)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-51	

Result of verification by team leader (m4siq10aA)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Result of verification by supervisor (m4siq10bA)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 5814
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: -998-2	

Result of verification by data entrant (m4siq10cA)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 5814
Width: 1	
Decimals: 0	

Date of verification by team leader (m4siq10dA)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 5814
Width: 1	
Decimals: 0	

Date of verification by supervisor (m4siq10eA)

File: m4sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 5814
Width: 1	
Decimals: 0	

Date of verification by data entrant (m4siq10fA)

File: m4sa_anon

Date of verification by data entrant (m4siq10fA)

File: m4sa_anon

Overview

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

Valid cases: 0
Invalid: 5814

School ID (schidA)

File: m4sa1_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

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

(m4siq11aA)

File: m4sa1_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

Pre question

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

Interviewer instructions

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

Time of entrance in the classroom (m4siq11bA)

File: m4sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
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: 5814
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Teacher activity code (m4saq0cA)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 5508
Format: numeric	Invalid: 306
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: 5508
Format: numeric	Invalid: 306
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.

Minute 1 (m4saq1A)

File: m4sa2_anon

Overview

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

Valid cases: 4723
Invalid: 1091

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: 1-2

Valid cases: 4792
Invalid: 1022

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 3 (m4saq3A)

File: m4sa2_anon

Overview

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

Valid cases: 4839
Invalid: 975

Pre question

Minute 3 (m4saq3A)

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 4 (m4saq4A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 4909

Invalid: 905

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 5 (m4saq5A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 5022

Invalid: 792

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 5 (m4saq5A)

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 6 (m4saq6A)

File: m4sa2_anon

Overview

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

Valid cases: 5035
Invalid: 779

Pre question

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

Interviewer instructions

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

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

Minute 7 (m4saq7A)

File: m4sa2_anon

Overview

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

Valid cases: 5088
Invalid: 726

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: 1-2

Valid cases: 5143
Invalid: 671

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: 1-2

Valid cases: 5143
Invalid: 671

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 10 (m4saq10A)

File: m4sa2_anon

Overview

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

Valid cases: 5294
Invalid: 520

Pre question

Minute 10 (m4saq10A)

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 11 (m4saq11A)

File: m4sa2_anon

Overview

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

Valid cases: 5287
Invalid: 527

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 12 (m4saq12A)

File: m4sa2_anon

Overview

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

Valid cases: 5305
Invalid: 509

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 12 (m4saq12A)

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 13 (m4saq13A)

File: m4sa2_anon

Overview

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

Valid cases: 5306
Invalid: 508

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: 1-2

Valid cases: 5307
Invalid: 507

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	Valid cases: 5458
Format: numeric	Invalid: 356
Width: 1	
Decimals: 0	
Range: 1-2	

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.

Minute 16 (m4saq16A)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 5364
Format: numeric	Invalid: 450
Width: 1	
Decimals: 0	
Range: 1-2	

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.

Minute 17 (m4saq17A)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 5382
Format: numeric	Invalid: 432
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Minute 17 (m4saq17A)

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 18 (m4saq18A)

File: m4sa2_anon

Overview

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

Valid cases: 5400
Invalid: 414

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 19 (m4saq19A)

File: m4sa2_anon

Overview

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

Valid cases: 5418
Invalid: 396

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 19 (m4saq19A)

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 20 (m4saq20A)

File: m4sa2_anon

Overview

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

Valid cases: 5577
Invalid: 237

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 21 (m4saq21A)

File: m4sa2_anon

Overview

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

Valid cases: 5454
Invalid: 360

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 22 (m4saq22A)

File: m4sa2_anon

Overview

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

Valid cases: 5472
 Invalid: 342

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: 1-2

Valid cases: 5472
 Invalid: 342

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 24 (m4saq24A)

File: m4sa2_anon

Overview

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

Valid cases: 5472
 Invalid: 342

Pre question

Minute 24 (m4saq24A)

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 25 (m4saq25A)

File: m4sa2_anon

Overview

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

Valid cases: 5616
Invalid: 198

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 26 (m4saq26A)

File: m4sa2_anon

Overview

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

Valid cases: 5456
Invalid: 358

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 26 (m4saq26A)

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 27 (m4saq27A)

File: m4sa2_anon

Overview

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

Valid cases: 5454
Invalid: 360

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: 1-2

Valid cases: 5420
Invalid: 394

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: 1-2

Valid cases: 5418
Invalid: 396

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: 1-2

Valid cases: 5573
Invalid: 241

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 (m4saqc1A)

