

# Gambia, The - Africa Program for Education Impact Evaluation 2011, Endline Survey

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# Sampling

## Sampling Procedure

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The study was designed to cover all lower basic public and government-aided schools in regions 2, 3, 4, and 6 (276 schools). The two regions that were excluded from the study were Region 1, which is essentially only the capital city and was excluded on the basis that it was too urban and distinct from the rest of the country, and Region 5, because it was used extensively to pilot the WSD prior to the large randomized experiment. Of the 276 schools, 3 schools were excluded because they were new schools and had only grade 1 and 2, or were close during the time of the survey.

Of the 273 remaining schools, 90 schools were randomly assigned to the WSD treatment, 94 schools to the grant-only treatment, and 89 schools served as the control group. The schools were clustered in groups of 2 or 3 schools on the basis of geographic proximity to limit contamination while allowing useful exchange and cooperation between nearby schools. Because this represents the universe of schools meeting the inclusion criteria, rather than a sample, clustering of groups of schools is unnecessary in the subsequent analysis. The randomization was further stratified by school size and accessibility. Each group proved to be similar at baseline. As all schools remained in the study between baseline and endline, there is zero attrition.

The following procedures were observed at the school level:

### Head teacher questionnaire

- Responded by the head teacher of the school
- The deputy head teacher can respond only if the head teacher is not present
- A senior teacher is allowed to respond in case either deputy or head teacher are not present.

### Selection of classes for the classroom visit

- The enumerator gets the list of all the classes and selects two classrooms other than the ones participating in the written test
- 528 classes were visited, 175 are WSD; 180 are grant only; and 173 are control classes.

### Selection of students for the written test

One grade 3 class and one grade 5 class were selected randomly in each school. In each of the classes, 20 students were selected randomly. The gender parity was observed throughout. In total 8,959 students were tested and about a third were selected in each treatment group.

### Selection of students for the pupils' questionnaire

- 10 students (5 from grade 3 and 5 from grade 5) are randomly selected among the 40 who took the written test to respond to the questionnaire.
- 2,696 students were interviewed of which, 879 are WSD; 920 are grant only; and 897 are from the control schools.

# Questionnaires

## Overview

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### 1) Head Teacher Questionnaire

The head teacher questionnaire is designed to collect broad characteristics of the schools as a whole. The main sections of this questionnaire include the examination of the school facilities (main buildings, sanitary, water provision etc), enrollment and staffs, school management (leadership, involvement of the local community, records keeping etc.). The main respondent to this questionnaire is the head teacher. However, in the event of his absence, the deputy head teacher or a senior teacher answers the questions.

In 2010, researchers added many open-ended questions to the head teacher interviews to collect some information about their views regarding school management. We addressed similar questions to parents or caregivers in a few households whose children were in the relevant schools. The research team was also heavily involved on the ground for the entire first year of this program; the associated conversations with the government, the schools, and the communities add important information that is useful for a better understanding of the findings.

### 2) Classroom Visits Questionnaire

The classroom observation is intended to collect valuable information about the classroom activities and teaching practices. In each of the two classrooms randomly selected per school, the enumerator seats in the back of the class for 15 to 20 minutes and takes note of the teaching activities such as the students participation, teacher control over the class, etc. At the end of the observation, the teacher is asked a few questions about the school and his or her teaching such as lesson plans and lesson notes.

### 3) Written Numeracy and Literacy Test

The written numeracy and literacy test is made by experts in the field of testing to assess the overall performance of the students in classes 3 and 5. The test has 4 sections:

- The math section with 32 basic arithmetic questions (addition, subtraction, multiplication, division)
- A word match section with 13 questions where students are given a word (20 questions in total) and they are to identify that word among a list of 4 words
- A vocabulary section where student are given a sentence with an underlined word and they are to identify the synonym of the underlined word among a list of 4 word
- A missing word section (11 questions) where a word is removed from a sentence and the students are to find the correct word that fits the blank among a list of 4 words.

### 4) Pupils' Questionnaire and Oral Literacy Test

The pupils' questionnaire is designed to collect some background information about the students and to give them an oral literacy test. This questionnaire collects information about the students' socio-demographic information, performance and progress, and welfare. In addition, the student are given an oral literacy test that has the following components:

- Letter name knowledge: The student are given a panel of 100 letters and are asked to read as many as they could in 60 seconds.
- Reading: The students are to read a small passage of 60 words and then they are asked a few questions about the content of the passage.
- Listening and comprehension: Here the enumerator reads a small passage aloud and then asks a few questions about the passage to the students.

## Data Collection

### Data Collection Dates

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<b>Start</b>	<b>End</b>	<b>Cycle</b>
2011	2011	N/A

### Data Collection Mode

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Face-to-face [f2f]

#### **DATA COLLECTION NOTES**

At each round, teams of enumerators arrived unannounced (in order to avoid strategic attendance by teachers and students) at each school and collected information about the school and the students, conducted classroom observation, and gave a literacy and numeracy test.

# Data Processing

No content available

# Data Appraisal

No content available

## File Description

# Variable List

## ClassroomObservation2011\_PUF

Content	The dataset contains information from Classroom Visits Questionnaire
Cases	534
Variable(s)	170
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V626	schoolID		discrete	numeric	
V627	region_cm	100. Region	discrete	numeric	Region
V628	clu_name_cm	101. Cluster name	discrete	character	Cluster Name
V629	treatment	1=WSD; 2=GRANT; 3=CONTROL	discrete	numeric	
V630	qnum_cm	107. Number of questionnaire	discrete	numeric	
V631	date_cm	111. Date	discrete	numeric	Date
V632	day_111_cm	111. Day of interview	discrete	numeric	Date. Day.
V633	month_111_cm	111. Month of Interview	discrete	numeric	Date. Month.
V634	year_111_cm	111. Year of interview	discrete	numeric	Date. Year.
V635	stime_cm	112. Start Time of the visit	discrete	numeric	Start Time of the Visit
V636	hour_cm	112. Hour	discrete	numeric	Start Time of the Visit. Hour.
V637	minute_cm	112. Minute	discrete	numeric	Start Time of the Visit. Minutes.
V638	grade_CV	113. What grade are you observing?	discrete	numeric	What grade are you observing?
V639	q114_cm	114. What stream are you observing?	discrete	character	What stream are you observing?
V640	q115_cm	115. What subject is being taught?	discrete	numeric	What subject is being taught?
V641	teacherInitialActivity_CV	200. What is the teacher doing when you arrive at the clasro	discrete	numeric	What is the teacher doing when you arrive at the classroom?
V642	nberGirls_CV	201. Count the number of girls present in the class.	contin	numeric	Count the number of girls present in the class
V643	nberboys_CV	202. Count the number of boys present in the class.	contin	numeric	Count the number of boys present in the class
V644	q203a_cm	203a. ...activities? a. Give test	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Give a test.
V645	q203b_cm	203b. ...activities? b. Call out to children by their names	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Call out to children by their names.

ID	Name	Label	Type	Format	Question
V646	q203c_cm	203c. ...activities? c. Address questions to the children dur	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Address questions to the children during class for students to answer individually
V647	q203d_cm	203d. ...activities? d. Address questions to the children dur	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Address questions to the children during class for students to answer collectively
V648	q203e_cm	203e. ...activities? e. Ask questions which required students	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Ask questions which required students to use their imagination or creativity in order to give an answer?
V649	q203f_cm	203f. ...activities? f. What gender did the teacher address t	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? What gender did the teacher address the questions to?
V650	q203g_cm	203g. ...activities? g. Provides individual/small group tutor	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Provides individual/small group tutoring as required
V651	q203h_cm	203h. ...activities? h. Encourages the children to participat	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Encourages the children to participate in class discussions and ask questions
V652	q203i_cm	203i. ...activities? i. Reads out from the text book	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Reads out from the text book
V653	q203j_cm	203j. ...activities? j. Makes children read from the text boo	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Makes children read from the text book
V654	q203k_cm	203k. ...activities? k. Used the blackboard frequently/suffic	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Used the blackboard
V655	q203l_cm	203l. ...activities? l. Teacher copied the lesson from the bo	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Teacher copied the lesson from the book onto the blackboard

ID	Name	Label	Type	Format	Question
V656	q203m_cm	203m. ...activities? m. Teacher provided an example or made a	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Teacher provided an example or made a drawing on the blackboard
V657	q203n_cm	203n. ...activities? n. Assign written homework	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Assigned written homework
V658	q203o_cm	203o. ...activities? o. Provided guidance on how to do the ho	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Provided guidance on how to do the homework
V659	q203p_cm	203p. ...activities? p. Provided feedback/comments on previou	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Provided feedback/comments on previous homework
V660	q204a	204a. The teacher monitored.....adapting the delivery where	discrete	numeric	During this lesson, which of the following forms of feedback did you observe from the teachers to the students? The teacher monitored throughout the lesson for student understanding, adapting the delivery where appropriate and giving feedback.
V661	q204b	204b. Teacher gave feedback of praise, morale strengthening.	discrete	numeric	During this lesson, which of the following forms of feedback did you observe from the teachers to the students? Teacher gave feedback of praise, morale strengthening and/or encouragement
V662	q204c	204c. Teacher gave feedback that was correcting a mistake	discrete	numeric	During this lesson, which of the following forms of feedback did you observe from the teachers to the students? Teacher gave feedback that was correcting a mistake
V663	q204d	204d. Teacher gave feedback that was scolding at a mistake	discrete	numeric	During this lesson, which of the following forms of feedback did you observe from the teachers to the students? Teacher gave feedback that was scolding at a mistake
V664	q204e	204e. Teacher asked students to give their individual opinio	discrete	numeric	During this lesson, which of the following forms of feedback did you observe from the teachers to the students? Teacher asked students to give their individual opinion
V665	q204f	204f. Teacher asked to students to carry (...) they had lear	discrete	numeric	During this lesson, which of the following forms of feedback did you observe from the teachers to the students? The teacher asked students to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson

ID	Name	Label	Type	Format	Question
V666	q300a	300.1. ...activities ? a. The children used textbooks during	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children used textbooks during the class.
V667	q300b	300. 2. ...activities ? b. The children used workbooks durin	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children used workbooks during the class.
V668	q300c	300. 3. ...activities ? The children ask questions for clari	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children ask questions for clarification of their doubts.
V669	q300d	300. 4. ...activities ? d. What was the gender of the studen	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? What was the gender of students asking questions?
V670	q300e	300e. ...activities ? e. How did the teacher typically respo	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? How did the teacher typically respond to the questions?
V671	q300f	300f. ...activities ? f. Repeat for memorization/rote learni	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? Repeat for memorization/rote learning
V672	q300g	300g. ...activities ? g. Work in groups	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? Work in groups
V673	q300h	300h. ...activities ? h. Work on independent work	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? Work on independent work
V674	q300i	300i. ...activities ? i. If the students worked independent	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? If the students worked independently, how many appear to be fully engaged and on task?
V675	q300j	300j. ...activities ? j. The children talking/playing with o	discrete	numeric	In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children talking / playing with other children (not working)
V676	pupilsParticipation_CV	301. How would you describe pupils' participation?	discrete	numeric	How would you describe pupils' participation?

ID	Name	Label	Type	Format	Question
V677	teacherControlOverClass_CV	302. Did the teacher have control over the class?	discrete	numeric	Did the teacher have control over the class? (pupils were disciplined, doing what they were supposed to)
V678	q303	303. During the lesson did some of the students move in and	discrete	numeric	During the lesson did some of the students move in and out of the class?
V679	teacherChairTable_CV	400. Is there a chair and table for the teacher in the teach	discrete	numeric	Is there a chair and table for the teacher in the teaching area?
V680	q401	401. Where are most of the children seated in the class?	discrete	numeric	Where are most of the children seated in the class?
V681	q402	402. How were the male and female students seated?	discrete	numeric	How were the male and female children seated?
V682	q500a	500a. ....the number of students enrolled? Boys	discrete	numeric	Look at the register and count the number of students enrolled. Boys.
V683	q500b	500b. ... the number of students enrolled? Girls	discrete	numeric	Look at the register and count the number of students enrolled. Girls.
V684	q501_bd1	501a. Boys - Day1	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V685	q501_bd2	501b. Boys -Day2	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V686	q501_bd3	501c. Boys - Day3	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V687	q501_bd4	501d. Boys - Day4	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V688	q501_bd5	501e. Boys - Day5	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V689	q501_gd1	501f. Girls - Day1	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V690	q501_gd2	501g. Girls - Day2	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V691	q501_gd3	501h. Girls - Day3	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V692	q501_gd4	501i. Girls - Day4	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months
V693	q501_gd5	501j. Girls - Day5	contin	numeric	Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

ID	Name	Label	Type	Format	Question
V694	teacherWrittenLessonPlan_CV	502. Does the teacher have a written lesson plan?	discrete	numeric	Does the teacher have a written lesson plan?
V695	teacherWrittenLessonNotes_CV	503. Does the teacher have a written lesson note for today's	discrete	numeric	Does the teacher have a written lesson note for today's lesson?
V696	schoolHasStaffCodeOfConduct_CV	504. Does your school have a staff code of conduct?	discrete	numeric	Does your school have a staff code of conduct?
V697	q505	505. When was the last staff meeting you were expected to at	contin	numeric	What was the main topic of the most recent staff meeting?
V698	q505a	505. staff meet DAY	discrete	numeric	When was the last staff meeting you were expected to attend? Day.
V699	q505b	505. Staff meeting MONTH	discrete	numeric	When was the last staff meeting you were expected to attend? Month.
V700	q505c	505. Staff meeting YEAR	discrete	numeric	When was the last staff meeting you were expected to attend? Year.
V701	q506	506. What was the main topic of the most recent staff meetin	discrete	numeric	What was the main topic of the most recent staff meeting?
V702	hoursMathWeekly_CV	507. How many hours do you spend on math every week?	discrete	numeric	How many hours do the students spend learning math every week?
V703	hoursReadingWeekly_CV	508. How many hours do you spend on reading every week?	discrete	numeric	How many hours do the students spend learning reading every week?
V704	daysMissedLastWeek_CV	510. How many days of school have you missed in the past mon	contin	numeric	How many days of school have you missed in the past month (for any reason)? Do NOT COUNT the weekends and the official holidays?
V705	teacherHoursMissedYesterday_CV	511. How many hours of school did you miss yesterday?	discrete	numeric	How many hours of school did you miss yesterday (for any reason)? Do NOT count the regular break time.
V706	endTime_CV	600. What time did you leave the teaching area?	contin	numeric	What time did you leave the teaching area?
V707	q600a	600. Hour left	discrete	numeric	What time did you leave the teaching area? Hour.
V708	q600b	600. Minute left	discrete	numeric	What time did you leave the teaching area? Minute.
V709	q601	601. If the teacher is absent, did he/she come come back bef	discrete	numeric	If the teacher is absent, did he/she come back before the end of the visit?
V710	q602	602. If yes, for how long has the teacher been there during	discrete	numeric	If yes, for how long has the teacher been there during your visit?
V711	qa	A. Receiving intructions	discrete	numeric	
V712	qb	B. Question and answer (recitation)	discrete	numeric	
V713	qc	C. Student asking question	discrete	numeric	
V714	qd	D. Students receiving answer from teacher	discrete	numeric	
V715	qe	E. Reading	contin	numeric	
V716	qf	F. Copying	discrete	numeric	

ID	Name	Label	Type	Format	Question
V717	qg	G. Written assignment- individual seatwork	contin	numeric	
V718	qh	H. Practice drill	discrete	numeric	
V719	qi	I. Discussion	discrete	numeric	
V720	qj	J. Group work	discrete	numeric	
V721	qk	K. Exam	discrete	numeric	
V722	ql	L. No instructional activity	discrete	numeric	
V723	qm	M. Teacher trying to get control of class	discrete	numeric	
V724	qn	N. Break	discrete	numeric	
V725	q0	O. Class ended	discrete	numeric	
V726	ql1	L1. Learning (start)	discrete	numeric	
V727	ql2	L2. Learning (2nd minute)	discrete	numeric	
V728	ql3	L3. Learning (4th minute)	discrete	numeric	
V729	ql4	L4. Learning (6th minute)	discrete	numeric	
V730	ql5	L5. Learning (8th minute)	discrete	numeric	
V731	ql6	L6. Learning (10th minute)	discrete	numeric	
V732	ql7	L7. Learning (12th minute)	discrete	numeric	
V733	ql8	L8. Learning (14th minute)	discrete	numeric	
V734	ql9	L9. Learning (16th minute)	discrete	numeric	
V735	ql10	L10. Learning (18th minute)	discrete	numeric	
V736	qs1	S1. Social Interaction (start)	discrete	numeric	
V737	qs2	S2. Social Interaction (2nd minute)	discrete	numeric	
V738	qs3	S3. Social Interaction (4th minute)	discrete	numeric	
V739	qs4	S4. Social Interaction (6th minute)	discrete	numeric	
V740	qs5	S5. Social Interaction (8th minute)	discrete	numeric	
V741	qs6	S6. Social Interaction (10th minute)	discrete	numeric	
V742	qs7	S7. Social Interaction (12th minute)	discrete	numeric	
V743	qs8	S8. Social Interaction (14th minute)	discrete	numeric	
V744	qs9	S9. Social Interaction (16th minute)	discrete	numeric	
V745	qs10	S10. Social Interaction (18th minute)	discrete	numeric	
V746	qst1	ST1. Student (s) uninvolved (start)	discrete	numeric	
V747	qst2	ST2. Student (s) uninvolved (2nd minute)	discrete	numeric	
V748	qst3	ST3. Student (s) uninvolved (4th minute)	discrete	numeric	

ID	Name	Label	Type	Format	Question
V749	qst4	ST\$. Student (s) uninvolved (6th minute)	discrete	numeric	
V750	qst5	ST5. Student (s) uninvolved (8th minute)	discrete	numeric	
V751	qst6	ST6. Student (s) uninvolved (10th minute)	discrete	numeric	
V752	qst7	ST7. Student (s) uninvolved (12th minute)	discrete	numeric	
V753	qst8	ST8. Student (s) uninvolved (14th minute)	discrete	numeric	
V754	qst9	ST9. Student (s) uninvolved (16th minute)	discrete	numeric	
V755	qst10	ST10. Student (s) uninvolved (18th minute)	discrete	numeric	
V756	qd1	D1. Discipline (start)	discrete	numeric	
V757	qd2	D2. Discipline (2nd minute)	discrete	numeric	
V758	qd3	D3. Discipline (4th minute)	discrete	numeric	
V759	qd4	D4. Discipline (6th minute)	discrete	numeric	
V760	qd5	D5. Discipline (8th minute)	discrete	numeric	
V761	qd6	D6. Discipline (10th minute)	discrete	numeric	
V762	qd7	D7. Discipline (12th minute)	discrete	numeric	
V763	qd8	D8. Discipline (14th minute)	discrete	numeric	
V764	qd9	D9. Discipline (16th minute)	discrete	numeric	
V765	qd10	D10. Discipline (18th minute)	discrete	numeric	
V766	qc1	C1. Classroom management (start)	discrete	numeric	
V767	qc2	C2. Classroom management (2nd minute)	discrete	numeric	
V768	qc3	C3. Classroom management (4th minute)	discrete	numeric	
V769	qc4	C4. Classroom management (6th minute)	discrete	numeric	
V770	qc5	C5. Classroom management (8th minute)	discrete	numeric	
V771	qc6	C6. Classroom management (10th minute)	discrete	numeric	
V772	qc7	C7. Classroom management (12th minute)	discrete	numeric	
V773	qc8	C8. Classroom management (14th minute)	discrete	numeric	
V774	qc9	C9. Classroom management (16th minute)	discrete	numeric	
V775	qc10	C10. Classroom management (18th minute)	discrete	numeric	
V776	qcm1	CMA1. Classroom management alone (start)	discrete	numeric	
V777	qcm2	CMA2. Classroom management alone (2nd minute)	discrete	numeric	

ID	Name	Label	Type	Format	Question
V778	qcm3	CMA3. Classroom management alone (4th minute)	discrete	numeric	
V779	qcm4	CMA4. Classroom management alone (6th minute)	discrete	numeric	
V780	qcm5	CMA5. Classroom management alone (8th minute)	discrete	numeric	
V781	qcm6	CMA6. Classroom management alone (10th minute)	discrete	numeric	
V782	qcm7	CMA7. Classroom management alone (12th minute)	discrete	numeric	
V783	qcm8	CMA8. Classroom management alone (14th minute)	discrete	numeric	
V784	qcm9	CMA9. Classroom management alone (16th minute)	discrete	numeric	
V785	qcm10	CMA10. Classroom management alone (18th minute)	discrete	numeric	
V786	qt1	T1. Teacher out of the room (start)	discrete	numeric	
V787	qt2	T2. Teacher out of the room (2nd minute)	discrete	numeric	
V788	qt3	T3. Teacher out of the room (4th minute)	discrete	numeric	
V789	qt4	T4. Teacher out of the room (6th minute)	discrete	numeric	
V790	qt5	T5. Teacher out of the room (8th minute)	discrete	numeric	
V791	qt6	T6. Teacher out of the room (10th minute)	discrete	numeric	
V792	qt7	T7. Teacher out of the room (12th minute)	discrete	numeric	
V793	qt8	T8. Teacher out of the room (14th minute)	discrete	numeric	
V794	qt9	T9. Teacher out of the room (16th minute)	discrete	numeric	
V795	qt10	T10. Teacher out of the room (18th minute)	discrete	numeric	

## HeadTeacher2011\_PUF

Content	The dataset contains information from Head Teacher Questionnaire
Cases	274
Variable(s)	290
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1470	cde_sch	106. code of the school	discrete	numeric	
V1471	t_receiv	107. treatment received	discrete	numeric	
V1472	q205_1m	205. grade 1 - male	contin	numeric	How many total students are there in this school?
V1473	q205_1f	205. grade 1 - female	contin	numeric	How many total students are there in this school?
V1474	region_h	100. region	discrete	numeric	
V1475	cluster	101. cluster name	discrete	character	
V1476	sub_clus	102.sub-cluster code	discrete	numeric	
V1477	area_ht	104. residence/area/district	discrete	numeric	District
V1478	q111_ht	111. date of interview	contin	numeric	Date
V1479	day_ht	day	discrete	numeric	Date. Day.
V1480	month_ht	month	discrete	numeric	Date. Month.
V1481	year_ht	year	discrete	numeric	Date. Year.
V1482	q113_ht	113. how many buildings make up the school?	discrete	numeric	How many buildings make up the school?
V1483	q114_ht	114. what is the condition of the main school building?	discrete	numeric	What is the condition of the main school building? [the building where the head teacher's office is]
V1484	q115_ht	115. start time of the interview	contin	numeric	
V1485	hour_ht	the hour	discrete	numeric	
V1486	minute_h	the minute	discrete	numeric	
V1487	position_HT	201. what is your position?	discrete	numeric	What is your position?
V1488	q202	202. why is the head teacher absent?	discrete	numeric	Why is the head teacher absent?
V1489	q203	203. what is the name of the school you were at last year?	contin	numeric	What is the name of the school that you were at last year?
V1490	twoShifts_HT	204. does the school have two shifts?	discrete	numeric	Does this school have two shifts?
V1491	q205_2m	205. grade 2 - male	contin	numeric	How many students are there in this school by grade for the following grades?

ID	Name	Label	Type	Format	Question
V1492	q205_2f	205. grade 2 - female	contin	numeric	How many students are there in this school by grade for the following grades?
V1493	q205_3m	205. grade 3 - male	contin	numeric	How many students are there in this school by grade for the following grades?
V1494	q205_3f	205. grade 3 - female	contin	numeric	How many students are there in this school by grade for the following grades?
V1495	q205_4m	205. grade 4 - male	contin	numeric	How many students are there in this school by grade for the following grades?
V1496	q205_4f	205. grade 4 - female	contin	numeric	How many students are there in this school by grade for the following grades?
V1497	q205_5m	205. grade 5 - male	contin	numeric	How many students are there in this school by grade for the following grades?
V1498	q205_5f	205. grade 5 - female	contin	numeric	How many students are there in this school by grade for the following grades?
V1499	q205_6m	205. grade 6 - male	contin	numeric	How many students are there in this school by grade for the following grades?
V1500	q205_6f	205. grade 6 - female	contin	numeric	How many students are there in this school by grade for the following grades?
V1501	q205m	205a. total morning shift only (lower basic only)	contin	numeric	How many students are there in this school by grade for the following grades?
V1502	q205af	205b. total afternoon shift only ( lower basi only)	contin	numeric	How many students are there in this school by grade for the following grades?
V1503	q206	206. does this school have an upper basic stream?	discrete	numeric	Does this school have an upper basic stream?
V1504	q207	207. how many students are in the upper basic stream?	contin	numeric	How many students are in the upper basic streams?
V1505	qg1snr	208. grade 1 senior	discrete	numeric	How many teachers in total are currently working in this school?
V1506	g1jnr	208. grade 1 junior	discrete	numeric	How many teachers in total are currently working in this school?
V1507	g1tt	208. grade 1 tt	discrete	numeric	How many teachers in total are currently working in this school?
V1508	g1un	208. grade 1 unqualified	discrete	numeric	How many teachers in total are currently working in this school?
V1509	g1_other	208. grade 1 other	discrete	numeric	How many teachers in total are currently working in this school?
V1510	g2snr	208. grade 2 senior	discrete	numeric	How many teachers in total are currently working in this school?
V1511	g2jnr	208. grade 2 junior	discrete	numeric	How many teachers in total are currently working in this school?
V1512	g2tt	208. grade 2 tt	discrete	numeric	How many teachers in total are currently working in this school?
V1513	g2un	208. grade 2 unqualified	discrete	numeric	How many teachers in total are currently working in this school?

ID	Name	Label	Type	Format	Question
V1514	g2_other	208. grade 2 other	discrete	numeric	How many teachers in total are currently working in this school?
V1515	g3snr	208. grade 3 senior	discrete	numeric	How many teachers in total are currently working in this school?
V1516	g3jnr	208. grade 3 junior	contin	numeric	How many teachers in total are currently working in this school?
V1517	g3tt	208. grade 3 tt	discrete	numeric	How many teachers in total are currently working in this school?
V1518	g3un	208. grade 3 unqualified	discrete	numeric	How many teachers in total are currently working in this school?
V1519	g3_other	208. grade 3 other	discrete	numeric	How many teachers in total are currently working in this school?
V1520	g4snr	208. grade 4 senior	contin	numeric	How many teachers in total are currently working in this school?
V1521	g4jnr	208. grade 4 junior	discrete	numeric	How many teachers in total are currently working in this school?
V1522	g4tt	208. grade 4 tt	discrete	numeric	How many teachers in total are currently working in this school?
V1523	g4un	208. grade 4 unqualified	discrete	numeric	How many teachers in total are currently working in this school?
V1524	g4_other	208. grade 4 other	discrete	numeric	How many teachers in total are currently working in this school?
V1525	g5snr	208. grade 5 senior	discrete	numeric	How many teachers in total are currently working in this school?
V1526	g5jnr	208. grade 5 junior	discrete	numeric	How many teachers in total are currently working in this school?
V1527	g5tt	208. grade 5 tt	discrete	numeric	How many teachers in total are currently working in this school?
V1528	g5un	208. grade 5 unqualified	discrete	numeric	How many teachers in total are currently working in this school?
V1529	g5_other	208. grade 5 other	discrete	numeric	How many teachers in total are currently working in this school?
V1530	g6snr	208. grade 6 senior	contin	numeric	How many teachers in total are currently working in this school?
V1531	g6jnr	208. grade 6 junior	discrete	numeric	How many teachers in total are currently working in this school?
V1532	g6tt	208. grade 6 tt	discrete	numeric	How many teachers in total are currently working in this school?
V1533	g6un	208. grade 6 unqualified	discrete	numeric	How many teachers in total are currently working in this school?
V1534	g6_other	208. grade 6 other	discrete	numeric	How many teachers in total are currently working in this school?
V1535	gosnr	208. grade o senior	discrete	numeric	How many teachers in total are currently working in this school?
V1536	gojnr	208. grade o junior	discrete	numeric	How many teachers in total are currently working in this school?
V1537	gott	208. grade o tt	discrete	numeric	How many teachers in total are currently working in this school?
V1538	goun	208. grade o unqualified	discrete	numeric	How many teachers in total are currently working in this school?
V1539	go_other	208. grade o other	discrete	numeric	How many teachers in total are currently working in this school?

ID	Name	Label	Type	Format	Question
V1540	q208u	208. upper basic (total only)	contin	numeric	How many teachers in total are currently working in this school?
V1541	q208a	208a. teachers teaching morning shift (lower basic only)	contin	numeric	How many teachers in total are currently working in this school?
V1542	q208b	208b. teacher teaching afternoon shift ( lower basic only)	contin	numeric	How many teachers in total are currently working in this school?
V1543	q208c	208c. teachers teaching both shift (lower basic only)	contin	numeric	How many teachers in total are currently working in this school?
V1544	q209s	209. lower basic(total only) -senior	contin	numeric	How many teachers are here Right now?
V1545	q209j	209. lower basic(total only) -junior	contin	numeric	How many teachers are here Right now?
V1546	q209tt	209. lower basic(total only) -tt	contin	numeric	How many teachers are here Right now?
V1547	q209un	209. lower basic(total only) -unqualified	contin	numeric	How many teachers are here Right now?
V1548	q209o	209. lower basic(total only) -other	contin	numeric	How many teachers are here Right now?
V1549	q209ub	209. upper basic(total only)	contin	numeric	How many teachers are here Right now?
V1550	q210	210. do you have records of the teachers' attendance?	discrete	numeric	Do you have records of the teachers' attendance?
V1551	q211_d1	211. absent- day1	discrete	numeric	Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.
V1552	q211_d2	211 absent - day2	discrete	numeric	Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.
V1553	q211_d3	211 absent - day3	discrete	numeric	Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.
V1554	q211_d4	211 absent - day4	discrete	numeric	Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.
V1555	q211_d5	211. absent - day5	discrete	numeric	Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.
V1556	nberClassRoom_HT	212. how many classrooms does the school have?	contin	numeric	How many classrooms does the school have?
V1557	q213g1m	213. grade 1-am(morning)	discrete	numeric	How many lower basic classes does the school have in total?
V1558	q213g1a	213. grade 1-pm(afternoon)	discrete	numeric	How many lower basic classes does the school have in total?
V1559	q213g2m	213. grade 2-am(morning)	discrete	numeric	How many lower basic classes does the school have in total?
V1560	q213g2a	213. grade 2-pm(afternoon)	discrete	numeric	How many lower basic classes does the school have in total?
V1561	q213g3m	213. grade 3-am(morning)	discrete	numeric	How many lower basic classes does the school have in total?

ID	Name	Label	Type	Format	Question
V1562	q213g3a	213. grade 3-pm(afternoon)	discrete	numeric	How many lower basic classes does the school have in total?
V1563	q213g4m	213. grade 4-am(morning)	discrete	numeric	How many lower basic classes does the school have in total?
V1564	q213g4a	213. grade 4-pm(afternoon)	discrete	numeric	How many lower basic classes does the school have in total?
V1565	q213g5m	213. grade 5-am(morning)	discrete	numeric	How many lower basic classes does the school have in total?
V1566	q213g5a	213. grade 5-pm(afternoon)	discrete	numeric	How many lower basic classes does the school have in total?
V1567	q213g6m	213. grade 6-am(morning)	discrete	numeric	How many lower basic classes does the school have in total?
V1568	q213g6a	213. grade 6-pm(afternoon)	discrete	numeric	How many lower basic classes does the school have in total?
V1569	q214	214. is there a place where materials can be stored which ca	discrete	numeric	Is there a place where materials can be stored which can be locked (other than the classroom)?
V1570	library_HT	215. does this school have a library?	discrete	numeric	Does this school have a library?
V1571	q216	216. how many working latrines does the school have in total	contin	numeric	How many working/usable latrines does the school have in total?
V1572	q217	217. how many separate and working latrines are there for gi	discrete	numeric	How many separate and working/usable latrines are there for girls?
V1573	q218	218. how many separate and working latrines are there for te	discrete	numeric	How many separate and working latrines are there for teachers?
V1574	schoolElectrifiedNAWEC_HT	219a. does the school have nawec electricity?	discrete	numeric	Does the school have NAWEC electricity?
V1575	schoolGenerator_HT	219b. does the school have a generator/	discrete	numeric	Does the school have a generator?
V1576	schoolSolar_HT	219c. does the school have solar panels?	discrete	numeric	Does the school have solar panels?
V1577	q220	220. how often did the school have electricity in the past	discrete	numeric	How often did the school have electricity in the past 6 months (during the day)?
V1578	q221	221. is there electricity right now?	discrete	numeric	Is there electricity right now?
V1579	waterSource_HT	222. what is the main source of drinking water at the school	discrete	numeric	What is the main source of drinking water at the school?
V1580	nearestPavedRoad_HT	223. how far from the school is the nearest paved road?	contin	numeric	How far from the school is the nearest paved/tar road?
V1581	q224	224. how far from the school is nearest regional education d	contin	numeric	How far from the school is nearest regional education directorate?
V1582	collectFeesParents_HT	300. does this school collect any charges directly from the	discrete	numeric	Does this school collect any charges/fees directly from the parents?
V1583	q301a_ht	301a. how much? a) per student (lower basic)	discrete	numeric	How much money in total did the school collect in charges from parents this academic year (2010-2011)? Per student (Lower Basic).

ID	Name	Label	Type	Format	Question
V1584	q301b_ht	301b. how much? total collected (whole school)	discrete	numeric	How much money in total did the school collect in charges from parents this academic year (2010-2011)? Total collected (Whole school).
V1585	q302a_ht	302a. textbooks (government)	discrete	numeric	How much textbooks did the school receive from government this academic year?
V1586	q302b_ht	302b. textbooks (ngo)	discrete	numeric	How much textbooks did the school receive from NGO this academic year?
V1587	q302c_ht	302c. textbooks (pta/community)	discrete	numeric	How much textbooks did the school receive from PTA/ Community this academic year?
V1588	q302d_ht	302d. money (government)	discrete	numeric	How much money did the school receive from government this academic year?
V1589	q302e_ht	302e. money (ngo)	discrete	numeric	How much money did the school receive from NGO this academic year?
V1590	q302f_ht	302f. money (pta/community)	discrete	numeric	How much money did the school receive from [Other: Who?] this academic year?
V1591	q303a_ht	303a. building supplies (government)	discrete	numeric	Did the school receive any building supplies from government this academic year?
V1592	q303b_ht	303b. building supplies (ngo)	discrete	numeric	Did the school receive any building supplies from NGO this academic year?
V1593	q303c_ht	303c. building supplies (pta/community)	discrete	numeric	Did the school receive any building supplies from PTA/community this academic year?
V1594	q303d_ht	303d. furniture (government)	discrete	numeric	Did the school receive any furniture from government this academic year?
V1595	q303e_ht	303e. furniture (ngo)	discrete	numeric	Did the school receive any furniture from NGO this academic year?
V1596	q303f_ht	303f. furniture (pta/community)	discrete	numeric	Did the school receive any furniture from PTA/Community this academic year?
V1597	q303g_ht	303g. food for students (government)	discrete	numeric	Did the school receive any food for students from government this academic year?
V1598	q303h_ht	303h. food for students (ngo)	discrete	numeric	Did the school receive any food for students from NGO this academic year?
V1599	q303i_ht	303i. food for students (pta/community)	discrete	numeric	Did the school receive any food for students from PTA/Community this academic year?
V1600	q303j_ht	303j. other: what (1) ...(government)	discrete	numeric	Did the school receive any [Other: What?] from government this academic year?
V1601	q303k_ht	303k. other: what (1) (ngo)	discrete	numeric	Did the school receive any [Other: What?] from NGO this academic year?
V1602	q303l_ht	303l. other: what (1) (pta/community)	discrete	numeric	Did the school receive any [Other: What?] from [Other: Who?] this academic year?
V1603	q303m_ht	303m. other: what (2) (government)	discrete	numeric	Did the school receive any [Other: What?] from government this academic year?
V1604	q303n_ht	303n. other: what (2) (ngo)	discrete	numeric	Did the school receive any [Other: What?] from NGO this academic year?

ID	Name	Label	Type	Format	Question
V1605	q303o_ht	303o. other: what (2) (pta/community)	discrete	numeric	Did the school receive any [Other: What?] from [Other: Who?] this academic year?
V1606	q304_ht	304. ...what is the estimated total amount that the school h	contin	numeric	During this academic year, what is the estimated total amount that the school has received from all sources apart from the regular supplies from the government?
V1607	q305_ht	305. do you keep records of the school's expenses?	discrete	numeric	Do you keep records of the school's expenses?
V1608	q400ai	400ai. morning shift - opening time	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1609	q400ai_m	400ai. morning opening hour	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1610	q400ai_a	400ai. morning opening -minutes	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1611	q400aai	400aai. morning shift - closing time	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1612	q400ai_b	400aai. morning closing hour	discrete	numeric	What is the school's daily schedule from Monday to Thursday?
V1613	q400ai_c	400aai. morning closing -minutes	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1614	q400aiii0	400aiii. total break time including assembly: morning	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1615	q400aiv	400aiv. afternoon shift - opening time	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1616	q400ai_d	400aiv. afternoon opening hour	discrete	numeric	What is the school's daily schedule from Monday to Thursday?
V1617	q400ai_e	400aiv. afternoon opening -minutes	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1618	q400av	400av. afternoon shift - closing time	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1619	q400av_h	400av. afternoon closing hour	discrete	numeric	What is the school's daily schedule from Monday to Thursday?
V1620	q400av_m	400av. afternoon closing -minutes	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1621	q400avi	400avi. total break time including assembly:afternoon	contin	numeric	What is the school's daily schedule from Monday to Thursday?
V1622	q400bi	400bi. morning shift - opening time	contin	numeric	What is the school's daily schedule on Friday?
V1623	q400bi_h	400bi. morning opening hour	discrete	numeric	What is the school's daily schedule on Friday?
V1624	q400bi_m	400bi. morning opening -minutes	contin	numeric	What is the school's daily schedule on Friday?
V1625	q400bii	400bii. morning shift - closing time	contin	numeric	What is the school's daily schedule on Friday?
V1626	q400bi_a	400bii. morning closing hour	discrete	numeric	What is the school's daily schedule on Friday?
V1627	q400bi_b	400bii. morning closing -minutes	contin	numeric	What is the school's daily schedule on Friday?
V1628	q400biii0	400biii. total break time including assembly: morning	contin	numeric	What is the school's daily schedule on Friday?

ID	Name	Label	Type	Format	Question
V1629	q400biv	400biv. afternoon shift - opening time	contin	numeric	What is the school's daily schedule on Friday?
V1630	q400bi_c	400biv. afternoon opening hour	discrete	numeric	What is the school's daily schedule on Friday?
V1631	q400bi_d	400biv. afternoon opening -minutes	contin	numeric	What is the school's daily schedule on Friday?
V1632	q400bv	400bv. afternoon shift - closing time	contin	numeric	What is the school's daily schedule on Friday?
V1633	q400bv_h	400bv. afternoon closing hour	discrete	numeric	What is the school's daily schedule on Friday?
V1634	q400bv_m	400bv. afternoon closing -minutes	contin	numeric	What is the school's daily schedule on Friday?
V1635	q400bvi	400bvi. total break time including assembly:afternoon	contin	numeric	What is the school's daily schedule on Friday?
V1636	q401_ht	401. how many days this school year has the school closed be	discrete	numeric	How many days this school year has the school closed besides public holidays?
V1637	q402_ht	402. what is the main reason why the school closed?	discrete	numeric	What is the main reason why the school closed?
V1638	q403_ht	403. and as a result, that instructional time was lost?	discrete	numeric	And as a result, that instructional time was lost?
V1639	q404a_ht	404a. how many teachers did not report on the first day of s	discrete	numeric	How many teachers did not report on the first day of school after the Easter holiday this year?
V1640	q404b_ht	404b. if yes, then ask to see a record	discrete	numeric	How many teachers did not report on the first day of school after the Easter holiday this year? Response, no record
V1641	q405_ht	405. does your school have a staff code of conduct?	discrete	numeric	Does your school have a staff code of conduct?
V1642	q406_ht	406. what was the date of the most recent staff meeting?	contin	numeric	What was the date of the most recent staff meeting?
V1643	day_406h	406. meeting day?	discrete	numeric	
V1644	month_40	406. meeting month?	discrete	numeric	
V1645	year_406	406. meeting year	discrete	numeric	
V1646	q407_ht_	407. what were the main topics of discussion at the last sta	discrete	numeric	What were the main topics of discussion at the last staff meeting?
V1647	q407_h_a	407. what were the main topics of discussion at the last sta	discrete	numeric	What were the main topics of discussion at the last staff meeting?
V1648	q407_h_b	407. what were the main topics of discussion at the last sta	discrete	numeric	What were the main topics of discussion at the last staff meeting?
V1649	q408_ht	408. do you have a system in which senior teachers mentor ju	discrete	numeric	Do you have a system in which senior teachers mentor junior teachers?
V1650	q409_ht	409. that is great. for example, who is the mentor for your	discrete	numeric	That is great. For example, who is the mentor for your most junior teacher?
V1651	q410_ht	410. are your mentors trained?	discrete	numeric	Are your mentors trained?
V1652	q411_ht	411. do you have any other professional development plan for	discrete	numeric	Do you have any other professional development plan for teachers?
V1653	q412_ht	412. did you calculate how many books you would need for the	discrete	numeric	Did you calculate how many books you needed for the 2010-2011 academic year?

ID	Name	Label	Type	Format	Question
V1654	q413_ht	413. according to that calculation, how many books were needed	discrete	numeric	According to that calculation, how many books were needed?
V1655	q414_ht	414. did you submit a request for books to the government th	discrete	numeric	Did you submit a request for books to the government this year?
V1656	q415_ht	415. how many contact hours (teacher-pupils) per year are le	discrete	numeric	How many instruction hours (teacher-pupils) per year are legally required from teachers?
V1657	q416_ht	416. in your view, how many contact hours (teacher-pupils) p	discrete	numeric	In your view, how many instruction hours (teacher-pupils) per year are needed to cover the curriculum?
V1658	q417_ht	417. do you conduct classroom observations in the school to	discrete	numeric	Do you conduct classroom observations in this school to ensure that teachers are teaching?
V1659	q419_ht	418. how many school level general test/evaluation/examinati	contin	numeric	How many school level general test/evaluation/examination did you have this year?
V1660	q420_ht	419. when was the last examination in this school?	contin	numeric	When was the last examination in this school?
V1661	q420_day	419. examination day?	discrete	numeric	When was the last examination in this school?
V1662	q420_mon	419. examination month?	discrete	numeric	When was the last examination in this school?
V1663	q420_yea	419. examination year?	discrete	numeric	When was the last examination in this school?
V1664	q421_ht	420. after the last pupil examination, did you do anything t	discrete	numeric	After the last pupil examination, did you do anything to analyze the results?
V1665	q422_ht_	421. what did you do?	discrete	numeric	What did you do?
V1666	q422_h_a	421. what did you do?	discrete	numeric	What did you do?
V1667	punishment1_HT	422. how do you punish bad behaviour from the pupils, if you	discrete	numeric	How do you punish bad behavior from the pupils, if you do?
V1668	punishment2_HT	422. how do you punish bad behaviour from the pupils, if you	discrete	numeric	How do you punish bad behavior from the pupils, if you do?
V1669	reward1_HT	423. how do you reward good behaviour from the pupils, if yo	discrete	numeric	How do you reward good behavior from the pupils, if you do?
V1670	reward2_HT	423. how do you reward good behaviour from the pupils, if yo	discrete	numeric	How do you reward good behavior from the pupils, if you do?
V1671	punishmentPolicyWritten_HT	424. do you have written punishment and reward policies for	discrete	numeric	Do you have written punishment and reward policies for your school?
V1672	q425t	425. is there currently a need for additional teachers in th	discrete	numeric	Is there currently a need for additional teachers in this school?
V1673	q426t	426. if yes, how many?	discrete	numeric	If yes, how many?
V1674	q427_ht	427. what are the three most important factor(s) that should	discrete	numeric	What are the three most important factor(s) that should be considered in the selection process for hiring teachers?
V1675	q427_1_h	427. what are the three most important factor(s) that should	discrete	numeric	What are the three most important factor(s) that should be considered in the selection process for hiring teachers?

ID	Name	Label	Type	Format	Question
V1676	q427_2_h	427. what are the three most important factor(s) that should	discrete	numeric	What are the three most important factor(s) that should be considered in the selection process for hiring teachers?
V1677	q428	428. how would you rate the quality of your gov't primary sc	discrete	numeric	How would you rate the quality of your Government Primary school in this village?
V1678	q429	429. how would you rate the problem of teacher absence in yo	discrete	numeric	How would you rate the problem of teacher absence in your government primary school in this village?
V1679	q430_1	430. how would you rate the problem of teacher absence in yo	discrete	numeric	How would you rate the problem of teacher absence in your government primary school in this village compared to the following?
V1680	q430_2	430. how would you rate the problem of teacher absence in yo	discrete	numeric	How would you rate the problem of teacher absence in your government primary school in this village compared to the following?
V1681	q431	431. how effective do you think unqualified teachers are com	discrete	numeric	How effective do you think unqualified teachers are compared to regular teachers?
V1682	q432	432. ....would you prefer to hire one extra regular teach	discrete	numeric	If you were given a choice on hiring teachers to improve student learning in government schools, would you prefer to hire one extra regular teacher or two unqualified teachers?
V1683	qg1	g1. what are the main student achievement targets of the sch	discrete	numeric	What are the main student achievement targets of the school this year, if you set them? (Better relative to last year; scoring in school wide test; better NAT outcomes)
V1684	qg2	g2. do you set performance targets for teachers? what are the	discrete	numeric	Do you set performance targets for teachers? What are the specific achievement targets for specific teachers for this year?
V1685	qg3	g3. do you set teaching and learning target for each level?.	discrete	numeric	Do you set teaching and learning target for each level? For example, what are the key targets for a first grade and a third grade? Are the targets broken down by gender?
V1686	qg4	g4. do you set target for curriculum coverage? .....what w	discrete	numeric	Do you set target for curriculum coverage? If so, talk me through what was achieved last year for the 5th grade and what are the targets this year?
V1687	qg5	g5. do you set targets for teachers' and students' presence?	discrete	numeric	Do you set target for teachers and students presence? If so, talk me through what was achieved last year and what are the targets this year?
V1688	qm1	m1. how do you monitor the performance of your school, if yo	discrete	numeric	How do you monitor the performance of your school, if you do? Talk me through the performance of the school over the past few years. (Current student achievement; former students achievement once in the Middle school, student absenteeism; teacher absenteeism; compares with other schools)
V1689	qm2	m2. how do you monitor the performance of teachers, if you d	discrete	numeric	How do you monitor the performance of teachers, if you do? Talk me through an example of bad teacher and an example of good teacher.