File: m4sa2_anon

Overview

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

Valid cases: 0
Invalid: 5814

Pre question

Count (m4saqc1A)

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: 1-2

Valid cases: 5351
Invalid: 463

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: 1-2

Valid cases: 5313
Invalid: 501

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 (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 33 (m4saq33A)

File: m4sa2_anon

Overview

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

Valid cases: 5312
Invalid: 502

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 34 (m4saq34A)

File: m4sa2_anon

Overview

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

Valid cases: 5312
Invalid: 502

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 35 (m4saq35A)

File: m4sa2_anon

Overview

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

Valid cases: 5256
Invalid: 558

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: 1-2

Valid cases: 780
Invalid: 5034

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: 1-2

Valid cases: 367
Invalid: 5447

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: 1-2

Valid cases: 258
Invalid: 5556

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: 1-2

Valid cases: 151
Invalid: 5663

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: 1-2

Valid cases: 150
Invalid: 5664

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: 1-2

Valid cases: 26
Invalid: 5788

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: 1-2

Valid cases: 19
 Invalid: 5795

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: 1-2

Valid cases: 19
 Invalid: 5795

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: 1-2

Valid cases: 19
 Invalid: 5795

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: 1-2

Valid cases: 21
Invalid: 5793

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

Valid cases: 0
Invalid: 5814

Pre question

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

Interviewer instructions

Minute 46 (m4saq46A)

File: m4sa2_anon

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

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

Minute 47 (m4saq47A)

File: m4sa2_anon

Overview

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

Valid cases: 0
Invalid: 5814

Pre question

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

Interviewer instructions

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

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

Minute 48 (m4saq48A)

File: m4sa2_anon

Overview

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

Valid cases: 0
Invalid: 5814

Pre question

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

Interviewer instructions

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

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

Minute 49 (m4saq49A)

File: m4sa2_anon

Overview

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

Valid cases: 0
 Invalid: 5814

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 50 (m4saq50A)

File: m4sa2_anon

Overview

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

Valid cases: 0
 Invalid: 5814

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 51 (m4saq51A)

File: m4sa2_anon

Overview

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

Valid cases: 0
 Invalid: 5814

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

Valid cases: 0

Invalid: 5814

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

Valid cases: 0

Invalid: 5814

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

Valid cases: 0
Invalid: 5814

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

Valid cases: 0
Invalid: 5814

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

Valid cases: 0
 Invalid: 5814

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 57 (m4saq57A)

File: m4sa2_anon

Overview

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

Valid cases: 0
 Invalid: 5814

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 58 (m4saq58A)

File: m4sa2_anon

Overview

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

Valid cases: 0
 Invalid: 5814

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

Valid cases: 0

Invalid: 5814

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

Valid cases: 0

Invalid: 5814

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 (m4saqc2A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -998-45

Valid cases: 5814
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.

School ID (schidA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 277
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Proportion of pupils off task-Minute 5 (m4saq5aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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 10 (m4saq10aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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 15 (m4saq15aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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 20 (m4saq20aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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 25 (m4saq25aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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

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	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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 45 (m4saq45aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 272
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1
Range: -998-1	

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 50 (m4saq50aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: -998--998

Valid cases: 0
Invalid: 277

Pre question

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

Interviewer instructions

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

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

Proportion of pupils off task-Minute 55 (m4saq55aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: -998--998

Valid cases: 0
Invalid: 277

Pre question

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

Interviewer instructions

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

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

Proportion of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3_anon

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: -998--998

Valid cases: 0
Invalid: 277

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	Valid cases: 0
Format: numeric	Invalid: 277
Width: 4	
Decimals: 0	
Range: -998--998	

Count (m4saqc4A)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 277
Width: 4	
Decimals: 0	
Range: -998--998	

School ID (schidA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

How many pupils are in the room? (m4sbq1A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 306
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: Discrete	Valid cases: 297
Format: numeric	Invalid: 9
Width: 2	
Decimals: 0	
Range: 0-98	

Literal question

How many boys?

Interviewer instructions

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

Proportion of girls? (m4sbq3A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 303
Format: numeric	Invalid: 3
Width: 2	
Decimals: 0	
Range: 0-98	

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: 144
Format: numeric	Invalid: 162
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1.1
Range: 0-1.06	

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: 306
Width: 2	
Decimals: 0	
Range: 98-98	

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: 306
Width: 2	
Decimals: 0	
Range: 98-98	

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: 304
Format: numeric	Invalid: 2
Width: 4	Minimum: 0.3
Decimals: 0	Maximum: 1.2
Range: 0.31-1.18	

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

File: m4sb_anon

Literal question

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

Proportion of male pupils in the class having a pencil or pen? (m4sbq5aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 2	
Decimals: 0	
Range: 98-98	

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	Valid cases: 0
Format: numeric	Invalid: 306
Width: 2	
Decimals: 0	
Range: 98-98	

Literal question

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

Interviewer instructions

(ask female pupils to hold up pencils or pens)

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

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 301
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1.2
Range: 0-1.18	

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: 306
Width: 2	
Decimals: 0	
Range: 98-98	

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: 306
Width: 2	
Decimals: 0	
Range: 98-98	

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: 306
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: 306
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: 306
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: 306
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: 306
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: 306
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: 306
 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: 306

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: 306
 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: 306
 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: 306
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: 306
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1511
Range: 1-1511	

Interviewer instructions

Lux measure at the chalkboard.

Meter setting (m4sbq17aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Interviewer instructions

Indicate Meter setting

School ID (schidA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

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

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 275
Format: numeric	Invalid: 31
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Literal question

How many pupils used a text book?

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

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
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: 306

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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
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: 4
Decimals: 0
Range: -999-98

Valid cases: 306
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: 4
Decimals: 0
Range: 0.01-1

Valid cases: 85
Invalid: 221
Minimum: 0
Maximum: 1

Literal question

How many pupils wrote on the blackboard?

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

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
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: 306
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: 275
Format: numeric	Invalid: 31
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1.2
Range: 0-1.18	

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: 306
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: 306
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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 214
Format: numeric	Invalid: 92
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Literal question

How many pupils did the teacher go to individually?

Proportion of male pupils did the teacher go to individually?

(m4scq10aA)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
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: 306
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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: Discrete	Valid cases: 241
Format: numeric	Invalid: 65
Width: 4	
Decimals: 0	
Range: -999-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
Invalid: 0

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Did you keep official attendance records? (m4sdq1A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 280
Format: numeric	Invalid: 26
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: Discrete	Valid cases: 280
Format: numeric	Invalid: 26
Width: 2	
Decimals: 0	
Range: 0-98	

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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
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: 2
Decimals: 0
Range: 1-98

Valid cases: 306
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.

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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
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: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-98	

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: 306
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: 306
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: 1
Decimals: 0

Valid cases: 0
Invalid: 306

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: 306
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: 306

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	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Quantity lines in roster (m4seq00)

File: m4se1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

School ID (schid)

File: m4se2_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Student code (m4seq0)

File: m4se2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

First and last names (m4seq1)

File: m4se2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Row number in Grade 4 Daily Attendance Sheet (m4seq2)

File: m4se2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Sex (m4seq3)

File: m4se2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Pupil sampled for kiswahili assessment (m4seq3a)

File: m4se2_anon

Overview

Pupil sampled for kiswahili assessment (m4seq3a)

File: m4se2_anon

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

Valid cases: 0
Invalid: 306

School ID (schidA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Enumerator code (m5siq2A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 303
Format: numeric	Invalid: 3
Width: 2	Minimum: 2
Decimals: 0	Maximum: 47
Range: 2-47	

Date (m5siq5A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 306
Format: numeric	Invalid: 0
Width: 3	Minimum: -15
Decimals: 0	Maximum: 65
Range: -15-65	

Number of Pupils Assessed in English (m5siq6A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-10	

Number of Pupils Assessed in Kiswahili (m5siq6aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
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: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Teacher ID (m5siq8bA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Result of verification by team leader (m5siq9aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Result of verification by supervisor (m5siq9bA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Result of verification by data entrant (m5siq9cA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Date of verification by team leader (m5siq9dA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 299
Format: numeric	Invalid: 7
Width: 2	Minimum: 1
Decimals: 0	Maximum: 66
Range: 1-66	

Date of verification by supervisor (m5siq9eA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

Date of verification by data entrant (m5siq9fA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 306
Width: 1	
Decimals: 0	

School ID (schidA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Code (m5sa1q1A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Age (m5sa1q3A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 9-13	

Sex (m5sa1q4A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Mother tongue (m5sa1q5A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Did you have breakfast this morning? (m5sa1q6A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
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: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Ugali (m5sa1q7bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Rice (m5sa1q7cA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Cassava, sweet potato or yams (m5sa1q7dA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Beans (m5sa1q7eA)