ID	Name	Label	Type	Format	Question
V1690	qm3	m3. how do you conduct teacher performance review, if you do	discrete	numeric	How do you conduct teacher performance review, if you do? Talk me through the last performance review.
V1691	qm4	m4. how do you track the performance of students, if you do?	discrete	numeric	How do you track the performance of students if you do?
V1692	gm5	m5. when was the last time the cluster monitor came to monit	contin	numeric	When was the last time that the cluster monitor came to monitor/evaluate teachers in this school?
V1693	qi1	i1. generally speaking, what happens when one or more of the	discrete	numeric	Generally speaking, what happens when one or more of the target that you set are not achieved?
V1694	qi2	i2. is there a structure setup at the school level, village	discrete	numeric	Is there a structure setup at the school level, village level, and regional level to reward good teachers? Could you explain that to me?
V1695	qi3	i3. what is the basis of promotion of teachers?	discrete	numeric	What is the basis of promotion of teachers? Talk me through your responsibility in that and how you go about that.
V1696	qi4	i4. is there a structure setup at the school level, village	discrete	numeric	Is there a structure setup at the school level, village level, and regional level to reward good students or to punish bad students?
V1697	qi5	i5. excluding your own responsibility, how do you rate the m	discrete	numeric	Excluding your own responsibility, how do you rate the management of the education system on a scale of 1 to 5 where 1 = poorly managed and 5= Excellent management at all levels?
V1698	qi6	i6. how do you punish bad behaviour/performance etc. from te	discrete	numeric	How do you punish bad behavior/performance etc. from the teachers, if you do? Over the past two years, how many teachers did you punish? If you did, please tell me the story of one of them
V1699	qk1	k1. generally speaking, on a given normal school day.....	contin	numeric	Generally speaking, on a given normal school day, out of 100 teachers, how many do you think are absent at schools in the Gambia?
V1700	qk2	k2. how do you think the problem of teacher absenteeism in y	discrete	numeric	How do you think the problem of teacher absenteeism in your school compare to the other schools in this region?
V1701	qk3	k3. generally speaking, on a given normal school day.....	contin	numeric	Generally speaking, on a given normal school day, out of 100 students, how many do you think are absent at school in the Gambia?
V1702	qk4	k4. how do you think the problem of student absenteeism in y	discrete	numeric	How do you think the problem of student absenteeism in your school compare to the other schools in this region?
V1703	qk5	k5. do you think that on average fifth grade girls perform a	discrete	numeric	Do you think that on average fifth grade girls performs as well as fifth grade boys in the Gambia?
V1704	qk6	k6. do you think that the instruction time is the same betwe	discrete	numeric	Do you think that the instructional time is the same between morning shifts and afternoon shifts

ID	Name	Label	Type	Format	Question
V1705	qk7	k7. if the primary school teachers take a test of 6th grade	contin	numeric	If the primary school teachers take a test of 6th grade level, out of 100 points how much do you think they will score on average?
V1706	q502_ht	502. does the school have a pta?	discrete	numeric	Does the school have a PTA?
V1707	q503_ht_	503. how are the pta funds raised?	discrete	numeric	How are the PTA funds raised?
V1708	q503_h_a	503. how are the pta funds raised?	discrete	numeric	How are the PTA funds raised?
V1709	q504_ht	504. .... how many pta members do you think you would be ab	discrete	numeric	Imagine that something comes up that requires a PTA meeting in the next 3 days. How many PTA members do you think you would be able to get to the meeting?
V1710	q505_ht	505. how many times has the school met with comm. or pta to	discrete	numeric	How many times has the school met with the parents, community or PTA to discuss school related issues during the 2010-2011 academic year?
V1711	q506_ht	506. can you recall the dates of the last two pta meetings?	contin	numeric	Can you recall the dates of the last PTA meetings?
V1712	q506_day	506. pta meeting day?	discrete	numeric	Can you recall the dates of the last two PTA meetings? Day.
V1713	q506_mth	506. pta meeting month?	discrete	numeric	Can you recall the dates of the last two PTA meetings? Month.
V1714	q506_yr	506. pta meeting year?	discrete	numeric	Can you recall the dates of the last two PTA meetings? Year.
V1715	q507_ht	507. at the last pta meetings, what was the principal topic	discrete	numeric	At the last PTA meeting, what was the principal topic of discussion?
V1716	nextPTAmeeting	508. when is the next pta meeting sheduled for?	discrete	numeric	When is the next PTA meeting scheduled for?
V1717	q508_day	508. next meeting day?	discrete	numeric	When is the next PTA meeting scheduled for? Day.
V1718	q508_mth	508. next meeting month?	discrete	numeric	When is the next PTA meeting scheduled for? Month.
V1719	q508_yr	508. next meeting year?	discrete	numeric	When is the next PTA meeting scheduled for? Year.
V1720	q509_ht	509. has this school adopted the pta constitution?	discrete	numeric	Has this school adopted the PTA constitution?
V1721	q510_ht	510. how was the head of pta selected?	discrete	numeric	How was the head of PTA selected?
V1722	q511_ht	511. has the school management committee (smc) been establis	discrete	numeric	Has the School Management Committee (SMC) been established?
V1723	q512_1	512. which statutory committees have been established as par	discrete	numeric	Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)
V1724	q512_2	512. which statutory committees have been established as par	discrete	numeric	Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)
V1725	q512_3	512. which statutory committees have been established as par	discrete	numeric	Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

ID	Name	Label	Type	Format	Question
V1726	q512_4	512. which statutory committees have been established as par	discrete	numeric	Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)
V1727	q512_5	512. which statutory committees have been established as par	discrete	numeric	Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)
V1728	q512_6	512. which statutory committees have been established as par	discrete	numeric	Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)
V1729	q513	513. how many times has the smc met so far this year?	contin	numeric	How many times has the SMC met so far this year?
V1730	schoolDevelopmentPlan_HT	514. does this school have a school development plan?	discrete	numeric	Does this school have a school development plan?
V1731	q515	515. does the format of the school development plan correspo	discrete	numeric	Does the format of the school development plan correspond with the one prescribed in the SMM (School Management Manual)?
V1732	q516	516. is there an up-to-date asset register as in the smm ?	discrete	numeric	Is there an up-to-date asset register as in the SMM (School Management Manual)?
V1733	q517	517. is there handing over notes?	discrete	numeric	Is there handing over notes?
V1734	q518	518. does this school have a school vision?	discrete	numeric	Does this school have a school vision?
V1735	q518_ht	518. has this school developed any school policy?	discrete	numeric	Has this school developed any school policy?
V1736	q519_ht	519. do you have a service level agreement (sla) with the r	discrete	numeric	Do you have a service level agreement (SLA) with the regional director?
V1737	q520_ht	520. on the scale of (0-5), how much the service level agree	discrete	numeric	On the scale of 0 to 5, (0 meaning not at all and 5 meaning a lot) how much has the service level agreement (SLA) helped you?
V1738	q521_ht	521. what would you say is the biggest obstacle to this scho	discrete	numeric	What would you say is the biggest obstacle to this school in its effort to provide learning to the pupils?
V1739	q522_ht	522. after the interview, pass by each class and count the i	discrete	numeric	
V1740	q600_ht	600. when was the grant made fully available for your school	contin	numeric	When was the grant made fully available for your school to use?
V1741	q600_d_h	600. grant day	discrete	numeric	When was the grant made fully available for your school to use?
V1742	q600_m_h	600. grant month	discrete	numeric	When was the grant made fully available for your school to use?
V1743	q600_y_h	600. grant year	discrete	numeric	When was the grant made fully available for your school to use?
V1744	q601	601. how much was the total amount made available to your sc	contin	numeric	How much was the total amount made available to your school?
V1745	q602_ht	602. when did you use the funds for the first time?	contin	numeric	When did you use the funds for the first time?
V1746	q602_d_h	602. fund use day	discrete	numeric	When did you use the funds for the first time?

ID	Name	Label	Type	Format	Question
V1747	q602_m_h	602. fund use month	discrete	numeric	When did you use the funds for the first time?
V1748	q602_y_h	602. fund use year	discrete	numeric	When did you use the funds for the first time?
V1749	q603_ht	603. when did you use the funds for the latest time?	contin	numeric	When did you use the funds for the latest time?
V1750	q603_d_h	603. fund use day	discrete	numeric	When did you use the funds for the latest time?
V1751	q603_m_h	603. fund use month	discrete	numeric	When did you use the funds for the latest time?
V1752	q603_y_h	603. fund use year	discrete	numeric	When did you use the funds for the latest time?
V1753	q604_ht	604. how much from that amount have you used until today?	contin	numeric	How much from that amount have you used until today?
V1754	q605_ht	605. what is the most important thing you have used all or p	discrete	character	What is the most important thing you have used all or part of the grant for?
V1755	q606_ht	606. how much did that cost?	contin	numeric	How much did that cost?
V1756	q607_ht_	607. who is or who are the people who decide what to spend t	discrete	numeric	Who is or who are the people who decide what to spend the school's money on?
V1757	q607_h_a	607. who is or who are the people who decide what to spend t	discrete	numeric	Who is or who are the people who decide what to spend the school's money on?
V1758	q607_h_b	607. who is or who are the people who decide what to spend t	discrete	numeric	Who is or who are the people who decide what to spend the school's money on?
V1759	q112_alt_ht	112. Year of creation - Grouped in 3 equidistant intervals	discrete	numeric	

## TeacherInterview2011\_PUF

Content	The dataset contains information from Teacher Questionnaire
Cases	517
Variable(s)	92
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1760	q101	101. region	discrete	numeric	
V1761	q102	102. code of school	discrete	numeric	
V1762	q104_day	104. day	discrete	numeric	
V1763	q104_mon	104. month	discrete	numeric	
V1764	q104_year	104. year	discrete	numeric	
V1765	q105	105. which grade were you teaching two years ago?	discrete	numeric	Which grade were you teaching two years ago?
V1766	q106	106. do you remember taking a written test with us/	discrete	numeric	Do you remember taking a written test with us?
V1767	q107	107. have you received any additional training after that te	discrete	numeric	Have you received any additional training after that test or during the past two years?
V1768	q108	108. what training was that?	discrete	numeric	What training was that?
V1769	q109	109. questionnaire number	discrete	numeric	
V1770	q200	200. what is your position at the school?	discrete	numeric	What is your position at this school?
V1771	q201	201. is this position a full time or part time?	discrete	numeric	Is this position a full time or part time?
V1772	q202	202. is it a permanent position or is it limited in time?	discrete	numeric	Is it a permanent position or is it limited in time?
V1773	q203	203. which year did you begin formal teaching?	discrete	numeric	Which year did you begin formal teaching?
V1774	q204	204. which year did you begin teaching at this school?	discrete	numeric	Which year did you begin teaching at this school?
V1775	q205	205. how many different gov't schools have you taught at?	discrete	numeric	How many different government schools have you taught at? (Including this school)
V1776	q206	206. what is the total number of years you have taught in go	contin	numeric	What is the total number of years you have taught in government schools? (Including this school)
V1777	q207	207. how many different private schools have you taught at?	discrete	numeric	How many different private schools have you taught at?
V1778	q208	208. what is the total number of years you have taught in pr	discrete	numeric	What is the total number of years you have taught in private schools?
V1779	q209	209. which primary grade(s) are you assigned to teach this y	discrete	numeric	Which primary grade(s) are you assigned to teach this year?
V1780	q209_1	209. which primary grade(s) are you assigned to teach this y	discrete	numeric	Which primary grade(s) are you assigned to teach this year?

ID	Name	Label	Type	Format	Question
V1781	q210_fem	210_1. how many students are there in your class? (females)	contin	numeric	How many students are there in your class?
V1782	q210_mal	210_2. how many students are there in your class? (males)	contin	numeric	How many students are there in your class?
V1783	q211	211. do you teach more than one grade at the same time/period	discrete	numeric	Do you teach more than one grade at the same time/period/together in the same classroom?
V1784	q212	212. what were the reasons for your appointment to this scho	discrete	numeric	What were the reasons for your appointment to this school?
V1785	q213	213. what is the highest level of education you have complet	discrete	numeric	What is the highest level of education you have completed?
V1786	q214	214. what teacher training have you received?	discrete	numeric	What teacher training have you received?
V1787	q215	215. when did you complete the teacher training?	contin	numeric	When did you complete the teacher training?
V1788	year	215. year	discrete	numeric	When did you complete the teacher training?
V1789	month	215. month	discrete	numeric	When did you complete the teacher training?
V1790	q216	216. when was the last time you attended an in-service teach	contin	numeric	When was the last time you attended an in-service teacher-training program?
V1791	q300	300. are you a member of any teacher union?	discrete	numeric	Are you a member of any teacher union? i.e. local, district, national union etc.
V1792	q301	301. how active are you in teacher union activities	discrete	numeric	How active are you in teacher union activities?
V1793	q302	302. are you a board member in any teacher union?	discrete	numeric	Are you a board member in any teacher union? i.e. president, secretary, treasurer, etc.
V1794	q303	303. have you ever contested in election?	discrete	numeric	Have you ever contested an election?
V1795	q400_1	400_1. teaching activity	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1796	q400_6	400_6. breaks during school	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1797	q400_5	400_5. administrative/paperwork	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1798	q400_4	400_4. maintaining order and discipline	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1799	q400_3	400_3. correcting homework	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1800	q400_2	400_2. preparing for class	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1801	q400_7	400_7. mid-day meals/grains preparation/distribution	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1802	q400_8	400_8. extra/remedial classes	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?
V1803	q400_9	400_9. errands for head master or for school	contin	numeric	On average, how much time did you spend on the last working day in each of the following activities?

ID	Name	Label	Type	Format	Question
V1804	q401	401. on average how many days in a month do you have to subs	contin	numeric	On average, how many days in a month do you have to substitute for other teachers?
V1805	q402	402. how many days in the last school year have you been on	contin	numeric	How many days in the last school year have you been on leave (due to any personal or professional reasons) in total?
V1806	q403	403. in the last 20 working days, how many days were you on	discrete	numeric	In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?
V1807	q404_1	404. being on duties related to administrative work	contin	numeric	Of those ..... days, how many days were you on leave due to the following reasons? Being on duties related to administrative work (Salary collection, Preparation and Supply of statistics or other information to the Education Department)
V1808	q404_2	404. being on duties related to education	contin	numeric	Of those ..... days, how many days were you on leave due to the following reasons? Being on duties related to education (e.g. enrolment drive, child census, Middy meal, text books distribution, admission related work)
V1809	q404_3	404. being on official duties not related to education	contin	numeric	Of those ..... days, how many days were you on leave due to the following reasons? Being on official duties not related to education (e.g. election work, Polio mission)
V1810	q404_4	404. sick leave	discrete	numeric	Of those ..... days, how many days were you on leave due to the following reasons? Sick leave
V1811	q404_5	404. personal reasons	contin	numeric	Of those ..... days, how many days were you on leave due to the following reasons? Personal reasons
V1812	q405	405. during last school year, how many times have you perfor	contin	numeric	During last school year, how many times have you performed non-teaching related duties? (Voter registration, disaster management, etc.)
V1813	q406	406. how regularly does the average parent come to ask you a	discrete	numeric	How regularly does the average parent come to ask you about their children?
V1814	q407	407. when did the last parent come?	contin	numeric	When did the last parent come?
V1815	q408	408. what was the topic of discussion?	discrete	numeric	What was the topic of discussion?
V1816	q500	500. what is your salary scale?	contin	numeric	What is your salary (take home) per month from this school?
V1817	q501	501. how often are you paid on time each month?	discrete	numeric	How often are you paid on time each month?
V1818	q502	502. aside from teaching, are you engaged in any other occup	discrete	numeric	Aside from teaching, are you engage in any other occupations to earn extra income?
V1819	q503	503. how many hours per week do you spend in these other occ	contin	numeric	How many hours per week do you spend in these other occupations on average? Record average number of hours
V1820	q504	504. what is your total monthly income from these occupation	contin	numeric	What is your total monthly income from these occupations?
V1821	q505	505. do you conduct after-class tutoring to some students of	discrete	numeric	Do you conduct after-class tutoring to some students of this school for pay?
V1822	q506	506. are you aware of any local/district/state level methods	discrete	numeric	Are you aware of any local/district/state level methods of recognizing good teachers with any kind of recognition or award?
V1823	q507	507. if yes, has anyone in the school ever won such recognit	discrete	numeric	If yes, has anyone in the school ever won such recognition or award for his/her contribution towards education? This could be a formal state award or an informal locally organized felicitation.

ID	Name	Label	Type	Format	Question
V1824	q508_1	508_1. salary/income	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1825	q508_2	508_2. workload	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1826	q508_3	508_3. current posting/transfer	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1827	q508_4	508_4. job security	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1828	q508_5	508_5. appreciation from parents/students	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1829	q508_6	508_6. social status in the community	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1830	q508_7	508_7. work environment	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1831	q508_8	508_8. support/guidance from gov't/mangement for becoming a	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1832	q508_9	508_9. overall job satisfaction	discrete	numeric	How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]
V1833	q602	602. what is the gender of the teacher?	discrete	numeric	What is the gender of the teacher?
V1834	q604	604. where were you born?	discrete	numeric	Where were you born?
V1835	q605	605. where is your native place?	discrete	numeric	
V1836	a606	606. are you able to speak/understand the main language/dial	discrete	numeric	Are you able to speak/understand the main language/dialect used in this village?
V1837	q07	607. what is your religion?	discrete	numeric	What is your religion?
V1838	q608	608. what is your ethnic group?	discrete	numeric	What is your ethnic group?
V1839	q609	609. where do you live?	discrete	numeric	Where do you live?
V1840	q610	610. how far do you live from the school?	contin	numeric	How far do you live from the school?
V1841	q611	611. how much time does it take you to get to the school fro	contin	numeric	How much time does it take you to get to the school from where you live?
V1842	q612	612. what mode(s) of transportation do you use the most?	discrete	numeric	What mode(s) of transportation you use the most?
V1843	q613	613. how many times have you been transferred in the last 10	discrete	numeric	How many times have you been transferred in the last 10 years (or in your total years of service if total is less than 10 years)?
V1844	q614	614. of these .... times, how many times did you move your r	discrete	numeric	Of those ..... times, how many times did you move your residence because of the transfer?
V1845	q615	615. what is your marital status?	discrete	numeric	What is your marital status?

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V1846	q616	616. do your family (.....) currently live in the same place	discrete	numeric	Do your family (spouse and/or children) currently live in the same place that you live in?
V1847	q617	617. how many children do you have?	contin	numeric	How many children do you have?
V1848	q618	618. currently, how many of them attend any primary school?	discrete	numeric	Currently, how many of them attend any primary school?
V1849	q619	619. of these....children, how many of them attend this sch	discrete	numeric	Of those ..... children, how many of them attend this school?
V1850	q620	620. how many of them attend private school?	discrete	numeric	How many of them attend private school?
V1851	q603_alt	603. In which year were you born - grouped in quintile	discrete	numeric	

## SchoolManagementCommitteeInterview2011\_PUF

Content	The dataset contains information from School Management Committee Questionnaire
Cases	249
Variable(s)	101
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1086	q100	100. region	discrete	numeric	
V1087	q101	101. cluster name	discrete	character	
V1088	q105	105. code of school	discrete	numeric	
V1089	q106	106. treatment received	discrete	numeric	
V1090	q200	200. what is the total number of members in the current vsmc	discrete	numeric	What is the total number of members in the CURRENT VSMC?
V1091	q203_1	203_1. which of the following is name member of? member-1	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1092	q203_2	203_2. which of the following is name member of? member-2	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1093	q203_3	203_3. which of the following is name member of? member-3	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1094	q203_4	203_4. which of the following is name member of? member-4	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1095	q203_5	203_5. which of the following is name member of? member-5	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1096	q203_6	203_6. which of the following is name member of? member-6	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1097	q203_7	203_7. which of the following is name member of? member-7	discrete	numeric	Is (NAME) a member of a sub-committee? Which one?
V1098	q204_1	204_1. gender of member-1	discrete	numeric	Gender
V1099	q204_2	204_2. gender of member-2	discrete	numeric	Gender
V1100	q204_3	204_3. gender of member-3	discrete	numeric	Gender
V1101	q204_4	204_4. gender of member-4	discrete	numeric	Gender
V1102	q204_5	204_5. gender of member-5	discrete	numeric	Gender
V1103	q204_6	204_6. gender of member-6	discrete	numeric	Gender
V1104	q204_7	204_7. gender of member-7	discrete	numeric	Gender
V1105	q205_1	205_1. what is the educational level of (name)? member-1	discrete	numeric	What is the educational status of (NAME)?
V1106	q205_2	205_2. what is the educational level of (name)? member-2	discrete	numeric	What is the educational status of (NAME)?
V1107	q205_3	205_3. what is the educational level of (name)? member-3	discrete	numeric	What is the educational status of (NAME)?

ID	Name	Label	Type	Format	Question
V1108	q205_4	205_4. what is the educational level of (name)? member-4	discrete	numeric	What is the educational status of (NAME)?
V1109	q205_5	205_5. what is the educational level of (name)? member-5	discrete	numeric	What is the educational status of (NAME)?
V1110	q205_6	205_6. what is the educational level of (name)? member-6	discrete	numeric	What is the educational status of (NAME)?
V1111	q205_7	205_7. what is the educational level of (name)? member-7	discrete	numeric	What is the educational status of (NAME)?
V1112	q206_1	206_1. what is (name)'s religion? member-1	discrete	numeric	What is (NAME)'S religion?
V1113	q206_2	206_2. what is (name)'s religion? member-2	discrete	numeric	What is (NAME)'S religion?
V1114	q206_3	206_3. what is (name)'s religion? member-3	discrete	numeric	What is (NAME)'S religion?
V1115	q206_4	206_4. what is (name)'s religion? member-4	discrete	numeric	What is (NAME)'S religion?
V1116	q206_5	206_5. what is (name)'s religion? member-5	discrete	numeric	What is (NAME)'S religion?
V1117	q206_6	206_6. what is (name)'s religion? member-6	discrete	numeric	What is (NAME)'S religion?
V1118	q206_7	206_7. what is (name)'s religion? member-7	discrete	numeric	What is (NAME)'S religion?
V1119	q207_1	207_1. what is the ethnic group of (name)? member-1	discrete	numeric	What is the ethnic group of (Name)?
V1120	q207_2	207_2. what is the ethnic group of (name)? member-2	discrete	numeric	What is the ethnic group of (Name)?
V1121	q207_3	207_3. what is the ethnic group of (name)? member-3	discrete	numeric	What is the ethnic group of (Name)?
V1122	q207_4	207_4. what is the ethnic group of (name)? member-4	discrete	numeric	What is the ethnic group of (Name)?
V1123	q207_5	207_5. what is the ethnic group of (name)? member-5	discrete	numeric	What is the ethnic group of (Name)?
V1124	q207_6	207_6. what is the ethnic group of (name)? member-6	discrete	numeric	What is the ethnic group of (Name)?
V1125	q207_7	207_7. what is the ethnic group of (name)? member-7	discrete	numeric	What is the ethnic group of (Name)?
V1126	q208_1	208_1. how was (name) selected to the smc? member-1	discrete	numeric	How was (NAME) selected to the SMC?
V1127	q208_2	208_2. how was (name) selected to the smc? member-2	discrete	numeric	How was (NAME) selected to the SMC?
V1128	q208_3	208_3. how was (name) selected to the smc? member-3	discrete	numeric	How was (NAME) selected to the SMC?
V1129	q208_4	208_4. how was (name) selected to the smc? member-4	discrete	numeric	How was (NAME) selected to the SMC?
V1130	q208_5	208_5. how was (name) selected to the smc? member-5	discrete	numeric	How was (NAME) selected to the SMC?
V1131	q208_6	208_6. how was (name) selected to the smc? member-6	discrete	numeric	How was (NAME) selected to the SMC?
V1132	q208_7	208_7. how was (name) selected to the smc? member-7	discrete	numeric	How was (NAME) selected to the SMC?
V1133	q209_1	209_1. what is (name)'s post/title? member-1	discrete	numeric	What is (NAME)'s post/title?