File: m5sa1_anon

Overview

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

Valid cases: 2953
Invalid: 0

Fruit/vegetable (m5sa1q7fA)

File: m5sa1_anon

Overview

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

Valid cases: 2953
Invalid: 0

Eggs (m5sa1q7gA)

File: m5sa1_anon

Overview

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

Valid cases: 2953
Invalid: 0

Meat, chicken, or fish (m5sa1q7hA)

File: m5sa1_anon

Overview

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

Valid cases: 2953
Invalid: 0

Milk, yogurt,porridge (m5sa1q7iA)

File: m5sa1_anon

Overview

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

Valid cases: 2953
Invalid: 0

Tea, coffee, or chocolate (m5sa1q7jA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Other (m5sa1q7kA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Code from Module 2a (m5sa1q8bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Code from Module 2a (m5sa1q9bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Were you in this school last year? (m5sa1q10A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 2953
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: 2953
Width: 1	
Decimals: 0	

Code from Module 2a (m5sa1q12bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
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: 2953
Width: 1	
Decimals: 0	

Start time (m5sa1q14A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

End time (m5sa1q15A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

School ID (schidA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Pupil code (m5sa2q0aA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

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: 2953
Width: 1	
Decimals: 0	

English Exercise 1 (m5sa2q1A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

English Exercise 2 (m5sa2q2A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

English Exercise 3 (m5sa2q3A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

English Exercise 4 (m5sa2q4A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

English Exercise 5 (m5sa2q5aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

English Exercise 5 (time) (m5sa2q5bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2829
Format: numeric	Invalid: 124
Width: 1	
Decimals: 0	
Range: 0-0	

English Exercise 6 Question 1 (m5sa2q6aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

English Exercise 6 Question 2 (m5sa2q6bA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

English Exercise 6 Question 3 (m5sa2q6cA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Kiswahili Exercise 1 (m5sa3q1A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 2 (m5sa3q2A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 3 (m5sa3q3A)

File: m5sa2_anon

Overview

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 5 (time) (m5sa3q5bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 6 Question 1 (m5sa3q6aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 6 Question 2 (m5sa3q6bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

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: 2953

Math Exercise 1 (m5sabq1A)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 2 (m5sabq2A)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 3 Question 1 (m5sabq3aA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 3 Question 2 (m5sabq3bA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2_anon

Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 4 (m5sabq3dA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 5 (m5sabq3eA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 6 (m5sabq3fA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 7 (m5sabq3gA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 8 (m5sabq3hA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 3 Question 9 (m5sabq3iA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 3 Question 10 (m5sabq3jA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 4 (m5sabq4A)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 5 (m5sabq5A)

File: m5sa2_anon

Overview

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

Valid cases: 2953
 Invalid: 0

Math Exercise 6 (m5sabq6A)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 1a (m5sacq1aA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 1b (m5sacq1bA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 2a (m5sacq2aA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 2b (m5sacq2bA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 3a (m5sacq3aA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 3b (m5sacq3bA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 4a (m5sacq4aA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 4b (m5sacq4bA)

File: m5sa2_anon

Overview

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

Valid cases: 2953
Invalid: 0

School ID (schidA)

File: m5sa3_anon

Overview

Type: Continuous	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Kiswahili Exercise 1 (m5sa3q1A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 2 (m5sa3q2A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 3 (m5sa3q3A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2953
Width: 1	
Decimals: 0	

Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa3_anon

Overview

Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa3_anon

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 5 (time) (m5sa3q5bA)

File: m5sa3_anon

Overview

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 6 Question 1 (m5sa3q6aA)

File: m5sa3_anon

Overview

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 6 Question 2 (m5sa3q6bA)

File: m5sa3_anon

Overview

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

Valid cases: 0
 Invalid: 2953

Kiswahili Exercise 6 Question 3 (m5sa3q6cA)

File: m5sa3_anon

Overview

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

Valid cases: 0
 Invalid: 2953

School ID (schidA)

File: m5sa4_anon

Overview

Type: Continuous	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Math Exercise 1 (m5sa4q1A)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 2 (m5sa4q2A)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 1 (m5sa4q3aA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 2 (m5sa4q3bA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 3 (m5sa4q3cA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 4 (m5sa4q3dA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 5 (m5sa4q3eA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 6 (m5sa4q3fA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 7 (m5sa4q3gA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 8 (m5sa4q3hA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 9 (m5sa4q3iA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 3 Question 10 (m5sa4q3jA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 4 (m5sa4q4A)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 5 (m5sa4q5A)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -4-99	

Math Exercise 6 (m5sa4q6A)

File: m5sa4_anon

Overview

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

Valid cases: 2953
Invalid: 0

School ID (schidA)

File: m5sa5_anon

Overview

Type: Continuous	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Non-verbal reasoning Exercise 1a (m5sa5q1aA)

File: m5sa5_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

Non-verbal reasoning Exercise 1b (m5sa5q1bA)

File: m5sa5_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

Non-verbal reasoning Exercise 2a (m5sa5q2aA)

File: m5sa5_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

Non-verbal reasoning Exercise 2b (m5sa5q2bA)

File: m5sa5_anon

Overview

Type: Discrete	Valid cases: 2953
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

Non-verbal reasoning Exercise 3a (m5sa5q3aA)

File: m5sa5_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 3b (m5sa5q3bA)

File: m5sa5_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 4a (m5sa5q4aA)

File: m5sa5_anon

Overview

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

Valid cases: 2953
Invalid: 0

Non-verbal reasoning Exercise 4b (m5sa5q4bA)

File: m5sa5_anon

Overview

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

Valid cases: 2953
Invalid: 0

School ID (schidA)

File: m6s0_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-306

Valid cases: 1679
Invalid: 0
Minimum: 1
Maximum: 306

Number of teachers assessed (m6siq5A)

File: m6s0_anon

Overview

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

Valid cases: 1679
Invalid: 0

Date (m6siq6A)

File: m6s0_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-65

Valid cases: 1679
Invalid: 0
Minimum: 1
Maximum: 65

School ID (schidA)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 306
Range: 1-306	

Teacher ID (m6siq0A)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 45
Range: 1-45	

Date (m6siq4A)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 65
Range: 1-65	

Number of teachers assessed (m6siq5A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

Age (m6siq8A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1676
Format: numeric	Invalid: 3
Width: 2	
Decimals: 0	
Range: 20-55	

Sex (m6siq9A)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-998

Valid cases: 1679
 Invalid: 0

What standards do you normally teach this academic year (2014)?
(m6siq10A)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

What standards did you mostly teach last academic year (2013)?
(m6siq11A)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

In what year did you begin teaching? (m6siq13A)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 98-2012

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-9	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
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: 1679
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 98-2012	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Task 1 Section 1A - Points (m6sa1q1aA)

File: m6sa_anon

Overview

Task 1 Section 1A - Points (m6sa1q1aA)

File: m6sa_anon

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 1B - Points (m6sa1q1bA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 1C - Points (m6sa1q1cA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

File: m6sa_anon

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 1D - Points (m6sa1q1dA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

Task 1 Section 2A - Points (m6sa1q2aA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 2B - Points (m6sa1q2bA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

File: m6sa_anon

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 2C - Points (m6sa1q2cA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 2D - Points (m6sa1q2dA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 2E - Points (m6sa1q2eA)

File: m6sa_anon

Overview

Task 1 Section 2E - Points (m6sa1q2eA)

File: m6sa_anon

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 2F - Points (m6sa1q2fA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

Task 1 Section 3A - Points (m6sa1q3aA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3B - Points (m6sa1q3bA)

File: m6sa_anon

Overview

Task 1 Section 3B - Points (m6sa1q3bA)

File: m6sa_anon

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

Valid cases: 0
 Invalid: 1679

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

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

Task 1 Section 3C - Points (m6sa1q3ca)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3D - Points (m6sa1q3da)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

File: m6sa_anon

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3E - Points (m6sa1q3eA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3F - Points (m6sa1q3fA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3G - Points (m6sa1q3gA)

File: m6sa_anon

Overview

Task 1 Section 3G - Points (m6sa1q3gA)

File: m6sa_anon

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

Valid cases: 1679
Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 1679

Task 1 Section 3H - Points (m6sa1q3hA)

File: m6sa_anon

Overview

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

Valid cases: 1679
Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
Invalid: 1679

Task 1 Section 3I - Points (m6sa1q3iA)

File: m6sa_anon

Overview

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

Valid cases: 1679
Invalid: 0

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

File: m6sa_anon

Overview

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

File: m6sa_anon

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3J - Points (m6sa1q3jA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