ID	Name	Label	Type	Format	Question
V1134	q209_2	209_2. what is (name)'s post/title? member-2	discrete	numeric	What is (NAME)'s post/title?
V1135	q209_3	209_3. what is (name)'s post/title? member-3	discrete	numeric	What is (NAME)'s post/title?
V1136	q209_4	209_4. what is (name)'s post/title? member-4	discrete	numeric	What is (NAME)'s post/title?
V1137	q209_5	209_5. what is (name)'s post/title? member-5	discrete	numeric	What is (NAME)'s post/title?
V1138	q209_6	209_6. what is (name)'s post/title? member-6	discrete	numeric	What is (NAME)'s post/title?
V1139	q209_7	209_7. what is (name)'s post/title? member-7	discrete	numeric	What is (NAME)'s post/title?
V1140	q210_1	210_1. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1141	q210_2	210_2. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1142	q210_3	210_3. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1143	q210_4	210_4. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1144	q210_5	210_5. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1145	q210_6	210_6. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1146	q210_7	210_7. do you feel like (...) in training your child/childr	discrete	numeric	Do you feel like this school is doing a great job in training your child/children?
V1147	q301	301. in which year was the current smc formed?	discrete	numeric	In which year was the CURRENT SMC formed?
V1148	q302	302. when was the last time that the smc met?	discrete	numeric	When was the last time that the SMC met?
V1149	q303	303. when was the previous to the last time that he smc met?	discrete	numeric	When was the previous to last time that the SMC met?
V1150	q304_1	304_1. who maintains the written (...) of the smc meeting?	discrete	numeric	Who maintains the written records/minutes/summary of the SMC meetings?
V1151	q304_2	304_2. who maintains the written (...) of the smc meeting?	discrete	numeric	Who maintains the written records/minutes/summary of the SMC meetings?
V1152	q304_3	304_3. who maintains the written (...) of the smc meeting?	discrete	numeric	Who maintains the written records/minutes/summary of the SMC meetings?
V1153	q305_1	305_1. what is the purpose of maintaining (...) of the smc m	discrete	numeric	What is the purpose of maintaining written records/minutes/summary of the SMC meeting?
V1154	q305_2	305_2. what is the purpose of maintaining (...) of the smc m	discrete	numeric	What is the purpose of maintaining written records/minutes/summary of the SMC meeting?
V1155	q306a_1	306a_1. (...) responsibilities for the smc? identifying the n	discrete	numeric	What are the main powers or responsibilities for the SMC? Identifying the needs of the school
V1156	q306a_2	306a_2. (...) responsibilities for the smc? assisting in the	discrete	numeric	What are the main powers or responsibilities for the SMC? Assisting in the transparent use of funds
V1157	q306a_3	306a_3. (...) responsibilities for the smc? supervising cons	discrete	numeric	What are the main powers or responsibilities for the SMC? Supervising construction/maintenance projects
V1158	q306a_4	306a_4. (...) responsibilities for the smc? enrollment of al	discrete	numeric	What are the main powers or responsibilities for the SMC? Enrollment of all children in primary schools

ID	Name	Label	Type	Format	Question
V1159	q306a_5	306a_5. (...) responsibilities for the smc? monitoring stude	discrete	numeric	What are the main powers or responsibilities for the SMC? Monitoring student attendance
V1160	q306a_6	306a_6. (...) responsibilities for the smc? monitoring stude	discrete	numeric	What are the main powers or responsibilities for the SMC? Monitoring student academic performance
V1161	q306a_7	306a_7. (...) responsibilities for the smc? monitoring teach	discrete	numeric	What are the main powers or responsibilities for the SMC? Monitoring teacher absence
V1162	q306a_8	306a_8. (...) responsibilities for the smc? hiring a teacher	discrete	numeric	What are the main powers or responsibilities for the SMC? Hiring a teacher
V1163	q306a_9	306a_9. (...) responsibilities for the smc? dismissing a tea	discrete	numeric	What are the main powers or responsibilities for the SMC? Dismissing a teacher
V1164	q306a_10	306a_10. (...) responsibilities for the smc? recommending tr	discrete	numeric	What are the main powers or responsibilities for the SMC? Recommending transfer of a teacher
V1165	q306a_11	306a_11. (...) responsibilities for the smc? conducting teac	discrete	numeric	What are the main powers or responsibilities for the SMC? Conducting teacher training
V1166	q306a_12	306a_12. (...) responsibilities for the smc? supervising mid	discrete	numeric	What are the main powers or responsibilities for the SMC? Supervising Mid-day Meal program
V1167	q306a_13	306a_13. (...) responsibilities for the smc? other	discrete	numeric	What are the main powers or responsibilities for the SMC? Other
V1168	q306b_1	306b_1. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Identifying the needs of the school
V1169	q306b_2	306b_2. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Assisting in the transparent use of funds
V1170	q306b_3	306b_3. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Supervising construction/maintenance projects
V1171	q306b_4	306b_4. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Enrollment of all children in primary schools
V1172	q306b_5	306b_5. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Monitoring student attendance
V1173	q306b_6	306b_6. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Monitoring student academic performance
V1174	q306b_7	306b_7. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Monitoring teacher absence
V1175	q306b_8	306b_8. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Hiring a teacher
V1176	q306b_9	306b_9. if yes (...), rate how good the smc is at performing	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Dismissing a teacher
V1177	q306b_10	306b_10. if yes (...), rate how good the smc is at performin	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Recommending transfer of a teacher
V1178	q306b_11	306b_11. if yes (...), rate how good the smc is at performin	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Conducting teacher training
V1179	q306b_12	306b_12. if yes (...), rate how good the smc is at performin	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Supervising Mid-day Meal program
V1180	q306b_13	306b_13. if yes (...), rate how good the smc is at performin	discrete	numeric	For each power or responsibility, rate how good the SMC is at performing this activity? Other

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V1181	q307_1	307_1. besides the powers (...) what additional kind of powe	discrete	numeric	Besides the powers and responsibilities the SMC already has, what additional kind of powers would you like the SMC to have?
V1182	q307_2	307_2. besides the powers (...) what additional kind of powe	discrete	numeric	Besides the powers and responsibilities the SMC already has, what additional kind of powers would you like the SMC to have?
V1183	q307_3	307_3. besides the powers (...) what additional kind of powe	discrete	numeric	Besides the powers and responsibilities the SMC already has, what additional kind of powers would you like the SMC to have?
V1184	q308	308. how was the head or chair of the smc selected?	discrete	numeric	How was the head or chair of the SMC selected?
V1185	q309	309. how does one become a member of the smc?	discrete	numeric	How does one become a member of the PTA?
V1186	q310	310.during this school year,how many times did the school in	contin	numeric	During this school year, how many times did the school invite parents for a meeting about the school in general?

## StudentLiteracyNumeracy2011\_PUF

Content	The dataset contains information from Students' Numeracy and Literacy Test
Cases	5230
Variable(s)	99
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1187	genderStudent_nl11	boy_girl	discrete	numeric	
V1188	grade_student_nl	grade	discrete	numeric	
V1189	trackedStudents_nl	have you taken this exam before	discrete	numeric	Have you taken this exam before?
V1190	qnum_nl	number of the questionnaire	contin	numeric	
V1191	n1	1. $2 + 3 =$	discrete	numeric	
V1192	n2	2. $3 + 6 =$	discrete	numeric	
V1193	n3	3. $9 + 0 =$	discrete	numeric	
V1194	n4	4. $7 + 8 =$	discrete	numeric	
V1195	n5	5. $11 + 5 =$	discrete	numeric	
V1196	n6	6. $25 + 63 =$	discrete	numeric	
V1197	n7	7. $150 + 10 =$	discrete	numeric	
V1198	n8	8. $6 + 7 + 8 =$	discrete	numeric	
V1199	n9	10. $9 - 4 =$	discrete	numeric	
V1200	n10	11. $7 - 2 =$	discrete	numeric	
V1201	n11	12. $16 - 3 =$	discrete	numeric	
V1202	n12	13. $14 - 8 =$	discrete	numeric	
V1203	n13	14. $20 - 3 =$	discrete	numeric	
V1204	n14	15. $36 - 8 =$	discrete	numeric	
V1205	n15	16. $24 - 12 =$	discrete	numeric	
V1206	n16	17. $86 - 14 =$	discrete	numeric	
V1207	n17	19. $2 \times 2 =$	discrete	numeric	
V1208	n18	20. $4 \times 3 =$	discrete	numeric	
V1209	n19	21. $5 \times 5 =$	discrete	numeric	
V1210	n20	22. $9 \times 6 =$	discrete	numeric	
V1211	n21	23. $10 \times 5 =$	discrete	numeric	
V1212	n22	24. $2 \times 33 =$	discrete	numeric	
V1213	n23	25. $22 \times 8 =$	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1214	n24	26. $15 \times 7 =$	discrete	numeric	
V1215	n25	27. $8 \div 2 =$	discrete	numeric	
V1216	n26	28. $9 \div 3 =$	discrete	numeric	
V1217	n27	29. $28 \div 4 =$	discrete	numeric	
V1218	n28	30. $15 \div 3 =$	discrete	numeric	
V1219	n29	31. $64 \div 8 =$	discrete	numeric	
V1220	n30	32. $204 \div 3 =$	discrete	numeric	
V1221	n31	33. $126 \div 2 =$	discrete	numeric	
V1222	n32	34. $204 \div 3 =$	discrete	numeric	
V1223	l1	1. at	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1224	l2	2. to	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1225	l3	4. we	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1226	l4	5. bit	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1227	l5	6. add	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1228	l6	7. cat	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1229	l7	8. far	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1230	l8	9. pole	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1231	l9	10. bird	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

ID	Name	Label	Type	Format	Question
V1232	I10	11. peanut	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1233	I11	12. creature	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1234	I12	13. breathe	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1235	I13	14. sincere	discrete	numeric	In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.
V1236	I14	15. the drink was to cold.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1237	I15	16. i like to play.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1238	I16	17. the cat is very small.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1239	I17	18. mariama heard him talk.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1240	I18	19. the dog is very fast.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1241	I19	20. lamin has to wash his clothes.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1242	I20	21. bakary will want to go.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1243	I21	22. it was a tall tree.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

ID	Name	Label	Type	Format	Question
V1244	I22	23. the man was very big.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1245	I23	24. i walked on the road.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1246	I24	25. the man is digging a hole	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1247	I25	26. i will keep it for you.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1248	I26	27. i cannot see you.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1249	I27	28. it is very hot day.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1250	I28	29. fatou was very unhappy.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1251	I29	30. mammy gave musa a gift.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1252	I30	31. awa will return the money.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1253	I31	32. the book is lost.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1254	I32	33. the thieves ran away.	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.
V1255	I33	34. where is the centre of the yard?	discrete	numeric	In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

ID	Name	Label	Type	Format	Question
V1256	I34	35. i _____ the book.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1257	I35	36. i study at _____ .	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1258	I36	37. binta _____ to eat sweets.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1259	I37	38. my brother _____ ten years old.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1260	I38	39. we get _____ from a cow.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1261	I39	40. my sister _____ tea.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1262	I40	41. the _____ can fly.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1263	I41	42. musa is very _____.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1264	I42	43. the ball is _____.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1265	I43	44. my mother has a big _____ at home.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1266	I44	45. the cat _____ on the table.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1267	I45	46. the farmer _____ rice.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

ID	Name	Label	Type	Format	Question
V1268	I46	47. we used _____ to make a fire.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1269	I47	48. i _____ home after school.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1270	I48	49. the _____ - is shining today.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1271	I49	50. i _____ my books in my bag.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1272	I50	51. boys like to _____ football.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1273	I51	52. i was _____ for school today.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1274	I52	53. they could not hear from the teacher because of the ____	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1275	I53	54. the winning team was _____ the cup.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1276	I54	55. the children worked in _____ silence during th	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1277	I55	56. it was _____ so the boys went to bed.	discrete	numeric	In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.
V1278	IDschool	School code	discrete	numeric	
V1279	score_num_NL		contin	numeric	
V1280	score_lit_NL		contin	numeric	
V1281	score_total_NL		contin	numeric	
V1282	z_score_num_NL	Standardized values of (score_num_NL)	contin	numeric	
V1283	z_score_lit_NL	Standardized values of (score_lit_NL)	contin	numeric	

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V1284	z_score_total_NL	Standardized values of (score_total_NL)	contin	numeric	
V1285	qnumb		contin	numeric	

## StudentOralTestInterview2011\_PUF

Content	The dataset contains information from Pupil Questionnaire
Cases	2579
Variable(s)	91
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1286	region_p	100. region	discrete	numeric	
V1287	cl_name	101. cluster name	discrete	character	
V1288	cde_sch	105. code of the school	discrete	numeric	
V1289	treatmentPP	1=WSD; 2=GRANT; 3=CONTROL	discrete	numeric	
V1290	qnumb	107. number of questionnaire	discrete	numeric	
V1291	date_pp	111. date	discrete	numeric	
V1292	day_pp	111. interview day	discrete	numeric	
V1293	month_pp	111. interview month	discrete	numeric	
V1294	year_pp	111. interview year	discrete	numeric	
V1295	q112	112. did this child take this interview/test last year?	discrete	numeric	
V1296	time_pp	113. start time of the interview	contin	numeric	
V1297	hour_pp	113. interview hour	discrete	numeric	
V1298	minute_p	113. interview minute	contin	numeric	
V1299	grade_pp	201. grade	discrete	numeric	
V1300	stream_p	202. stream	discrete	character	
V1301	age_pp	203. age	discrete	numeric	
V1302	gender_p	204. gender	discrete	numeric	
V1303	langHome_PP	205. what language do you speak mostly at home?	discrete	numeric	What language do you speak mostly at home?
V1304	q206_pp	206. did you attend this same school last year?	discrete	numeric	Did you attend this same school last year?
V1305	nberBrothers_PP	208. how many brothers did you have who live in your compoun	discrete	numeric	How many brothers do you have who live in your compound with you?
V1306	nberBrothersStudents_PP	209. how many of them currently attend school?	discrete	numeric	How many of them currently attend school?
V1307	nberBrothersSameSchool_PP	210. how many of them go to this school?	discrete	numeric	How many of them go to this school?

ID	Name	Label	Type	Format	Question
V1308	nberSisters_PP	211. how many sister did you have who live in your compound	discrete	numeric	How many sisters do you have who live in your compound with you?
V1309	nberSistersStudents_PP	212. how many of them currently go to school?	discrete	numeric	How many of them currently attend school?
V1310	nberSistersSameSchool_PP	213. how many of them go to this school?	discrete	numeric	How many of them go to this school?
V1311	q214_pp	214. how did you travel to school today?	discrete	numeric	How did you travel to school today?
V1312	timeToSchool_PP	215. how long did it take you to get to school today?	discrete	numeric	How long did it take you to get to school today (minutes)?
V1313	materialFloodHome_PP	216. what material are the floors of your house?	discrete	numeric	What material are the floors of your house?
V1314	materialRoofHome_PP	217. what material is the roof of your house?	discrete	numeric	What material is the roof of your house?
V1315	materialWallHome_PP	218. what materials are the wall of your house?	discrete	numeric	What material are the walls of your house?
V1316	sourceWaterHome_PP	219. where does your household usually get water to drink?	discrete	numeric	Where does your household usually get water to drink?
V1317	q220_pp	220. what type of toilet facility does your household use?	discrete	numeric	What type of toilet facility does your household use?
V1318	electricityHome_PP	221a.. do you have any of the following in your house? elect	discrete	numeric	Do you have any of the following in your house? Electricity/light
V1319	radioHome_PP	221b.. do you have any of the following in your house? radio	discrete	numeric	Do you have any of the following in your house? Radio
V1320	tvHome_PP	221c.. do you have any of the following in your house? telev	discrete	numeric	Do you have any of the following in your house? Television
V1321	telephoneHome_PP	221d.. do you have any of the following in your house? telep	discrete	numeric	Do you have any of the following in your house? Telephone
V1322	frigeHome_PP	221e.. do you have any of the following in your house? refri	discrete	numeric	Do you have any of the following in your house? Refrigerator
V1323	bicycleHome_PP	221f.. do you have any of the following in your house? bicyc	discrete	numeric	Do you have any of the following in your house? Bicycle
V1324	motorcycleHome_PP	221g.. do you have any of the following in your house? motor	discrete	numeric	Do you have any of the following in your house? Motorcycle
V1325	carHome_PP	221h.. do you have any of the following in your house? priva	discrete	numeric	Do you have any of the following in your house? Private car
V1326	q222_pp	222. what does your father do for work?	discrete	numeric	What does your father do for work?
V1327	newOrRepeating_PP	300. are you new in this grade or are you repeating the grad	discrete	numeric	Are you new in this grade or are you repeating the grade?
V1328	nberHepeatedEver_PP	301. how many times have you repeated a grade ever?	discrete	numeric	How many times have you repeated a grade ever?

ID	Name	Label	Type	Format	Question
V1329	subjectEnjoyMost_PP	303. which school subject do you enjoy the most?	discrete	numeric	Which school subject do you enjoy the most?
V1330	subjectBestAt_PP	304. which school subject are you best at?	discrete	numeric	Which school subject are you best at?
V1331	q400a_1	400a_1. your teacher is one of the most intelligent people y	discrete	numeric	Tell me if you agree or not with the following statements a - Your teacher is one of the most intelligent people you know
V1332	q400b_1	400a_2. your teacher is one of the kindest people you know	discrete	numeric	Tell me if you agree or not with the following statements b - Your teacher is one of the kindest people you know
V1333	q400a_3	400a_3. i am scared of my teacher	discrete	numeric	Tell me if you agree or not with the following statements c- I am scared of my teacher
V1334	q400a_4	400a_4. you would like to be like your teacher when you are	discrete	numeric	Tell me if you agree or not with the following statements d- Would you like to be like your teacher when I am older
V1335	teacherBeatStudents_PP	401. does your teacher ever beat students?	discrete	numeric	Does your teacher ever beat students?
V1336	beatenYesterday_PP	402. did your teacher beat you yesterday?	discrete	numeric	Did your teacher beat you yesterday?
V1337	q403_pp	403. did your teacher beat any student yesterday?	discrete	numeric	Did your teacher beat any student yesterday?
V1338	q404_pp_	404. why did your teacher beat a student the last time?	discrete	numeric	Why did your teacher beat a student the last time?
V1339	q404_p_a	404. why did your teacher beat a student the last time?	discrete	numeric	Why did your teacher beat a student the last time?
V1340	parentEverBeatHome_PP	405. do your parents or caretaker ever beat you at home?	discrete	numeric	Do your parents or caretaker ever beat you at home?
V1341	breakfastToday_PP	406. did you eat breakfast this morning?	discrete	numeric	Did you eat breakfast this morning?
V1342	lunchYesterday_PP	407. did you eat lunch yesterday?	discrete	numeric	Did you eat lunch yesterday?
V1343	q408_pp_	408. what does your teacher do if you do good work at school	discrete	numeric	What does your teacher do if you do good work at school?
V1344	q408_p_a	408. what does your teacher do if you do good work at school	discrete	numeric	What does your teacher do if you do good work at school?
V1345	q408_p_b	408. what does your teacher do if you do good work at school	discrete	numeric	What does your teacher do if you do good work at school?
V1346	q409_pp_	409. what do your parents do if you do good work at school?	discrete	numeric	What do your parents do if you do good work at school?
V1347	q409_p_a	409. what do your parents do if you do good work at school?	discrete	numeric	What do your parents do if you do good work at school?
V1348	q409_p_b	409. what do your parents do if you do good work at school?	discrete	numeric	What do your parents do if you do good work at school?

ID	Name	Label	Type	Format	Question
V1349	totalLettersRead_PP	total letters read at 60 seconds:	contin	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1350	totalLettersIncorrect_PP	total incorrect letters at 60 seconds:	contin	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1351	totalLettersCorrect_PP	total correct letters at 60 seconds:	contin	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1352	s1q4_pp	only if less than 60 seconds, number of seconds at completio	contin	numeric	
V1353	s1q5_pp	team leader: correct letters per minute	contin	numeric	
V1354	totalWordsRead_PP	total words read at 60 seconds:	contin	numeric	
V1355	totalWordsIncorrect_PP	total incorrect words at 60 seconds:	contin	numeric	
V1356	totalWordsCorrect_PP	total correct words at 60 seconds:	contin	numeric	
V1357	s2q4_pp	only if less than 60 seconds, number of seconds at completio	contin	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

ID	Name	Label	Type	Format	Question
V1358	s2q5_pp	time to complete the entire paragraph:	contin	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.
V1359	s2q6_pp	where does lamin live? [basse]	discrete	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1360	s2q7_pp	what is lamin's brother's name? [musa]	discrete	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1361	s2q8_pp	how many children are in lamin's family? [3]	discrete	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1362	s2q9_pp	what do lamin and his brother and sister like to do? [torea]	discrete	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

ID	Name	Label	Type	Format	Question
V1363	s2q10_pp	what does lamin's mother do? [sell fish/sells at market/sell	discrete	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1364	s2q11_pp	1.team leader:correct words per minute	contin	numeric	
V1365	nberCorrectAnswers_PP	2.team leader: correct answers to comprehension questions:	discrete	numeric	I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin. Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.
V1366	s3q1_pp	does lamin stay at home on saturday?	discrete	numeric	On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama. Does Lamin stay at home on Saturday?
V1367	s3q2_pp	does binta play football?	discrete	numeric	On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama. Does Binta play football?
V1368	s3q3_pp	does lamin study or does he play football? [hhe studies]	discrete	numeric	On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama. Does Lamin study OR does he play football?
V1369	nberCorrectAnswer_PP	3.team leader: correct answers:	discrete	numeric	On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama.
V1370	etime_pp	end time of interview:	discrete	numeric	
V1371	ehour	end time hour	discrete	numeric	
V1372	eminute	end time minute	discrete	numeric	
V1373	q501	501. outcome of the questionnaire	discrete	numeric	
V1374	q502	502.why is the questionnaire incomplete?	discrete	character	
V1375	q503	503. main languages at the interview	discrete	numeric	
V1376	schoolID		discrete	numeric	



(schoolID)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 530
Format: numeric	Invalid: 4
Width: 5	Minimum: 0
Decimals: 0	Maximum: 99999
Range: 0-99999	

100. Region (region\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 534
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 2-6	

**Literal question**

Region

101. Cluster name (clu\_name\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 534
Format: character	Invalid: 0
Width: 30	

**Literal question**

Cluster Name

1=WSD; 2=GRANT; 3=CONTROL (treatment)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 534
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

107. Number of questionnaire (qnum\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 530
Format: numeric	Invalid: 4
Width: 7	Minimum: 0
Decimals: 0	Maximum: 9999999
Range: 0-9999999	

## 111. Date (date\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 533
Format: numeric	Invalid: 1
Width: 8	Minimum: 52011
Decimals: 0	Maximum: 31052011
Range: 52011-31052011	

**Literal question**

Date

**Post question**

MM/DD/YYYY

## 111. Day of interview (day\_111\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 533
Format: numeric	Invalid: 1
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

**Literal question**

Date. Day.

## 111. Month of Interview (month\_111\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 533
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 4-9	

**Literal question**

Date. Month.

## 111. Year of interview (year\_111\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 534
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2011	

**Literal question**

Date. Year.

## 112. Start Time of the visit (stime\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 527
Format: numeric	Invalid: 7
Width: 4	Minimum: 220
Decimals: 0	Maximum: 1803
Range: 220-1803	

**Literal question**

Start Time of the Visit

**Post question**

HH : MM  
24-hour clock: 2pm=14:00

## 112. Hour (hour\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 527
Format: numeric	Invalid: 7
Width: 2	Minimum: 2
Decimals: 0	Maximum: 18
Range: 2-18	

**Literal question**

Start Time of the Visit. Hour.

**Post question**

24-hour clock: 2pm=14:00

## 112. Minute (minute\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 527
Format: numeric	Invalid: 7
Width: 2	Minimum: 0
Decimals: 0	Maximum: 62
Range: 0-62	

**Literal question**

Start Time of the Visit. Minutes.

## 113. What grade are you observing? (grade\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 528
Format: numeric	Invalid: 6
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What grade are you observing?

## 114. What stream are you observing? (q114\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 526
Format: character	Invalid: 0
Width: 15	

**Literal question**

What stream are you observing?

## 115. What subject is being taught? (q115\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 517
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

What subject is being taught?

## 200. What is the teacher doing when you arrive at the clasro (teacherInitialActivity\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 527
Format: numeric	Invalid: 7
Width: 2	
Decimals: 0	
Range: 1-10	

**Pre question**

Explain to the teacher that, as part of a study with the MOBSE, we are observing a few classes. Ask the teacher's permission to sit in the back of the class as he or she continues with his or her regular activities. Make clear that your notes will not be reported back to the school and will not affect his or her career. Therefore encourage him or her to work as he or she normally would.

**Literal question**

What is the teacher doing when you arrive at the classroom?

**Interviewer instructions**

Observe the class for 15 minutes, then seek the soonest opportunity to ask the teacher the questions at the end of the questionnaire.

## 201. Count the number of girls present in the class. (nberGirls\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Continuous	Valid cases: 522
Format: numeric	Invalid: 12
Width: 2	Minimum: 1
Decimals: 0	Maximum: 45
Range: 1-45	

## 201. Count the number of girls present in the class. (nberGirls\_CV) File: ClassroomObservation2011\_PUF

### Literal question

Count the number of girls present in the class

## 202. Count the number of boys present in the class. (nberboys\_CV) File: ClassroomObservation2011\_PUF

### Overview

Type: Continuous	Valid cases: 522
Format: numeric	Invalid: 12
Width: 2	Minimum: 1
Decimals: 0	Maximum: 42
Range: 1-42	

### Literal question

Count the number of boys present in the class

## 203a. ..activities? a. Give test (q203a\_cm) File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 434
Format: numeric	Invalid: 100
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Give a test.

### Post question

Leave blank if teacher absent the whole time.

## 203b. ..activities? b. Call out to children by their names (q203b\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 436
Format: numeric	Invalid: 98
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Call out to children by their names.

### Post question

Leave blank if teacher absent the whole time.

## 203c. ..activities? c. Address questions to the children dur (q203c\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 432
Format: numeric	Invalid: 102
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Address questions to the children during class for students to answer individually

### Post question

Leave blank if teacher absent the whole time.

## 203d. ..activities? d. Address questions to the children dur (q203d\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 427
Format: numeric	Invalid: 107
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Address questions to the children during class for students to answer collectively

### Post question

Leave blank if teacher absent the whole time.

## 203e. ..activities? e. Ask questions which required students (q203e\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 225
Format: numeric	Invalid: 309
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Ask questions which required students to use their imagination or creativity in order to give an answer?

### Post question

Leave blank if teacher absent the whole time.

## 203f. ..activities? f. What gender did the teacher address t (q203f\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 188
Format: numeric	Invalid: 346
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? What gender did the teacher address the questions to?

### Post question

Leave blank if teacher absent the whole time.

## 203g. ..activities? g. Provides individual/small group tutor (q203g\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 434
Format: numeric	Invalid: 100
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Provides individual/small group tutoring as required

### Post question

Leave blank if teacher absent the whole time.

## 203h. ..activities? h. Encourages the children to participat (q203h\_cm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 101
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Encourages the children to participate in class discussions and ask questions

### Post question

Leave blank if teacher absent the whole time.

## 203i. ..activities? i. Reads out from the text book (q203i\_cm) File: ClassroomObservation2011\_PUF

## 203i. ..activities? i. Reads out from the text book (q203i\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 436  
 Invalid: 98

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Reads out from the text book

**Post question**

Leave blank if teacher absent the whole time.

## 203j. ..activities? j. Makes children read from the text boo (q203j\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 434  
 Invalid: 100

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing?  
 Makes children read from the text book

**Post question**

Leave blank if teacher absent the whole time.

## 203k. ..activities? k. Used the blackboard frequently/suffic (q203k\_cm)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 434  
 Invalid: 100

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing?  
 Used the blackboard

**Post question**

Leave blank if teacher absent the whole time.

## 203l. ..acticities? l. Teacher copied the lesson from the bo (q203l\_cm)

File: ClassroomObservation2011\_PUF

203l. ..activities? l. Teacher copied the lesson from the bo  
(q203l\_cm)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 101
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Teacher copied the lesson from the book onto the blackboard

203m. ..activities? m. Teacher provided an example or made a  
(q203m\_cm)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 432
Format: numeric	Invalid: 102
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Teacher provided an example or made a drawing on the blackboard

203n. ..activities? n. Assign written homework (q203n\_cm)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 101
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Assigned written homework

203o. ..activities? o. Provided guidance on how to do the ho  
(q203o\_cm)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 432
Format: numeric	Invalid: 102
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

203o. ..activities? o. Provided guidance on how to do the ho  
(q203o\_cm)

File: ClassroomObservation2011\_PUF

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing? Provided guidance on how to do the homework

203p. ..activities? p. Provided feedback/comments on previou  
(q203p\_cm)

File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 433  
Invalid: 101

#### Literal question

In your entire time in the teaching area, which of the following activities do you see the TEACHER doing?  
Provided feedback/comments on previous homework

204a. The teacher monitored.....adapting the delivery where  
(q204a)

File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 406  
Invalid: 128

#### Literal question

During this lesson, which of the following forms of feedback did you observe from the teachers to the students?  
The teacher monitored throughout the lesson for student understanding, adapting the delivery where appropriate and giving feedback.

204b. Teacher gave feedback of praise, morale strengthening.  
(q204b)

File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 399  
Invalid: 135

#### Literal question

During this lesson, which of the following forms of feedback did you observe from the teachers to the students?  
Teacher gave feedback of praise, morale strengthening and/or encouragement

## 204c. Teacher gave feedback that was correcting a mistake (q204c)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 392
Format: numeric	Invalid: 142
Width: 1	
Decimals: 0	
Range: 1-3	

### Literal question

During this lesson, which of the following forms of feedback did you observe from the teachers to the students?  
Teacher gave feedback that was correcting a mistake

## 204d. Teacher gave feedback that was scolding at a mistake (q204d)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 366
Format: numeric	Invalid: 168
Width: 1	
Decimals: 0	
Range: 1-3	

### Literal question

During this lesson, which of the following forms of feedback did you observe from the teachers to the students?  
Teacher gave feedback that was scolding at a mistake

## 204e. Teacher asked students to give their individual opinio (q204e)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 386
Format: numeric	Invalid: 148
Width: 1	
Decimals: 0	
Range: 1-3	

### Literal question

During this lesson, which of the following forms of feedback did you observe from the teachers to the students?  
Teacher asked students to give their individual opinion

## 204f. Teacher asked to students to carry (...) they had lear (q204f)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 136
Width: 1	
Decimals: 0	
Range: 1-3	

### Literal question

## 204f. Teacher asked to students to carry (...) they had lear (q204f) File: ClassroomObservation2011\_PUF

During this lesson, which of the following forms of feedback did you observe from the teachers to the students?  
The teacher asked students to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson

## 300.1. ...activities ? a. The children used textbooks during (q300a) File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 514  
Invalid: 20

### Literal question

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children used textbooks during the class.

## 300. 2. ...activities ? b. The children used workbooks durin (q300b) File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 514  
Invalid: 20

### Literal question

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children used workbooks during the class.

## 300. 3. ...activities ? The children ask questions for clari (q300c) File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 438  
Invalid: 96

### Literal question

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing? The children ask questions for clarification of their doubts.

### Post question

Leave blank if teacher absent the whole time.

## 300. 4. ...activities ? d. What was the gender of the studen (q300d) File: ClassroomObservation2011\_PUF

### Overview

## 300. 4. ...activities ? d. What was the gender of the studen (q300d)

File: ClassroomObservation2011\_PUF

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-88

Valid cases: 501  
 Invalid: 33

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 What was the gender of students asking questions?

## 300e. ...activities ? e. How did the teacher typically respo (q300e)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-88

Valid cases: 499  
 Invalid: 35

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 How did the teacher typically respond to the questions?

## 300f. ...activities ? f. Repeat for memorization/rote learni (q300f)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 502  
 Invalid: 32

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 Repeat for memorization/rote learning

## 300g. ...activities ? g. Work in groups (q300g)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 503  
 Invalid: 31

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 Work in groups

## 300h. ...activities ? h. Work on independent work (q300h)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 502  
 Invalid: 32

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 Work on independent work

## 300i. ...activities ? i. If the students worked independent (q300i)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 534  
 Invalid: 0

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 If the students worked independently, how many appear to be fully engaged and on task?

**Interviewer instructions**

(judge based on whether students are working hard or are doing other things such as resting, talking to other students, looking around, etc.)

## 300j. ...activities ? j. The children talking/playing with o (q300j)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 499  
 Invalid: 35

**Literal question**

In your entire time in the teaching area, which of the following activities do you see the CHILDREN doing?  
 The children talking / playing with other children (not working)

## 301. How would you describe pupils' participation?

(pupilsParticipation\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 412  
 Invalid: 122

**Literal question**

301. How would you describe pupils' participation?  
(pupilsParticipation\_CV)

File: ClassroomObservation2011\_PUF

How would you describe pupils' participation?

302. Did the teacher have control over the class?  
(teacherControlOverClass\_CV)

File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 413  
Invalid: 121

#### Literal question

Did the teacher have control over the class? (pupils were disciplined, doing what they were supposed to)

303. During the lesson did some of the students move in and  
(q303)

File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 498  
Invalid: 36

#### Literal question

During the lesson did some of the students move in and out of the class?

400. Is there a chair and table for the teacher in the teach  
(teacherChairTable\_CV)

File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 523  
Invalid: 11

#### Literal question

Is there a chair and table for the teacher in the teaching area?

401. Where are most of the children seated in the class? (q401)

File: ClassroomObservation2011\_PUF

#### Overview

## 401. Where are most of the children seated in the class? (q401)

File: ClassroomObservation2011\_PUF

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

Valid cases: 523  
 Invalid: 11

**Literal question**

Where are most of the children seated in the class?

## 402. How were the male and female students seated? (q402)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 519  
 Invalid: 15

**Literal question**

How were the male and female children seated?

## 500a. ....the number of students enrolled? Boys (q500a)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 413  
 Invalid: 121

**Literal question**

Look at the register and count the number of students enrolled. Boys.

**Interviewer instructions**

Leave blank if teacher absent the whole time.

## 500b. ... the number of students enrolled? Girls (q500b)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 409  
 Invalid: 125

**Literal question**

Look at the register and count the number of students enrolled. Girls.

**Interviewer instructions**

Leave blank if teacher absent the whole time.

## 501a. Boys - Day1 (q501\_bd1)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 390
Format: numeric	Invalid: 144
Width: 2	Minimum: 0
Decimals: 0	Maximum: 17
Range: 0-17	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501b. Boys -Day2 (q501\_bd2)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 406
Format: numeric	Invalid: 128
Width: 2	Minimum: 0
Decimals: 0	Maximum: 24
Range: 0-24	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501c. Boys - Day3 (q501\_bd3)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 407
Format: numeric	Invalid: 127
Width: 2	Minimum: 0
Decimals: 0	Maximum: 18
Range: 0-18	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501d. Boys - Day4 (q501\_bd4)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 407
Format: numeric	Invalid: 127
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501e. Boys - Day5 (q501\_bd5)

### File: ClassroomObservation2011\_PUF

## 501e. Boys - Day5 (q501\_bd5)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 406
Format: numeric	Invalid: 128
Width: 2	Minimum: 0
Decimals: 0	Maximum: 15
Range: 0-15	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501f. Girls - Day1 (q501\_gd1)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 405
Format: numeric	Invalid: 129
Width: 2	Minimum: 0
Decimals: 0	Maximum: 26
Range: 0-26	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501g. Girls - Day2 (q501\_gd2)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 406
Format: numeric	Invalid: 128
Width: 2	Minimum: 0
Decimals: 0	Maximum: 21
Range: 0-21	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501h. Girls - Day3 (q501\_gd3)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Continuous	Valid cases: 406
Format: numeric	Invalid: 128
Width: 2	Minimum: 0
Decimals: 0	Maximum: 13
Range: 0-13	

#### Literal question

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501i. Girls - Day4 (q501\_gd4)

### File: ClassroomObservation2011\_PUF

## 501i. Girls - Day4 (q501\_gd4)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Continuous	Valid cases: 406
Format: numeric	Invalid: 128
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

**Literal question**

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 501j. Girls - Day5 (q501\_gd5)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Continuous	Valid cases: 406
Format: numeric	Invalid: 128
Width: 2	Minimum: 0
Decimals: 0	Maximum: 19
Range: 0-19	

**Literal question**

Look at the attendance book and mark the number of students absent for 5 randomly picked days during the past 3 months

## 502. Does the teacher have a written lesson plan?

(teacherWrittenLessonPlan\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 423
Format: numeric	Invalid: 111
Width: 1	
Decimals: 0	
Range: 0-2	

**Literal question**

Does the teacher have a written lesson plan?

**Interviewer instructions**

If yes, ask to see it.

## 503. Does the teacher have a written lesson note for today's

(teacherWrittenLessonNotes\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 423
Format: numeric	Invalid: 111
Width: 1	
Decimals: 0	
Range: 0-2	

**Literal question**

Does the teacher have a written lesson note for today's lesson?

503. Does the teacher have a written lesson note for today's  
(teacherWrittenLessonNotes\_CV)

File: ClassroomObservation2011\_PUF

**Interviewer instructions**

If yes, ask to see it.

504. Does your school have a staff code of conduct?  
(schoolHasStaffCodeOfConduct\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 423  
Invalid: 111

**Literal question**

Does your school have a staff code of conduct?

**Interviewer instructions**

If so, then ask for a brief description.

505. When was the last staff meeting you were expected to at  
(q505)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Continuous  
Format: numeric  
Width: 7  
Decimals: 0  
Range: 42011-9052011

Valid cases: 36  
Invalid: 498  
Minimum: 42011  
Maximum: 9052011

**Literal question**

What was the main topic of the most recent staff meeting?

**Post question**

Leave blank if teacher absent the whole time.

505. staff meet DAY (q505a)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 418  
Invalid: 116

**Literal question**

When was the last staff meeting you were expected to attend? Day.

**Post question**

Leave blank if teacher absent the whole time.

## 505. Staff meeting MONTH (q505b)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 421
Format: numeric	Invalid: 113
Width: 2	
Decimals: 0	
Range: 2-99	

**Literal question**

When was the last staff meeting you were expected to attend? Month.

**Post question**

Leave blank if teacher absent the whole time.

## 505. Staff meeting YEAR (q505c)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 421
Format: numeric	Invalid: 113
Width: 4	
Decimals: 0	
Range: 2010-9999	

**Literal question**

When was the last staff meeting you were expected to attend? Year.

**Post question**

Leave blank if teacher absent the whole time.

506. What was the main topic of the most recent staff meetin  
(q506)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 420
Format: numeric	Invalid: 114
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What was the main topic of the most recent staff meeting?

507. How many hours do you spend on math every week?  
(hoursMathWeekly\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 452
Format: numeric	Invalid: 82
Width: 1	
Decimals: 0	
Range: 1-6	

507. How many hours do you spend on math every week?  
(hoursMathWeekly\_CV)

File: ClassroomObservation2011\_PUF

**Literal question**

How many hours do the students spend learning math every week?

**Interviewer instructions**

Ask children if teacher absent

508. How many hours do you spend on reading every week?  
(hoursReadingWeekly\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-6

Valid cases: 213  
Invalid: 321

**Literal question**

How many hours do the students spend learning reading every week?

**Interviewer instructions**

Ask children if teacher absent

510. How many days of school have you missed in the past mon  
(daysMissedLastWeek\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-21

Valid cases: 420  
Invalid: 114  
Minimum: 0  
Maximum: 21

**Literal question**

How many days of school have you missed in the past month (for any reason)? Do NOT COUNT the weekends and the official holidays?

511. How many hours of school did you miss yesterday?  
(teacherHoursMissedYesterday\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 397  
Invalid: 137

**Literal question**

How many hours of school did you miss yesterday (for any reason)? Do NOT count the regular break time.

511. How many hours of school did you miss yesterday?  
(teacherHoursMissedYesterday\_CV)

File: ClassroomObservation2011\_PUF

**Interviewer instructions**

Write number of hours. If absent yesterday, mark 99. Leave blank if teacher absent the whole time.

600. What time did you leave the teaching area? (endTime\_CV)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Continuous	Valid cases: 520
Format: numeric	Invalid: 14
Width: 4	Minimum: 100
Decimals: 0	Maximum: 1830
Range: 100-1830	

**Literal question**

What time did you leave the teaching area?

600. Hour left (q600a)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 520
Format: numeric	Invalid: 14
Width: 2	
Decimals: 0	
Range: 1-18	

**Literal question**

What time did you leave the teaching area? Hour.

600. Minute left (q600b)

File: ClassroomObservation2011\_PUF

**Overview**

Type: Discrete	Valid cases: 520
Format: numeric	Invalid: 14
Width: 2	
Decimals: 0	
Range: 0-59	

**Literal question**

What time did you leave the teaching area? Minute.

601. If the teacher is absent, did he/she come come back bef  
(q601)

File: ClassroomObservation2011\_PUF

**Overview**

## 601. If the teacher is absent, did he/she come back before the end of the visit? (q601)

File: ClassroomObservation2011\_PUF

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

Valid cases: 201  
Invalid: 333

### Literal question

If the teacher is absent, did he/she come back before the end of the visit?

### Post question

If answer is 0 > End of interview.

## 602. If yes, for how long has the teacher been there during (q602)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 56  
Invalid: 478

### Literal question

If yes, for how long has the teacher been there during your visit?

### Post question

Mark the number of minutes  
[must be between 1 and 14]

## A. Receiving instructions (qa)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 519  
Invalid: 15

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## B. Question and answer (recitation) (qb)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 513  
Invalid: 21

### Interviewer instructions

## B. Question and answer (recitation) (qb)

File: ClassroomObservation2011\_PUF

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## C. Student asking question (qc)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 511
Format: numeric	Invalid: 23
Width: 2	
Decimals: 0	
Range: 0-19	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## D. Students receiving answer from teacher (qd)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 513
Format: numeric	Invalid: 21
Width: 2	
Decimals: 0	
Range: 0-14	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## E. Reading (qe)

File: ClassroomObservation2011\_PUF

### Overview

Type: Continuous	Valid cases: 514
Format: numeric	Invalid: 20
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## F. Copying (qf)

File: ClassroomObservation2011\_PUF

### Overview

## F. Copying (qf)

### File: ClassroomObservation2011\_PUF

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

Valid cases: 514  
 Invalid: 20

#### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## G. Written assignment- individual seatwork (qg)

### File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 512  
 Invalid: 22  
 Minimum: 0  
 Maximum: 20

#### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## H. Practice drill (qh)

### File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 520  
 Invalid: 14

#### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## I. Discussion (qi)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-19

Valid cases: 513  
 Invalid: 21

#### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## J. Group work (qj)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 511
Format: numeric	Invalid: 23
Width: 2	
Decimals: 0	
Range: 0-18	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## K. Exam (qk)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 510
Format: numeric	Invalid: 24
Width: 2	
Decimals: 0	
Range: 0-20	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## L. No instructional activity (ql)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 520
Format: numeric	Invalid: 14
Width: 2	
Decimals: 0	
Range: 0-20	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## M. Teacher trying to get control of class (qm)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 513
Format: numeric	Invalid: 21
Width: 2	
Decimals: 0	
Range: 0-20	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## N. Break (qn)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 512
Format: numeric	Invalid: 22
Width: 2	
Decimals: 0	
Range: 0-13	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## O. Class ended (q0)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 511
Format: numeric	Invalid: 23
Width: 2	
Decimals: 0	
Range: 0-20	

### Interviewer instructions

For each 60 seconds interval, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the 60 second interval, so only one box should be checked for a given period.

## L1. Learning (start) (ql1)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 373
Format: numeric	Invalid: 161
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L2. Learning (2nd minute) (ql2)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 402
Format: numeric	Invalid: 132
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

## L2. Learning (2nd minute) (ql2)

### File: ClassroomObservation2011\_PUF

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L3. Learning (4th minute) (ql3)

### File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 397  
Invalid: 137

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L4. Learning (6th minute) (ql4)

### File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 408  
Invalid: 126

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L5. Learning (8th minute) (ql5)

### File: ClassroomObservation2011\_PUF

#### Overview

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

Valid cases: 409  
Invalid: 125

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L6. Learning (10th minute) (ql6)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 404
Format: numeric	Invalid: 130
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L7. Learning (12th minute) (ql7)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 405
Format: numeric	Invalid: 129
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L8. Learning (14th minute) (ql8)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 405
Format: numeric	Invalid: 129
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L9. Learning (16th minute) (ql9)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 401
Format: numeric	Invalid: 133
Width: 1	
Decimals: 0	
Range: 1-7	

## L9. Learning (16th minute) (ql9)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## L10. Learning (18th minute) (ql10)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 399  
Invalid: 135

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Learning Activities

## S1. Social Interaction (start) (qs1)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 193  
Invalid: 341

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

## S2. Social Interaction (2nd minute) (qs2)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 204  
Invalid: 330

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

### S3. Social Interaction (4th minute) (qs3)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 197
Format: numeric	Invalid: 337
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

### S4. Social Interaction (6th minute) (qs4)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 199
Format: numeric	Invalid: 335
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

### S5. Social Interaction (8th minute) (qs5)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 199
Format: numeric	Invalid: 335
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

### S6. Social Interaction (10th minute) (qs6)

File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 197
Format: numeric	Invalid: 337
Width: 1	
Decimals: 0	
Range: 1-7	

## S6. Social Interaction (10th minute) (qs6)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

## S7. Social Interaction (12th minute) (qs7)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 206  
Invalid: 328

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

## S8. Social Interaction (14th minute) (qs8)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 206  
Invalid: 328

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

## S9. Social Interaction (16th minute) (qs9)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 202  
Invalid: 332

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

## S10. Social Interaction (18th minute) (qs10)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 195
Format: numeric	Invalid: 339
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Social Interaction

## ST1. Student (s) uninvolved (start) (qst1)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 168
Format: numeric	Invalid: 366
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## ST2. Student (s) uninvolved (2nd minute) (qst2)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 181
Format: numeric	Invalid: 353
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## ST3. Student (s) uninvolved (4th minute) (qst3)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 182
Format: numeric	Invalid: 352
Width: 1	
Decimals: 0	
Range: 1-7	

**ST3. Student (s) uninvolved (4th minute) (qst3)**

File: ClassroomObservation2011\_PUF

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

**ST\$. Student (s) uninvolved (6th minute) (qst4)**

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 195  
Invalid: 339

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

**ST5. Student (s) uninvolved (8th minute) (qst5)**

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 181  
Invalid: 353

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

**ST6. Student (s) uninvolved (10th minute) (qst6)**

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 168  
Invalid: 366

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## ST7. Student (s) uninvolved (12th minute) (qst7)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 170  
 Invalid: 364

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## ST8. Student (s) uninvolved (14th minute) (qst8)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 171  
 Invalid: 363

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## ST9. Student (s) uninvolved (16th minute) (qst9)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 182  
 Invalid: 352

**Interviewer instructions**

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## ST10. Student (s) uninvolved (18th minute) (qst10)

File: ClassroomObservation2011\_PUF

**Overview**

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

Valid cases: 172  
 Invalid: 362

## ST10. Student (s) uninvolved (18th minute) (qst10)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Student(s) Uninvolved

## D1. Discipline (start) (qd1)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 15  
Invalid: 519

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D2. Discipline (2nd minute) (qd2)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 4  
Invalid: 530

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D3. Discipline (4th minute) (qd3)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 6  
Invalid: 528

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D4. Discipline (6th minute) (qd4)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 9
Format: numeric	Invalid: 525
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D5. Discipline (8th minute) (qd5)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 528
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D6. Discipline (10th minute) (qd6)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 527
Width: 1	
Decimals: 0	
Range: 1-7	

#### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D7. Discipline (12th minute) (qd7)

### File: ClassroomObservation2011\_PUF

#### Overview

Type: Discrete	Valid cases: 10
Format: numeric	Invalid: 524
Width: 1	
Decimals: 0	
Range: 1-7	

## D7. Discipline (12th minute) (qd7)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D8. Discipline (14th minute) (qd8)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 11  
Invalid: 523

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D9. Discipline (16th minute) (qd9)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 13  
Invalid: 521

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## D10. Discipline (18th minute) (qd10)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 13  
Invalid: 521

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Discipline

## C1. Classroom management (start) (qc1)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 28
Format: numeric	Invalid: 506
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C2. Classroom management (2nd minute) (qc2)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 19
Format: numeric	Invalid: 515
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C3. Classroom management (4th minute) (qc3)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 13
Format: numeric	Invalid: 521
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C4. Classroom management (6th minute) (qc4)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 14
Format: numeric	Invalid: 520
Width: 1	
Decimals: 0	
Range: 1-7	

## C4. Classroom management (6th minute) (qc4)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C5. Classroom management (8th minute) (qc5)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 10  
Invalid: 524

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C6. Classroom management (10th minute) (qc6)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 14  
Invalid: 520

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C7. Classroom management (12th minute) (qc7)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 11  
Invalid: 523

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C8. Classroom management (14th minute) (qc8)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 10  
Invalid: 524

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C9. Classroom management (16th minute) (qc9)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 8  
Invalid: 526

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## C10. Classroom management (18th minute) (qc10)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 16  
Invalid: 518

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management

## CMA1. Classroom management alone (start) (qcm1)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 33  
Invalid: 501

## CMA1. Classroom management alone (start) (qcm1)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA2. Classroom management alone (2nd minute) (qcm2)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 30  
Invalid: 504

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA3. Classroom management alone (4th minute) (qcm3)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 25  
Invalid: 509

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA4. Classroom management alone (6th minute) (qcm4)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 25  
Invalid: 509

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA5. Classroom management alone (8th minute) (qcm5)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 22  
Invalid: 512

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA6. Classroom management alone (10th minute) (qcm6)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 22  
Invalid: 512

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA7. Classroom management alone (12th minute) (qcm7)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 23  
Invalid: 511

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA8. Classroom management alone (14th minute) (qcm8)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 25  
Invalid: 509

## CMA8. Classroom management alone (14th minute) (qcm8)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA9. Classroom management alone (16th minute) (qcm9)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 23  
Invalid: 511

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## CMA10. Classroom management alone (18th minute) (qcm10)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 25  
Invalid: 509

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Classroom management alone

## T1. Teacher out of the room (start) (qt1)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 96  
Invalid: 438

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T2. Teacher out of the room (2nd minute) (qt2)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 91
Format: numeric	Invalid: 443
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T3. Teacher out of the room (4th minute) (qt3)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 445
Width: 1	
Decimals: 0	
Range: 1-7	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T4. Teacher out of the room (6th minute) (qt4)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 445
Width: 1	
Decimals: 0	
Range: 1-5	

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T5. Teacher out of the room (8th minute) (qt5)

File: ClassroomObservation2011\_PUF

### Overview

Type: Discrete	Valid cases: 81
Format: numeric	Invalid: 453
Width: 1	
Decimals: 0	
Range: 1-5	

## T5. Teacher out of the room (8th minute) (qt5)

File: ClassroomObservation2011\_PUF

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T6. Teacher out of the room (10th minute) (qt6)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 84  
Invalid: 450

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T7. Teacher out of the room (12th minute) (qt7)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 83  
Invalid: 451

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T8. Teacher out of the room (14th minute) (qt8)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 80  
Invalid: 454

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T9. Teacher out of the room (16th minute) (qt9)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 82  
 Invalid: 452

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## T10. Teacher out of the room (18th minute) (qt10)

File: ClassroomObservation2011\_PUF

### Overview

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

Valid cases: 76  
 Invalid: 458

### Interviewer instructions

CLASSROOM OBSERVATION SNAPSHOT: Every 2 minutes, take one minute and observe the class. Record what is happening during that minute. It is intended to be a snapshot of what was happening at that minute and not what took place over the whole 2 minutes.

Teacher out of the room

## 106. code of the school (cde\_sch)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 4	Minimum: 25
Decimals: 0	Maximum: 9999
Range: 25-9999	

## 107. treatment received (t\_receiv)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

## 205. grade 1 - male (q205\_1m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 258
Range: 0-258	

**Literal question**

How many total students are there in this school?

## 205. grade 1 - female (q205\_1f)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 253
Range: 0-253	

**Literal question**

How many total students are there in this school?

## 100. region (region\_h)

File: HeadTeacher2011\_PUF

**Overview**

## 100. region (region\_h)

File: HeadTeacher2011\_PUF

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 2-6

Valid cases: 274  
 Invalid: 0

## 101. cluster name (cluster)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: character  
 Width: 19

Valid cases: 274  
 Invalid: 0

## 102.sub-cluster code (sub\_clus)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 1-999

Valid cases: 264  
 Invalid: 10  
 Minimum: 1  
 Maximum: 999

## 104. residence/area/district (area\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 271  
 Invalid: 3

**Literal question**

District

**Post question**

ACCORDING TO GBOS'S CLASSIFICATION.

## 111. date of interview (q111\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1052011-31052011

Valid cases: 274  
 Invalid: 0  
 Minimum: 1052011  
 Maximum: 31052011

**Literal question**

Date

## 111. date of interview (q111\_ht)

File: HeadTeacher2011\_PUF

**Post question**

DD/MM/YYYY

## day (day\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-31

Valid cases: 274  
 Invalid: 0

**Literal question**

Date. Day.

## month (month\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 4-6

Valid cases: 274  
 Invalid: 0

**Literal question**

Date. Month.

## year (year\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 2010-2011

Valid cases: 274  
 Invalid: 0

**Literal question**

Date. Year.

## 113. how many buildings make up the school? (q113\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-17

Valid cases: 273  
 Invalid: 1

## 113. how many buildings make up the school? (q113\_ht)

File: HeadTeacher2011\_PUF

**Literal question**

How many buildings make up the school?

**Interviewer instructions**

Count buildings as separate if they have a separate roof.

## 114. what is the condition of the main school building? (q114\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

What is the condition of the main school building?  
 [the building where the head teacher's office is]

## 115. start time of the interview (q115\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 215-1830

Valid cases: 273  
 Invalid: 1  
 Minimum: 215  
 Maximum: 1830

## the hour (hour\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

## the minute (minute\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-59

Valid cases: 273  
 Invalid: 1

## 201. what is your position? (position\_HT)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Pre question**

Good morning / afternoon. We are working with the Ministry of Basic and Secondary Education to gather some information about the current situation of Gambian lower basic schools. We really appreciate your cooperation. We may ask to see whether you have written records of things. If you do not have them or do not have them readily available, that is fine; just let us know. Your responses will be kept confidential. We will start with a few general questions about the school.

**Literal question**

What is your position?

## 202. why is the head teacher absent? (q202)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 87  
 Invalid: 187

**Literal question**

Why is the head teacher absent?

## 203. what is the name of the school you were at last year? (q203)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 26-9999

Valid cases: 230  
 Invalid: 44  
 Minimum: 26  
 Maximum: 9999

**Literal question**

What is the name of the school that you were at last year?

## 204. does the school have two shifts? (twoShifts\_HT)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Does this school have two shifts?

## 205. grade 2 - male (q205\_2m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 289
Range: 0-289	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 2 - female (q205\_2f)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 296
Range: 0-296	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 3 - male (q205\_3m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 205
Range: 0-205	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 3 - female (q205\_3f)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 325
Range: 0-325	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 4 - male (q205\_4m)

File: HeadTeacher2011\_PUF

## 205. grade 4 - male (q205\_4m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 215
Range: 0-215	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 4 - female (q205\_4f)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 246
Range: 0-246	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 5 - male (q205\_5m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 218
Range: 0-218	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 5 - female (q205\_5f)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 218
Range: 0-218	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 6 - male (q205\_6m)

File: HeadTeacher2011\_PUF

## 205. grade 6 - male (q205\_6m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 210
Range: 0-210	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205. grade 6 - female (q205\_6f)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 212
Range: 0-212	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205a. total morning shift only (lower basic only) (q205m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 270
Format: numeric	Invalid: 4
Width: 4	Minimum: 6
Decimals: 0	Maximum: 2218
Range: 6-2218	

**Literal question**

How many students are there in this school by grade for the following grades?

## 205b. total afternoon shift only ( lower basi only) (q205af)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 205
Format: numeric	Invalid: 69
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1171
Range: 0-1171	

**Literal question**

How many students are there in this school by grade for the following grades?

## 206. does this school have an upper basic stream? (q206)

File: HeadTeacher2011\_PUF

## 206. does this school have an upper basic stream? (q206)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 271  
 Invalid: 3

**Literal question**

Does this school have an upper basic stream?

## 207. how many students are in the upper basic stream? (q207)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-921

Valid cases: 42  
 Invalid: 232  
 Minimum: 0  
 Maximum: 921

**Literal question**

How many students are in the upper basic streams?

## 208. grade 1 senior (qg1snr)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 251  
 Invalid: 23

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 1 junior (g1jnr)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 234  
 Invalid: 40

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 1 tt (g1tt)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 237
Format: numeric	Invalid: 37
Width: 1	
Decimals: 0	
Range: 0-4	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 1 unqualified (g1un)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 1 other (g1\_other)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 55
Width: 1	
Decimals: 0	
Range: 0-3	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 2 senior (g2snr)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 230
Format: numeric	Invalid: 44
Width: 1	
Decimals: 0	
Range: 0-4	

**Literal question**

## 208. grade 2 senior (g2snr)

File: HeadTeacher2011\_PUF

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 2 junior (g2jnr)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 227  
 Invalid: 47

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 2 tt (g2tt)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 250  
 Invalid: 24

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 2 unqualified (g2un)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 2 other (g2\_other)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 55
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 3 senior (g3snr)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 236
Format: numeric	Invalid: 38
Width: 1	
Decimals: 0	
Range: 0-3	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 3 junior (g3jnr)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 236
Format: numeric	Invalid: 38
Width: 2	Minimum: 0
Decimals: 0	Maximum: 33
Range: 0-33	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 3 tt (g3tt)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 241
Format: numeric	Invalid: 33
Width: 1	
Decimals: 0	
Range: 0-4	

**Literal question**

## 208. grade 3 tt (g3tt)

## File: HeadTeacher2011\_PUF

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 3 unqualified (g3un)

## File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
Invalid: 0

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 3 other (g3\_other)

## File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 218  
Invalid: 56

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 4 senior (g4snr)

## File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-31

Valid cases: 237  
Invalid: 37  
Minimum: 0  
Maximum: 31

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 4 junior (g4jnr)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 230
Format: numeric	Invalid: 44
Width: 1	
Decimals: 0	
Range: 0-5	

#### Literal question

How many teachers in total are currently working in this school?

#### Interviewer instructions

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 4 tt (g4tt)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 250
Format: numeric	Invalid: 24
Width: 1	
Decimals: 0	
Range: 0-5	

#### Literal question

How many teachers in total are currently working in this school?

#### Interviewer instructions

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 4 unqualified (g4un)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-6	

#### Literal question

How many teachers in total are currently working in this school?

#### Interviewer instructions

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 4 other (g4\_other)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 55
Width: 1	
Decimals: 0	
Range: 0-2	

#### Literal question

## 208. grade 4 other (g4\_other)

File: HeadTeacher2011\_PUF

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 5 senior (g5snr)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 241  
 Invalid: 33

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 5 junior (g5jnr)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 235  
 Invalid: 39

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 5 tt (g5tt)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 238  
 Invalid: 36

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 5 unqualified (g5un)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 5 other (g5\_other)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 217
Format: numeric	Invalid: 57
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 6 senior (g6snr)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 242
Format: numeric	Invalid: 32
Width: 2	Minimum: 0
Decimals: 0	Maximum: 24
Range: 0-24	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 6 junior (g6jnr)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 233
Format: numeric	Invalid: 41
Width: 1	
Decimals: 0	
Range: 0-8	

**Literal question**

## 208. grade 6 junior (g6jnr)

File: HeadTeacher2011\_PUF

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 6 tt (g6tt)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 235  
 Invalid: 39

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 6 unqualified (g6un)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade 6 other (g6\_other)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 222  
 Invalid: 52

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade o senior (gosnr)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 234
Format: numeric	Invalid: 40
Width: 1	
Decimals: 0	
Range: 0-4	

#### Literal question

How many teachers in total are currently working in this school?

#### Interviewer instructions

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade o junior (gojnr)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 212
Format: numeric	Invalid: 62
Width: 1	
Decimals: 0	
Range: 0-6	

#### Literal question

How many teachers in total are currently working in this school?

#### Interviewer instructions

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade o tt (gott)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 202
Format: numeric	Invalid: 72
Width: 1	
Decimals: 0	
Range: 0-2	

#### Literal question

How many teachers in total are currently working in this school?

#### Interviewer instructions

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade o unqualified (goun)

### File: HeadTeacher2011\_PUF

#### Overview

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

#### Literal question

## 208. grade o unqualified (goun)

File: HeadTeacher2011\_PUF

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. grade o other (go\_other)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 197  
 Invalid: 77

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208. upper basic (total only) (q208u)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-45

Valid cases: 130  
 Invalid: 144  
 Minimum: 0  
 Maximum: 45

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208a. teachers teaching morning shift (lower basic only) (q208a)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-67

Valid cases: 274  
 Invalid: 0  
 Minimum: 0  
 Maximum: 67

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208b. teacher teaching afternoon shift ( lower basic only) (q208b)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 23
Range: 0-23	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 208c. teachers teaching both shift (lower basic only) (q208c)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 43
Range: 0-43	

**Literal question**

How many teachers in total are currently working in this school?

**Interviewer instructions**

Include head teacher, volunteer teachers but not teachers on leave. Count double shift teachers once, in the current shift.

## 209. lower basic(total only) -senior (q209s)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 41
Range: 0-41	

**Literal question**

How many teachers are here Right now?

**Interviewer instructions**

Write only for current shift

## 209. lower basic(total only) -junior (q209j)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

**Literal question**

## 209. lower basic(total only) -junior (q209j)

File: HeadTeacher2011\_PUF

How many teachers are here Right now?

**Interviewer instructions**

Write only for current shift

## 209. lower basic(total only) -tt (q209tt)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-41

Valid cases: 274  
 Invalid: 0  
 Minimum: 0  
 Maximum: 41

**Literal question**

How many teachers are here Right now?

**Interviewer instructions**

Write only for current shift

## 209. lower basic(total only) -unqualified (q209un)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-60

Valid cases: 274  
 Invalid: 0  
 Minimum: 0  
 Maximum: 60

**Literal question**

How many teachers are here Right now?

**Interviewer instructions**

Write only for current shift

## 209. lower basic(total only) -other (q209o)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-40

Valid cases: 274  
 Invalid: 0  
 Minimum: 0  
 Maximum: 40

**Literal question**

How many teachers are here Right now?

**Interviewer instructions**

Write only for current shift

## 209. upper basic(total only) (q209ub)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 103
Format: numeric	Invalid: 171
Width: 2	Minimum: 0
Decimals: 0	Maximum: 22
Range: 0-22	

**Literal question**

How many teachers are here Right now?

**Interviewer instructions**

Write only for current shift

## 210. do you have records of the teachers' attendance? (q210)

File: HeadTeacher2011\_PUF

**Overview**

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

**Literal question**

Do you have records of the teachers' attendance?

**Interviewer instructions**

If yes, ask to see records.

## 211. absent- day1 (q211\_d1)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 265
Format: numeric	Invalid: 9
Width: 1	
Decimals: 0	
Range: 0-8	

**Literal question**

Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.

## 211 absent - day2 (q211\_d2)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 266
Format: numeric	Invalid: 8
Width: 1	
Decimals: 0	
Range: 0-9	

**Literal question**

Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.

## 211 absent - day3 (q211\_d3)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-15

Valid cases: 266  
 Invalid: 8

#### Literal question

Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.

## 211 absent - day4 (q211\_d4)

### File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 266  
 Invalid: 8

#### Literal question

Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.

## 211. absent - day5 (q211\_d5)

### File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 266  
 Invalid: 8

#### Literal question

Look at the teacher attendance book and mark the number of teachers who were absent for 5 randomly picked days over the past 3 months.

## 212. how many classrooms does the school have? (nberClassRoom\_HT)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-60

Valid cases: 261  
 Invalid: 13  
 Minimum: 1  
 Maximum: 60

#### Literal question

How many classrooms does the school have?

## 213. grade 1-am(morning) (q213g1m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-11	

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 1-pm(afternoon) (q213g1a)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 218
Format: numeric	Invalid: 56
Width: 2	
Decimals: 0	
Range: 0-10	

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 2-am(morning) (q213g2m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 0-11	

**Literal question**

How many lower basic classes does the school have in total?

## 213. grade 2-pm(afternoon) (q213g2a)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 224
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 0-7	

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

## 213. grade 2-pm(afternoon) (q213g2a)

File: HeadTeacher2011\_PUF

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 3-am(morning) (q213g3m)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

How many lower basic classes does the school have in total?

## 213. grade 3-pm(afternoon) (q213g3a)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 223  
 Invalid: 51

**Literal question**

How many lower basic classes does the school have in total?

## 213. grade 4-am(morning) (q213g4m)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 265  
 Invalid: 9

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 4-pm(afternoon) (q213g4a)

File: HeadTeacher2011\_PUF

**Overview**

## 213. grade 4-pm(afternoon) (q213g4a)

File: HeadTeacher2011\_PUF

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

Valid cases: 231  
 Invalid: 43

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 5-am(morning) (q213g5m)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 268  
 Invalid: 6

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 5-pm(afternoon) (q213g5a)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 228  
 Invalid: 46

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 6-am(morning) (q213g6m)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 260  
 Invalid: 14

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

## 213. grade 6-am(morning) (q213g6m)

File: HeadTeacher2011\_PUF

(All shifts included. Fill AM only, if the school is single shift)

## 213. grade 6-pm(afternoon) (q213g6a)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 233  
 Invalid: 41

**Literal question**

How many lower basic classes does the school have in total?

**Interviewer instructions**

(All shifts included. Fill AM only, if the school is single shift)

214. is there a place where materials can be stored which ca  
(q214)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Is there a place where materials can be stored which can be locked (other than the classroom)?

## 215. does this school have a library? (library\_HT)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Does this school have a library?

216. how many working latrines does the school have in total  
(q216)

File: HeadTeacher2011\_PUF

**Overview**

## 216. how many working latrines does the school have in total (q216)

File: HeadTeacher2011\_PUF

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-37

Valid cases: 273  
Invalid: 1  
Minimum: 1  
Maximum: 37

### Literal question

How many working/usable latrines does the school have in total?

## 217. how many separate and working latrines are there for gi (q217)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 274  
Invalid: 0

### Literal question

How many separate and working/usable latrines are there for girls?

## 218. how many separate and working latrines are there for te (q218)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 274  
Invalid: 0

### Literal question

How many separate and working latrines are there for teachers?

## 219a. does the school have nawec electricity? (schoolElectrifiedNAWEC\_HT)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 274  
Invalid: 0

### Literal question

Does the school have NAWEC electricity?

## 219b. does the school have a generator/ (schoolGenerator\_HT) File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-3	

### Literal question

Does the school have a generator?

## 219c. does the school have solar panels? (schoolSolar\_HT) File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-3	

### Literal question

Does the school have solar panels?

## 220. how often did the school have electricity in the past (q220) File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 68
Format: numeric	Invalid: 206
Width: 1	
Decimals: 0	
Range: 1-4	

### Literal question

How often did the school have electricity in the past 6 months (during the day)?

## 221. is there electricity right now? (q221) File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 70
Format: numeric	Invalid: 204
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Is there electricity right now?

222. what is the main source of drinking water at the school  
(waterSource\_HT)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

**Literal question**

What is the main source of drinking water at the school?

223. how far from the school is the nearest paved road?  
(nearestPavedRoad\_HT)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 40
Range: 0-40	

**Literal question**

How far from the school is the nearest paved/tar road?

224. how far from the school is nearest regional education d (q224)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 90
Range: 0-90	

**Literal question**

How far from the school is nearest regional education directorate?

**Interviewer instructions**

In km. If less than half a km use the code 00. Put 1 if more than half a km but less than 1 km.

300. does this school collect any charges directly from the  
(collectFeesParents\_HT)

File: HeadTeacher2011\_PUF

**Overview**

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

**Pre question**

### 300. does this school collect any charges directly from the (collectFeesParents\_HT)

File: HeadTeacher2011\_PUF

The next few questions are about the school finances.

#### Literal question

Does this school collect any charges/fees directly from the parents?

### 301a. how much? a) per student (lower basic) (q301a\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: 0-151160

Valid cases: 250  
Invalid: 24

#### Literal question

How much money in total did the school collect in charges from parents this academic year (2010-2011)? Per student (Lower Basic).

#### Interviewer instructions

Include all contributions, not just school fees.

### 301b. how much? total collected (whole school) (q301b\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: 0-999999

Valid cases: 246  
Invalid: 28

#### Literal question

How much money in total did the school collect in charges from parents this academic year (2010-2011)? Total collected (Whole school).

#### Interviewer instructions

Include all contributions, not just school fees.

### 302a. textbooks (government) (q302a\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: 0-999999

Valid cases: 265  
Invalid: 9

#### Literal question

How much textbooks did the school receive from government this academic year?

## 302b. textbooks (ngo) (q302b\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 6	
Decimals: 0	
Range: 0-999999	

**Literal question**

How much textbooks did the school receive from NGO this academic year?

## 302c. textbooks (pta/community) (q302c\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 271
Format: numeric	Invalid: 3
Width: 6	
Decimals: 0	
Range: 0-999999	

**Literal question**

How much textbooks did the school receive from PTA/ Community this academic year?

## 302d. money (government) (q302d\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 271
Format: numeric	Invalid: 3
Width: 6	
Decimals: 0	
Range: 0-999999	

**Literal question**

How much money did the school receive from government this academic year?

## 302e. money (ngo) (q302e\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 6	
Decimals: 0	
Range: 0-134350	

**Literal question**

How much money did the school receive from NGO this academic year?

## 302f. money (pta/community) (q302f\_ht)

File: HeadTeacher2011\_PUF

## 302f. money (pta/community) (q302f\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 0-999999

Valid cases: 273  
 Invalid: 1

**Literal question**

How much money did the school receive from [Other: Who?] this academic year?

## 303a. building supplies (government) (q303a\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Did the school receive any building supplies from government this academic year?

## 303b. building supplies (ngo) (q303b\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Did the school receive any building supplies from NGO this academic year?

## 303c. building supplies (pta/community) (q303c\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Did the school receive any building supplies from PTA/community this academic year?

## 303d. furniture (government) (q303d\_ht)

File: HeadTeacher2011\_PUF

## 303d. furniture (government) (q303d\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any furniture from government this academic year?

## 303e. furniture (ngo) (q303e\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any furniture from NGO this academic year?

## 303f. furniture (pta/community) (q303f\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any furniture from PTA/Community this academic year?

## 303g. food for students (government) (q303g\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any food for students from government this academic year?

## 303h. food for students (ngo) (q303h\_ht)

File: HeadTeacher2011\_PUF

## 303h. food for students (ngo) (q303h\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any food for students from NGO this academic year?

## 303i. food for students (pta/community) (q303i\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any food for students from PTA/Community this academic year?

## 303j. other: what (1) ...(government) (q303j\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 266
Format: numeric	Invalid: 8
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any [Other: What?] from government this academic year?

## 303k. other: what (1) (ngo) (q303k\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 265
Format: numeric	Invalid: 9
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

Did the school receive any [Other: What?] from NGO this academic year?

## 303l. other: what (1) (pta/community) (q303l\_ht)

File: HeadTeacher2011\_PUF

## 303l. other: what (1) (pta/community) (q303l\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 265  
 Invalid: 9

**Literal question**

Did the school receive any [Other: What?] from [Other: Who?] this academic year?

## 303m. other: what (2) (government) (q303m\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 247  
 Invalid: 27

**Literal question**

Did the school receive any [Other: What?] from government this academic year?

## 303n. other: what (2) (ngo) (q303n\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 247  
 Invalid: 27

**Literal question**

Did the school receive any [Other: What?] from NGO this academic year?

## 303o. otherr: what (2) (pta/community) (q303o\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 247  
 Invalid: 27

**Literal question**

Did the school receive any [Other: What?] from [Other: Who?] this academic year?

### 304. ...what is the estimated total amount that the school h (q304\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous	Valid cases: 268
Format: numeric	Invalid: 6
Width: 7	Minimum: 0
Decimals: 0	Maximum: 9999999
Range: 0-9999999	

#### Literal question

During this academic year, what is the estimated total amount that the school has received from all sources apart from the regular supplies from the government?

#### Interviewer instructions

(In dalasi: Not only the cash, but the estimated dalasi value of everything)

### 305. do you keep records of the school's expenses? (q305\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-3	

#### Literal question

Do you keep records of the school's expenses?

### 400ai. morning shift - opening time (q400ai)

File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 4	Minimum: 8
Decimals: 0	Maximum: 8301
Range: 8-8301	

#### Pre question

Now we would like to ask a few questions about school management. We are interested both in school management and in school record keeping, so in some cases we may ask to see whether you have written records of things. If you do not have them or do not have them readily available, that is fine; just let us know.

#### Literal question

What is the school's daily schedule from Monday to Thursday?

### 400ai. morning opening hour (q400ai\_m)

File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 83
Range: 0-83	

## 400ai. morning opening hour (q400ai\_m)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400ai. morning opening -minutes (q400ai\_a)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 85
Range: 0-85	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aii. morning shift - closing time (q400aii)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 4	Minimum: 14
Decimals: 0	Maximum: 1600
Range: 14-1600	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aii. morning closing hour (q400ai\_b)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-16	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aii. morning closing -minutes (q400ai\_c)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 55
Range: 0-55	

## 400aii. morning closing -minutes (q400ai\_c)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aiii. total break time including assembly: morning (q400aiii0)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 273
Format: numeric	Invalid: 1
Width: 3	Minimum: 1
Decimals: 0	Maximum: 180
Range: 1-180	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aiv. afternoon shift - opening time (q400aiv)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 159
Format: numeric	Invalid: 115
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1440
Range: 0-1440	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aiv. afternoon opening hour (q400ai\_d)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 159
Format: numeric	Invalid: 115
Width: 2	
Decimals: 0	
Range: 0-14	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400aiv. afternoon opening -minutes (q400ai\_e)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 159
Format: numeric	Invalid: 115
Width: 2	Minimum: 0
Decimals: 0	Maximum: 90
Range: 0-90	

## 400aiv. afternoon opening -minutes (q400ai\_e)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400av. afternoon shift - closing time (q400av)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 157
Format: numeric	Invalid: 117
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1850
Range: 0-1850	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400av. afternoon closing hour (q400av\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 157
Format: numeric	Invalid: 117
Width: 2	
Decimals: 0	
Range: 0-18	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400av. afternoon closing -minutes (q400av\_m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 157
Format: numeric	Invalid: 117
Width: 2	Minimum: 0
Decimals: 0	Maximum: 55
Range: 0-55	

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400avi. total break time including assembly:afternoon (q400avi)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 156
Format: numeric	Invalid: 118
Width: 3	Minimum: 0
Decimals: 0	Maximum: 530
Range: 0-530	

## 400avi. total break time including assembly:afternoon (q400avi)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule from Monday to Thursday?

## 400bi. morning shift - opening time (q400bi)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 268
Format: numeric	Invalid: 6
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1820
Range: 0-1820	

**Literal question**

What is the school's daily schedule on Friday?

## 400bi. morning opening hour (q400bi\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 268
Format: numeric	Invalid: 6
Width: 2	
Decimals: 0	
Range: 0-18	

**Literal question**

What is the school's daily schedule on Friday?

## 400bi. morning opening -minutes (q400bi\_m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 268
Format: numeric	Invalid: 6
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

**Literal question**

What is the school's daily schedule on Friday?

## 400bii. morning shift - closing time (q400bii)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 267
Format: numeric	Invalid: 7
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1815
Range: 0-1815	

## 400bii. morning shift - closing time (q400bii)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule on Friday?

## 400bii. morning closing hour (q400bi\_a)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 267  
 Invalid: 7

**Literal question**

What is the school's daily schedule on Friday?

## 400bii. morning closing -minutes (q400bi\_b)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-55

Valid cases: 267  
 Invalid: 7  
 Minimum: 0  
 Maximum: 55

**Literal question**

What is the school's daily schedule on Friday?

## 400biii. total break time including assembly: morning (q400biii0)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-75

Valid cases: 257  
 Invalid: 17  
 Minimum: 0  
 Maximum: 75

**Literal question**

What is the school's daily schedule on Friday?

## 400biv. afternoon shift - opening time (q400biv)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-1500

Valid cases: 157  
 Invalid: 117  
 Minimum: 0  
 Maximum: 1500

## 400biv. afternoon shift - opening time (q400biv)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule on Friday?

## 400biv. afternoon opening hour (q400bi\_c)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-15

Valid cases: 157  
 Invalid: 117

**Literal question**

What is the school's daily schedule on Friday?

## 400biv. afternoon opening -minutes (q400bi\_d)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-55

Valid cases: 157  
 Invalid: 117  
 Minimum: 0  
 Maximum: 55

**Literal question**

What is the school's daily schedule on Friday?

## 400bv. afternoon shift - closing time (q400bv)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-1840

Valid cases: 154  
 Invalid: 120  
 Minimum: 0  
 Maximum: 1840

**Literal question**

What is the school's daily schedule on Friday?

## 400bv. afternoon closing hour (q400bv\_h)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 154  
 Invalid: 120

400bv. afternoon closing hour (q400bv\_h)

File: HeadTeacher2011\_PUF

**Literal question**

What is the school's daily schedule on Friday?

400bv. afternoon closing -minutes (q400bv\_m)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 154
Format: numeric	Invalid: 120
Width: 2	Minimum: 0
Decimals: 0	Maximum: 55
Range: 0-55	

**Literal question**

What is the school's daily schedule on Friday?

400bvi. total break time including assembly:afternoon (q400bvi)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 149
Format: numeric	Invalid: 125
Width: 3	Minimum: 0
Decimals: 0	Maximum: 150
Range: 0-150	

**Literal question**

What is the school's daily schedule on Friday?

401. how many days this school year has the school closed be (q401\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 270
Format: numeric	Invalid: 4
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

How many days this school year has the school closed besides public holidays?

**Post question**

Write number of days.

If answer is 0 or 99 > Go to 404

402. what is the main reason why the school closed? (q402\_ht)

File: HeadTeacher2011\_PUF

## 402. what is the main reason why the school closed? (q402\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 57  
 Invalid: 217

**Literal question**

What is the main reason why the school closed?

## 403. and as a result, that instructional time was lost? (q403\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 56  
 Invalid: 218

**Literal question**

And as a result, that instructional time was lost?

404a. how many teachers did not report on the first day of s  
(q404a\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

How many teachers did not report on the first day of school after the Easter holiday this year?

## 404b. if yes, then ask to see a record (q404b\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 263  
 Invalid: 11

**Literal question**

How many teachers did not report on the first day of school after the Easter holiday this year? Response, no record

## 405. does your school have a staff code of conduct? (q405\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

**Literal question**

Does your school have a staff code of conduct?

## 406. what was the date of the most recent staff meeting? (q406\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 8	Minimum: 2011
Decimals: 0	Maximum: 99999999
Range: 2011-99999999	

**Literal question**

What was the date of the most recent staff meeting?

## 406. meeting day? (day\_406h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 271
Format: numeric	Invalid: 3
Width: 2	
Decimals: 0	
Range: 1-99	

## 406. meeting month? (month\_40)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 1-99	

## 406. meeting year (year\_406)

File: HeadTeacher2011\_PUF

**Overview**

## 406. meeting year (year\_406)

File: HeadTeacher2011\_PUF

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 2010-9999

Valid cases: 274  
 Invalid: 0

407. what were the main topics of discussion at the last sta  
(q407\_ht\_)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 270  
 Invalid: 4

**Literal question**

What were the main topics of discussion at the last staff meeting?

**Interviewer instructions**

Do not prompt. Mark all that apply

407. what were the main topics of discussion at the last sta  
(q407\_h\_a)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 203  
 Invalid: 71

**Literal question**

What were the main topics of discussion at the last staff meeting?

**Interviewer instructions**

Do not prompt. Mark all that apply

407. what were the main topics of discussion at the last sta  
(q407\_h\_b)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 107  
 Invalid: 167

**Literal question**

What were the main topics of discussion at the last staff meeting?

407. what were the main topics of discussion at the last sta  
(q407\_h\_b)

File: HeadTeacher2011\_PUF

**Interviewer instructions**

Do not prompt. Mark all that apply

408. do you have a system in which senior teachers mentor ju  
(q408\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
Invalid: 0

**Literal question**

Do you have a system in which senior teachers mentor junior teachers?

**Interviewer instructions**

If yes, ask to see records.

409. that is great. for example, who is the mentor for your  
(q409\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 254  
Invalid: 20

**Pre question**

Do you have a system in which senior teachers mentor junior teachers?

**Literal question**

That is great. For example, who is the mentor for your most junior teacher?

410. are your mentors trained? (q410\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 255  
Invalid: 19

**Literal question**

Are your mentors trained?

411. do you have any other professional development plan for  
(q411\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

**Literal question**

Do you have any other professional development plan for teachers?

412. did you calculate how many books you would need for the  
(q412\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Did you calculate how many books you needed for the 2010-2011 academic year?

413. according to that calculation, how manybooks were neede  
(q413\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 139
Format: numeric	Invalid: 135
Width: 4	
Decimals: 0	
Range: 0-9999	

**Literal question**

According to that calculation, how many books were needed?

414. did you submit a request for books to the government th  
(q414\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 269
Format: numeric	Invalid: 5
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Did you submit a request for books to the government this year?

## 415. how many contact hours (teacher-pupils) per year are le (q415\_ht)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 80-9255	

### Literal question

How many instruction hours (teacher-pupils) per year are legally required from teachers?

## 416. in your view, how many contact hours (teacher-pupils) p (q416\_ht)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 4	
Decimals: 0	
Range: 85-8888	

### Literal question

In your view, how many instruction hours (teacher-pupils) per year are needed to cover the curriculum?

## 417. do you conduct classroom observations in the school to (q417\_ht)

File: HeadTeacher2011\_PUF

### Overview

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

### Literal question

Do you conduct classroom observations in this school to ensure that teachers are teaching?

## 418. how many school level general test/evaluation/examinati (q419\_ht)

File: HeadTeacher2011\_PUF

### Overview

Type: Continuous	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

### Literal question

How many school level general test/evaluation/examination did you have this year?

## 419. when was the last examination in this school? (q420\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 273
Format: numeric	Invalid: 1
Width: 8	Minimum: 42011
Decimals: 0	Maximum: 99999999
Range: 42011-99999999	

**Literal question**

When was the last examination in this school?

## 419. examination day? (q420\_day)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 1-99	

**Literal question**

When was the last examination in this school?

## 419. examination month? (q420\_mon)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

When was the last examination in this school?

## 419. examination year? (q420\_yea)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 4	
Decimals: 0	
Range: 2010-9999	

**Literal question**

When was the last examination in this school?

420. after the last pupil examination, did you do anything t  
(q421\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 270
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 0-2	

#### Literal question

After the last pupil examination, did you do anything to analyze the results?

421. what did you do? (q422\_ht\_)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 179
Format: numeric	Invalid: 95
Width: 1	
Decimals: 0	
Range: 1-3	

#### Pre question

After the last pupil examination, did you do anything to analyze the results?

#### Literal question

What did you do?

421. what did you do? (q422\_h\_a)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 49
Format: numeric	Invalid: 225
Width: 1	
Decimals: 0	
Range: 1-3	

#### Pre question

After the last pupil examination, did you do anything to analyze the results?

#### Literal question

What did you do?

422. how do you punish bad behaviour from the pupils, if you  
(punishment1\_HT)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 272
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-9	

422. how do you punish bad behaviour from the pupils, if you  
(punishment1\_HT)

File: HeadTeacher2011\_PUF

**Literal question**

How do you punish bad behavior from the pupils, if you do?

422. how do you punish bad behaviour from the pupils, if you  
(punishment2\_HT)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 163  
Invalid: 111

**Literal question**

How do you punish bad behavior from the pupils, if you do?

423. how do you reward good behaviour from the pupils, if yo  
(reward1\_HT)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 274  
Invalid: 0

**Literal question**

How do you reward good behavior from the pupils, if you do?

423. how do you reward good behaviour from the pupils, if yo  
(reward2\_HT)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 214  
Invalid: 60

**Literal question**

How do you reward good behavior from the pupils, if you do?

## 424. do you have written punishment and reward policies for (punishmentPolicyWritten\_HT)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 271
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 0-2	

### Literal question

Do you have written punishment and reward policies for your school?

### Interviewer instructions

If yes, ask to see it

## 425. is there currently a need for additional teachers in th (q425t)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Is there currently a need for additional teachers in this school?

## 426. if yes, how many? (q426t)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 138
Format: numeric	Invalid: 136
Width: 2	
Decimals: 0	
Range: 1-12	

### Pre question

Is there currently a need for additional teachers in this school?

### Literal question

If yes, how many?

## 427. what are the three most important factor(s) that should (q427\_ht)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-13	

427. what are the three most important factor(s) that should  
(q427\_ht)

File: HeadTeacher2011\_PUF

**Literal question**

What are the three most important factor(s) that should be considered in the selection process for hiring teachers?

427. what are the three most important factor(s) that should  
(q427\_1\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-13

Valid cases: 268  
Invalid: 6

**Literal question**

What are the three most important factor(s) that should be considered in the selection process for hiring teachers?

427. what are the three most important factor(s) that should  
(q427\_2\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-13

Valid cases: 218  
Invalid: 56

**Literal question**

What are the three most important factor(s) that should be considered in the selection process for hiring teachers?

428. how would you rate the quality of your gov't primary sc (q428)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 270  
Invalid: 4

**Literal question**

How would you rate the quality of your Government Primary school in this village?

429. how would you rate the problem of teacher absence in yo  
(q429)

File: HeadTeacher2011\_PUF

## 429. how would you rate the problem of teacher absence in yo (q429)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-77

Valid cases: 270  
Invalid: 4

### Literal question

How would you rate the problem of teacher absence in your government primary school in this village?

## 430. how would you rate the problem of teacher absence in yo (q430\_1)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 267  
Invalid: 7

### Literal question

How would you rate the problem of teacher absence in your government primary school in this village compared to the following?

## 430. how would you rate the problem of teacher absence in yo (q430\_2)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 272  
Invalid: 2

### Literal question

How would you rate the problem of teacher absence in your government primary school in this village compared to the following?

## 431. how effective do you think unqualified teachers are com (q431)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 274  
Invalid: 0

## 431. how effective do you think unqualified teachers are compared to regular teachers? (q431)

File: HeadTeacher2011\_PUF

### Literal question

How effective do you think unqualified teachers are compared to regular teachers?

## 432. ....would you prefer to hire one extra regular teacher or two unqualified teachers? (q432)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 271  
Invalid: 3

### Literal question

If you were given a choice on hiring teachers to improve student learning in government schools, would you prefer to hire one extra regular teacher or two unqualified teachers?

## g1. what are the main student achievement targets of the school this year? (qg1)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 273  
Invalid: 1

### Literal question

What are the main student achievement targets of the school this year, if you set them?  
(Better relative to last year; scoring in school wide test; better NAT outcomes)

## g2. do you set performance targets for teachers? what are the specific achievement targets for specific teachers for this year? (qg2)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 273  
Invalid: 1

### Literal question

Do you set performance targets for teachers? What are the specific achievement targets for specific teachers for this year?

## g3. do you set teaching and learning target for each level? (qg3)

File: HeadTeacher2011\_PUF

### Overview

## g3. do you set teaching and learning target for each level?. (qg3)

File: HeadTeacher2011\_PUF

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Do you set teaching and learning target for each level? For example, what are the key targets for a first grade and a third grade? Are the targets broken down by gender?

## g4. do you set target for curriculum coverage? .....what w (qg4)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Do you set target for curriculum coverage? If so, talk me through what was achieved last year for the 5th grade and what are the targets this year?

## g5. do you set targets for teachers' and students' presence? (qg5)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Do you set target for teachers and students presence? If so, talk me through what was achieved last year and what are the targets this year?

## m1. how do you monitor the performance of your school, if you (qm1)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

How do you monitor the performance of your school, if you do? Talk me through the performance of the school over the past few years. (Current student achievement; former students achievement once in the Middle school, student absenteeism; teacher absenteeism; compares with other schools)

## m2. how do you monitor the performance of teachers, if you d (qm2)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 273  
Invalid: 1

### Literal question

How do you monitor the performance of teachers, if you do? Talk me through an example of bad teacher and an example of good teacher.

## m3. how do you conduct teacher performance review, if you do (qm3)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 273  
Invalid: 1

### Literal question

How do you conduct teacher performance review, if you do? Talk me through the last performance review.

## m4. how do you track the performance of students, if you do? (qm4)

File: HeadTeacher2011\_PUF

### Overview

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

Valid cases: 273  
Invalid: 1

### Literal question

How do you track the performance of students if you do?

## m5. when was the last time the cluster monitor came to monit (gm5)

File: HeadTeacher2011\_PUF

### Overview

Type: Continuous  
Format: numeric  
Width: 6  
Decimals: 0  
Range: 12011-992011

Valid cases: 274  
Invalid: 0  
Minimum: 12011  
Maximum: 992011

### Literal question

m5. when was the last time the cluster monitor came to monit  
(gm5)

File: HeadTeacher2011\_PUF

When was the last time that the cluster monitor came to monitor/evaluate teachers in this school?

i1. generally speaking, what happens when one or more of the (qi1)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 273  
Invalid: 1

#### Literal question

Generally speaking, what happens when one or more of the target that you set are not achieved?

i2. is there a structure setup at the school level, village (qi2)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 273  
Invalid: 1

#### Literal question

Is there a structure setup at the school level, village level, and regional level to reward good teachers? Could you explain that to me?

i3. what is the basis of promotion of teachers? (qi3)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 273  
Invalid: 1

#### Literal question

What is the basis of promotion of teachers? Talk me through your responsibility in that and how you go about that.

i4. is there a structure setup at the school level, village (qi4)

File: HeadTeacher2011\_PUF

#### Overview

## i4. is there a structure setup at the school level, village (qi4)

File: HeadTeacher2011\_PUF

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Is there a structure setup at the school level, village level, and regional level to reward good students or to punish bad students?

## i5. excluding your own responsibility, how do you rate the m (qi5)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Excluding your own responsibility, how do you rate the management of the education system on a scale of 1 to 5 where 1 = poorly managed and 5= Excellent management at all levels?

## i6. how do you punish bad behaviour/performance etc. from te (qi6)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 272  
 Invalid: 2

**Literal question**

How do you punish bad behavior/performance etc. from the teachers, if you do? Over the past two years, how many teachers did you punish? If you did, please tell me the story of one of them

## k1. generally speaking, on a given normal school day..... (qk1)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0  
 Minimum: 0  
 Maximum: 100

**Literal question**

Generally speaking, on a given normal school day, out of 100 teachers, how many do you think are absent at schools in the Gambia?

## k2. how do you think the problem of teacher absenteeism in y (qk2)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

### Literal question

How do you think the problem of teacher absenteeism in your school compare to the other schools in this region?

## k3. generally speaking, on a given normal school day..... (qk3)

File: HeadTeacher2011\_PUF

### Overview

Type: Continuous	Valid cases: 273
Format: numeric	Invalid: 1
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

### Literal question

Generally speaking, on a given normal school day, out of 100 students, how many do you think are absent at school in the Gambia?

## k4. how do you think the problem of student absenteeism in y (qk4)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete	Valid cases: 273
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-4	

### Literal question

How do you think the problem of student absenteeism in your school compare to the other schools in this region?

## k5. do you think that on average fifth grade girls perform a (qk5)

File: HeadTeacher2011\_PUF

### Overview

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

### Literal question

Do you think that on average fifth grade girls performs as well as fifth grade boys in the Gambia?

## k6. do you think that the instruction time is the same betwe (qk6)

File: HeadTeacher2011\_PUF

k6. do you think that the instruction time is the same betwe (qk6)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 269  
Invalid: 5

#### Literal question

Do you think that the instructional time is the same between morning shifts and afternoon shifts

k7. if the primary school teachers take a test of 6th grade (qk7)

File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 60-100

Valid cases: 271  
Invalid: 3  
Minimum: 60  
Maximum: 100

#### Literal question

If the primary school teachers take a test of 6th grade level, out of 100 points how much do you think they will score on average?

502. does the school have a pta? (q502\_ht)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 273  
Invalid: 1

#### Literal question

Does the school have a PTA?

503. how are the pta funds raised? (q503\_ht\_)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 265  
Invalid: 9

#### Literal question

How are the PTA funds raised?

503. how are the pta funds raised? (q503\_h\_a)

File: HeadTeacher2011\_PUF

## 503. how are the pta funds raised? (q503\_h\_a)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 42  
 Invalid: 232

**Literal question**

How are the PTA funds raised?

## 504. .... how many pta members do you think you would be ab (q504\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 270  
 Invalid: 4

**Literal question**

Imagine that something comes up that requires a PTA meeting in the next 3 days. How many PTA members do you think you would be able to get to the meeting?

## 505. how many times has the school met with comm. or pta to (q505\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-19

Valid cases: 267  
 Invalid: 7

**Literal question**

How many times has the school met with the parents, community or PTA to discuss school related issues during the 2010-2011 academic year?

## 506. can you recall the dates of the last two pta meetings? (q506\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 42011-99999999

Valid cases: 263  
 Invalid: 11  
 Minimum: 42011  
 Maximum: 99999999

**Literal question**

506. can you recall the dates of the last two pta meetings?  
(q506\_ht)

File: HeadTeacher2011\_PUF

Can you recall the dates of the last PTA meetings?

506. pta meeting day? (q506\_day)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 262  
Invalid: 12

#### Literal question

Can you recall the dates of the last two PTA meetings? Day.

506. pta meeting month? (q506\_mth)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 263  
Invalid: 11

#### Literal question

Can you recall the dates of the last two PTA meetings? Month.

506. pta meeting year? (q506\_yr)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2010-9999

Valid cases: 263  
Invalid: 11

#### Literal question

Can you recall the dates of the last two PTA meetings? Year.

507. at the last pta meetings, what was the principal topic  
(q507\_ht)

File: HeadTeacher2011\_PUF

#### Overview

507. at the last pta meetings, what was the principal topic  
(q507\_ht)

File: HeadTeacher2011\_PUF

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

Valid cases: 263  
Invalid: 11

**Literal question**

At the last PTA meeting, what was the principal topic of discussion?

508. when is the next pta meeting sheduled for? (nextPTAmeeting)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 7777-99999999

Valid cases: 270  
Invalid: 4

**Literal question**

When is the next PTA meeting scheduled for?

508. next meeting day? (q508\_day)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 270  
Invalid: 4

**Literal question**

When is the next PTA meeting scheduled for? Day.

508. next meeting month? (q508\_mth)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 270  
Invalid: 4

**Literal question**

When is the next PTA meeting scheduled for? Month.

508. next meeting year? (q508\_yr)

File: HeadTeacher2011\_PUF

## 508. next meeting year? (q508\_yr)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 2010-9999

Valid cases: 270  
 Invalid: 4

**Literal question**

When is the next PTA meeting scheduled for? Year.

## 509. has this school adopted the pta constitution? (q509\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 270  
 Invalid: 4

**Literal question**

Has this school adopted the PTA constitution?

**Interviewer instructions**

If yes, ask to see records.

## 510. how was the head of pta selected? (q510\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 228  
 Invalid: 46

**Literal question**

How was the head of PTA selected?

## 511. has the school management committee (smc) been established (q511\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Has the School Management Committee (SMC) been established?

## 512. which statutory committees have been established as par (q512\_1)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 227  
Invalid: 47

### Literal question

Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

### Interviewer instructions

Please Circle all that apply

## 512. which statutory committees have been established as par (q512\_2)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 228  
Invalid: 46

### Literal question

Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

### Interviewer instructions

Please Circle all that apply

## 512. which statutory committees have been established as par (q512\_3)

File: HeadTeacher2011\_PUF

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 228  
Invalid: 46

### Literal question

Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

### Interviewer instructions

Please Circle all that apply

512. which statutory committees have been established as par  
(q512\_4)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-6

Valid cases: 227  
Invalid: 47

**Literal question**

Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

**Interviewer instructions**

Please Circle all that apply

512. which statutory committees have been established as par  
(q512\_5)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 228  
Invalid: 46

**Literal question**

Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

**Interviewer instructions**

Please Circle all that apply

512. which statutory committees have been established as par  
(q512\_6)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 234  
Invalid: 40

**Literal question**

Which statutory committees have been established as part of the school management? (Also known as school management subcommittees)

**Interviewer instructions**

Please Circle all that apply

513. how many times has the smc met so far this year? (q513)

File: HeadTeacher2011\_PUF

## 513. how many times has the smc met so far this year? (q513)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 271
Format: numeric	Invalid: 3
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

**Literal question**

How many times has the SMC met so far this year?

## 514. does this school have a school development plan?

(schoolDevelopmentPlan\_HT)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-9	

**Literal question**

Does this school have a school development plan?

**Interviewer instructions**

If the head teacher says Yes, then ask to see the plan.

515. does the format of the school development plan correspo  
(q515)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 242
Format: numeric	Invalid: 32
Width: 1	
Decimals: 0	
Range: 0-9	

**Literal question**

Does the format of the school development plan correspond with the one prescribed in the SMM (School Management Manual)?

**Interviewer instructions**

Compare to example given

## 516. is there an up-to-date asset register as in the smm ? (q516)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-9	

## 516. is there an up-to-date asset register as in the smm ? (q516)

File: HeadTeacher2011\_PUF

**Literal question**

Is there an up-to-date asset register as in the SMM (School Management Manual)?

**Interviewer instructions**

If yes, ask to see records.

## 517. is there handing over notes? (q517)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Is there handing over notes?

**Interviewer instructions**

If yes, ask to see records

## 518. does this school have a school vision? (q518)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 273  
 Invalid: 1

**Literal question**

Does this school have a school vision?

**Interviewer instructions**

If yes, ask to see records

## 518. has this school developed any school policy? (q518\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 274  
 Invalid: 0

**Literal question**

Has this school developed any school policy?

**Interviewer instructions**

If yes, ask to see records

519. do you have a service level agreement (sla) witht the r  
(q519\_ht)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 273  
Invalid: 1

#### Literal question

Do you have a service level agreement (SLA) with the regional director?

520. on the scale of (0-5), how much the service level agree  
(q520\_ht)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 225  
Invalid: 49

#### Literal question

On the scale of 0 to 5, (0 meaning not at all and 5 meaning a lot) how much has the service level agreement (SLA) helped you?

521. what would you say is the biggest obstacle to this scho  
(q521\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 272  
Invalid: 2

#### Literal question

What would you say is the biggest obstacle to this school in its effort to provide learning to the pupils?

522. after the interview, pass by each class and count the i  
(q522\_ht)

File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 258  
Invalid: 16

#### Interviewer instructions

522. after the interview, pass by each class and count the i  
(q522\_ht)

File: HeadTeacher2011\_PUF

After the interview, pass by each class and count the instances where you see students without the teacher: This should NOT be done during the break time

600. when was the grant made fully available for your school  
(q600\_ht)

File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous	Valid cases: 184
Format: numeric	Invalid: 90
Width: 8	Minimum: 2009
Decimals: 0	Maximum: 99999999
Range: 2009-99999999	

#### Literal question

When was the grant made fully available for your school to use?

600. grant day (q600\_d\_h)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 185
Format: numeric	Invalid: 89
Width: 2	
Decimals: 0	
Range: 0-99	

#### Literal question

When was the grant made fully available for your school to use?

600. grant month (q600\_m\_h)

File: HeadTeacher2011\_PUF

#### Overview

Type: Discrete	Valid cases: 184
Format: numeric	Invalid: 90
Width: 2	
Decimals: 0	
Range: 0-99	

#### Literal question

When was the grant made fully available for your school to use?

600. grant year (q600\_y\_h)

File: HeadTeacher2011\_PUF

#### Overview

## 600. grant year (q600\_y\_h)

### File: HeadTeacher2011\_PUF

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 2007-9999

Valid cases: 184  
 Invalid: 90

#### Literal question

When was the grant made fully available for your school to use?

## 601. how much was the total amount made available to your sc (q601)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 0  
 Range: 0-99999

Valid cases: 120  
 Invalid: 154  
 Minimum: 0  
 Maximum: 99999

#### Literal question

How much was the total amount made available to your school?

## 602. when did you use the funds for the first time? (q602\_ht)

### File: HeadTeacher2011\_PUF

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-99999999

Valid cases: 137  
 Invalid: 137  
 Minimum: 0  
 Maximum: 99999999

#### Literal question

When did you use the funds for the first time?

## 602. fund use day (q602\_d\_h)

### File: HeadTeacher2011\_PUF

#### Overview

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

Valid cases: 137  
 Invalid: 137

#### Literal question

When did you use the funds for the first time?

## 602. fund use month (q602\_m\_h)

### File: HeadTeacher2011\_PUF

## 602. fund use month (q602\_m\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 137
Format: numeric	Invalid: 137
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

When did you use the funds for the first time?

## 602. fund use year (q602\_y\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 137
Format: numeric	Invalid: 137
Width: 4	
Decimals: 0	
Range: 0-9999	

**Literal question**

When did you use the funds for the first time?

## 603. when did you use the funds for the latest time? (q603\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 132
Format: numeric	Invalid: 142
Width: 8	Minimum: 0
Decimals: 0	Maximum: 99999999
Range: 0-99999999	

**Literal question**

When did you use the funds for the latest time?

## 603. fund use day (q603\_d\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 132
Format: numeric	Invalid: 142
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

When did you use the funds for the latest time?

## 603. fund use month (q603\_m\_h)

File: HeadTeacher2011\_PUF

## 603. fund use month (q603\_m\_h)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 132  
 Invalid: 142

**Literal question**

When did you use the funds for the latest time?

## 603. fund use year (q603\_y\_h)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-9999

Valid cases: 132  
 Invalid: 142

**Literal question**

When did you use the funds for the latest time?

604. how much from that amount have you used until today?  
(q604\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 0  
 Range: 0-99999

Valid cases: 97  
 Invalid: 177  
 Minimum: 0  
 Maximum: 99999

**Literal question**

How much from that amount have you used until today?

605. what is the most important thing you have used all or p  
(q605\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete  
 Format: character  
 Width: 35

Valid cases: 107  
 Invalid: 0

**Literal question**

What is the most important thing you have used all or part of the grant for?

## 606. how much did that cost? (q606\_ht)

File: HeadTeacher2011\_PUF

**Overview**

Type: Continuous	Valid cases: 91
Format: numeric	Invalid: 183
Width: 5	Minimum: 0
Decimals: 0	Maximum: 99999
Range: 0-99999	

**Pre question**

What is the most important thing you have used all or part of the grant for?

**Literal question**

How much did that cost?

607. who is or who are the people who decide what to spend t  
(q607\_ht\_)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 168
Format: numeric	Invalid: 106
Width: 1	
Decimals: 0	
Range: 1-7	

**Literal question**

Who is or who are the people who decide what to spend the school's money on?

607. who is or who are the people who decide what to spend t  
(q607\_h\_a)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 152
Format: numeric	Invalid: 122
Width: 1	
Decimals: 0	
Range: 1-7	

**Literal question**

Who is or who are the people who decide what to spend the school's money on?

607. who is or who are the people who decide what to spend t  
(q607\_h\_b)

File: HeadTeacher2011\_PUF

**Overview**

Type: Discrete	Valid cases: 93
Format: numeric	Invalid: 181
Width: 1	
Decimals: 0	
Range: 1-7	

**Literal question**

607. who is or who are the people who decide what to spend t  
(q607\_h\_b)

File: HeadTeacher2011\_PUF

Who is or who are the people who decide what to spend the school's money on?

112. Year of creation - Grouped in 3 equidistant intervals  
(q112\_alt\_ht)

File: HeadTeacher2011\_PUF

**Overview**

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

Valid cases: 255  
Invalid: 19

## 101. region (q101)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 517
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 2-6	

## 102. code of school (q102)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 517
Format: numeric	Invalid: 0
Width: 4	Minimum: 25
Decimals: 0	Maximum: 9999
Range: 25-9999	

## 104. day (q104\_day)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 515
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 1-31	

## 104. month (q104\_mon)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 515
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 2-9	

## 104. year (q104\_year)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 515
Format: numeric	Invalid: 2
Width: 4	
Decimals: 0	
Range: 2010-2011	

## 105. which grade were you teaching two years ago? (q105)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 474
Format: numeric	Invalid: 43
Width: 2	
Decimals: 0	
Range: 1-77	

**Literal question**

Which grade were you teaching two years ago?

## 106. do you remember taking a written test with us/ (q106)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 326
Format: numeric	Invalid: 191
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Do you remember taking a written test with us?

## 107. have you received any additional training after that te (q107)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 299
Format: numeric	Invalid: 218
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Have you received any additional training after that test or during the past two years?

## 108. what training was that? (q108)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 146
Format: numeric	Invalid: 371
Width: 1	
Decimals: 0	
Range: 1-6	

**Pre question**

Have you received any additional training after that test or during the past two years?

**Literal question**

What training was that?

## 109. questionnaire number (q109)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 430
Format: numeric	Invalid: 87
Width: 7	Minimum: 3
Decimals: 0	Maximum: 6429005
Range: 3-6429005	

**Interviewer instructions**

For tracked teacher, the number must be the same like two years ago

## 200. what is your position at the school? (q200)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 483
Format: numeric	Invalid: 34
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is your position at this school?

## 201. is this position a full time or part time? (q201)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 484
Format: numeric	Invalid: 33
Width: 1	
Decimals: 0	
Range: 1-2	

**Literal question**

Is this position a full time or part time?

## 202. is it a permanent position or is it limited in time? (q202)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 481
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 1-2	

**Literal question**

Is it a permanent position or is it limited in time?

## 203. which year did you begin formal teaching? (q203)

File: TeacherInterview2011\_PUF

## 203. which year did you begin formal teaching? (q203)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 41
Width: 4	Minimum: 1978
Decimals: 0	Maximum: 9999
Range: 1978-9999	

**Literal question**

Which year did you begin formal teaching?

## 204. which year did you begin teaching at this school? (q204)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 484
Format: numeric	Invalid: 33
Width: 4	Minimum: 1986
Decimals: 0	Maximum: 2011
Range: 1986-2011	

**Literal question**

Which year did you begin teaching at this school?

## 205. how many different gov't schools have you taught at? (q205)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 382
Format: numeric	Invalid: 135
Width: 1	
Decimals: 0	
Range: 1-4	

**Literal question**

How many different government schools have you taught at? (Including this school)

## 206. what is the total number of years you have taught in go (q206)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 485
Format: numeric	Invalid: 32
Width: 2	Minimum: 0
Decimals: 0	Maximum: 33
Range: 0-33	

**Literal question**

What is the total number of years you have taught in government schools? (Including this school)

## 207. how many different private schools have you taught at? (q207)

File: TeacherInterview2011\_PUF

## 207. how many different private schools have you taught at? (q207)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 517  
 Invalid: 0

**Literal question**

How many different private schools have you taught at?

## 208. what is the total number of years you have taught in pr (q208)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 27  
 Invalid: 490

**Literal question**

What is the total number of years you have taught in private schools?

## 209. which primary grade(s) are you assigned to teach this y (q209)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-6

Valid cases: 483  
 Invalid: 34

**Literal question**

Which primary grade(s) are you assigned to teach this year?

## 209. which primary grade(s) are you assigned to teach this y (q209\_1)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-6

Valid cases: 127  
 Invalid: 390

**Literal question**

Which primary grade(s) are you assigned to teach this year?

## 210\_1. how many students are there in your class? (females) (q210\_fem)

File: TeacherInterview2011\_PUF

### Overview

Type: Continuous	Valid cases: 487
Format: numeric	Invalid: 30
Width: 2	Minimum: 5
Decimals: 0	Maximum: 47
Range: 5-47	

### Literal question

How many students are there in your class?

## 210\_2. how many students are there in your class? (males) (q210\_mal)

File: TeacherInterview2011\_PUF

### Overview

Type: Continuous	Valid cases: 483
Format: numeric	Invalid: 34
Width: 2	Minimum: 5
Decimals: 0	Maximum: 46
Range: 5-46	

### Literal question

How many students are there in your class?

## 211. do you teach more than one grade at the same time/period (q211)

File: TeacherInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 485
Format: numeric	Invalid: 32
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you teach more than one grade at the same time/period/together in the same classroom?

## 212. what were the reasons for your appointment to this school (q212)

File: TeacherInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 482
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-5	

### Literal question

What were the reasons for your appointment to this school?

## 213. what is the highest level of education you have complet (q213)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 484  
 Invalid: 33

**Literal question**

What is the highest level of education you have completed?

## 214. what teacher training have you received? (q214)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 483  
 Invalid: 34

**Literal question**

What teacher training have you received?

## 215. when did you complete the teacher training? (q215)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 1986-999999

Valid cases: 233  
 Invalid: 284  
 Minimum: 1986  
 Maximum: 999999

**Literal question**

When did you complete the teacher training?

## 215. year (year)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-9999

Valid cases: 241  
 Invalid: 276

**Literal question**

When did you complete the teacher training?

## 215. month (month)

File: TeacherInterview2011\_PUF

## 215. month (month)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 241
Format: numeric	Invalid: 276
Width: 2	
Decimals: 0	
Range: 0-99	

**Literal question**

When did you complete the teacher training?

## 216. when was the last time you attended an in-service teach (q216)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 485
Format: numeric	Invalid: 32
Width: 6	Minimum: 777
Decimals: 0	Maximum: 999999
Range: 777-999999	

**Literal question**

When was the last time you attended an in-service teacher-training program?

## 300. are you a member of any teacher union? (q300)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 484
Format: numeric	Invalid: 33
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Are you a member of any teacher union? i.e. local, district, national union etc.

## 301. how active are you in teacher union activities (q301)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 300
Format: numeric	Invalid: 217
Width: 1	
Decimals: 0	
Range: 1-4	

**Literal question**

How active are you in teacher union activities?

## 302. are you a board member in any teacher union? (q302)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 307
Format: numeric	Invalid: 210
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Are you a board member in any teacher union? i.e. president, secretary, treasurer, etc.

## 303. have you ever contested in election? (q303)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 484
Format: numeric	Invalid: 33
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Have you ever contested an election?

## 400\_1. teaching activity (q400\_1)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 481
Format: numeric	Invalid: 36
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_6. breaks during school (q400\_6)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 474
Format: numeric	Invalid: 43
Width: 3	Minimum: 0
Decimals: 0	Maximum: 7.5
Range: 0-7.5	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_5. administrative/paperwork (q400\_5)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 457
Format: numeric	Invalid: 60
Width: 1	Minimum: 0
Decimals: 0	Maximum: 5
Range: 0-5	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_4. maintaining order and discipline (q400\_4)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 469
Format: numeric	Invalid: 48
Width: 1	Minimum: 0
Decimals: 0	Maximum: 7
Range: 0-7	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_3. correcting homework (q400\_3)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 470
Format: numeric	Invalid: 47
Width: 3	Minimum: 0
Decimals: 0	Maximum: 7.5
Range: 0-7.5	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_2. preparing for class (q400\_2)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 470
Format: numeric	Invalid: 47
Width: 1	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-8	

**Literal question**

## 400\_2. preparing for class (q400\_2)

File: TeacherInterview2011\_PUF

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_7. mid-day meals/grains preparation/distribution (q400\_7)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 462
Format: numeric	Invalid: 55
Width: 1	Minimum: 0
Decimals: 0	Maximum: 7
Range: 0-7	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_8. extra/remedial classes (q400\_8)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 457
Format: numeric	Invalid: 60
Width: 1	Minimum: 0
Decimals: 0	Maximum: 6
Range: 0-6	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

## 400\_9. errands for head master or for school (q400\_9)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 452
Format: numeric	Invalid: 65
Width: 1	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-8	

**Literal question**

On average, how much time did you spend on the last working day in each of the following activities?

**Interviewer instructions**

(mark 2.5 for 2 hours 30 Minutes)

401. on average how many days in a month do you have to subs  
(q401)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 474
Format: numeric	Invalid: 43
Width: 2	Minimum: 0
Decimals: 0	Maximum: 25
Range: 0-25	

**Literal question**

On average, how many days in a month do you have to substitute for other teachers?

402. how many days in the last school year have you been on  
(q402)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 425
Format: numeric	Invalid: 92
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

**Literal question**

How many days in the last school year have you been on leave (due to any personal or professional reasons) in total?

403. in the last 20 working days, how many days were you on  
(q403)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 482
Format: numeric	Invalid: 35
Width: 2	
Decimals: 0	
Range: 0-15	

**Literal question**

In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?

404. being on duties related to administrative work (q404\_1)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 92
Format: numeric	Invalid: 425
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

**Pre question**

In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?

**Literal question**

## 404. being on duties related to administrative work (q404\_1)

### File: TeacherInterview2011\_PUF

Of those ..... days, how many days were you on leave due to the following reasons?

Being on duties related to administrative work (Salary collection, Preparation and Supply of statistics or other information to the Education Department)

## 404. being on duties related to education (q404\_2)

### File: TeacherInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 92
Format: numeric	Invalid: 425
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Pre question

In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?

#### Literal question

Of those ..... days, how many days were you on leave due to the following reasons?

Being on duties related to education (e.g. enrolment drive, child census, Midday meal, text books distribution, admission related work)

## 404. being on official duties not related to education (q404\_3)

### File: TeacherInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 91
Format: numeric	Invalid: 426
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Pre question

In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?

#### Literal question

Of those ..... days, how many days were you on leave due to the following reasons?

Being on official duties not related to education (e.g. election work, Polio mission)

## 404. sick leave (q404\_4)

### File: TeacherInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 94
Format: numeric	Invalid: 423
Width: 1	
Decimals: 0	
Range: 0-7	

#### Pre question

In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?

#### Literal question

Of those ..... days, how many days were you on leave due to the following reasons?

Sick leave

## 404. personal reasons (q404\_5)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 93
Format: numeric	Invalid: 424
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

**Pre question**

In the last 20 working days, how many days were you on leave (due to any personal or professional reasons)?

**Literal question**

Of those ..... days, how many days were you on leave due to the following reasons?  
Personal reasons

## 405. during last school year, how many times have you perform (q405)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 477
Format: numeric	Invalid: 40
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

**