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

File: m6sa_anon

Overview

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

Valid cases: 0
 Invalid: 1679

Task 1 Section 3K - Points (m6sa1q3kA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

Task 1 Section 4A - Points (m6sa1q4aA)

File: m6sa_anon

Overview

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

Valid cases: 1679
 Invalid: 0

Task 1 Section 4B - Points (m6sa1q4bA)

File: m6sa_anon

Overview

Task 1 Section 4B - Points (m6sa1q4bA)

File: m6sa_anon

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

Valid cases: 1679
Invalid: 0

Task 1 Section 4C - Points (m6sa1q4cA)

File: m6sa_anon

Overview

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

Valid cases: 1679
Invalid: 0

Task 1 Section 4D - Points (m6sa1q4dA)

File: m6sa_anon

Overview

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

Valid cases: 1679
Invalid: 0

Task 1 Section 4E - Points (m6sa1q4eA)

File: m6sa_anon

Overview

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

Valid cases: 1679
Invalid: 0

Task 1 Section 4F - Points (m6sa1q4fA)

File: m6sa_anon

Overview

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

Valid cases: 1679
Invalid: 0

Task 1 Section 4G - Points (m6sa1q4gA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4H - Points (m6sa1q4hA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4I - Points (m6sa1q4iA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4J - Points (m6sa1q4jA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4K - Points (m6sa1q4kA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4L - Points (m6sa1q4lA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4M - Points (m6sa1q4mA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4N - Points (m6sa1q4nA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4O - Points (m6sa1q4oA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4P - Points (m6sa1q4pA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4Q - Points (m6sa1q4qA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4R - Points (m6sa1q4rA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4S - Points (m6sa1q4sA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4T - Points (m6sa1q4tA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 1A - Points (m6sa2q1aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 1B - MBrk child's answer (m6sa2q1baA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 1B - Points (m6sa2q1bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 1D - Points (m6sa2q1dA)

File: m6sa_anon

Task 2 Section 1D - Points (m6sa2q1dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 1E - Points (m6sa2q1eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 2A - Points (m6sa2q2aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 3A - Points (m6sa2q3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 4A - Points (m6sa2q4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 4B - Points (m6sa2q4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 5A - Points (m6sa2q5aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 6A - Points (m6sa2q6aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 7A - Points (m6sa2q7aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 8A - Points (m6sa2q8aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 9A - Points (m6sa2q9aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 9B - Points (m6sa2q9bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 10A - Points (m6sa2q10aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 10B - Points (m6sa2q10bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11A - Points (m6sa2q11aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 11B - Points (m6sa2q11bA)

File: m6sa_anon

Task 2 Section 11B - Points (m6sa2q11bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 11C - Points (m6sa2q11cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 12A - Points (m6sa2q12aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 13A - Points (m6sa2q13aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

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

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 2 Section 13B - Points (m6sa2q13bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section A Points (m6sbq3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

Task 3 Section B Points (m6sbq3bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

Task 3 Section C1 Points (m6sbq3caA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 3 Section D Points (m6sbq3dA)

File: m6sa_anon

Task 3 Section D Points (m6sbq3dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section E Points (m6sbq3eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Task 3 Section F Points (m6sbq3fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Task 4 Section A Points (m6sbq4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 4 Section B Points (m6sbq4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 5 Section A Question (m6sbq5a1A)

File: m6sa_anon

Task 5 Section A Question (m6sbq5a1A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1679
Width: 1	
Decimals: 0	

Task 5 Section A Points (m6sbq5aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 5 Section B Points (m6sbq5bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 5 Section C Points (m6sbq5cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1679
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Related Materials

Questionnaires

Kenya Service Delivery Indicators Education Survey Questionnaire

Title Kenya Service Delivery Indicators Education Survey Questionnaire
Language English
Filename ken_questionnaires.pdf

Reports

Service Delivery Indicators Kenya

Title Service Delivery Indicators Kenya
Author(s) Gayle Martin Obert Pimhidzai
Date 2013-07-01
Language English
Filename SDI-Report-Kenya.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

Kenya Education Statistical Disclosure Control Process

Title Kenya Education Statistical Disclosure Control Process
Language English
Filename sdi_kenya_education_sdcreport_external.pdf

Codebook and Harmonization Information

Title Codebook and Harmonization Information
Language English
Filename kenya_education_vf.xlsx

Kenya SDI Education Field Manual

Title Kenya SDI Education Field Manual
Date 2012-05-01
Language English
Filename SDI-Education-Field-Manual.pdf
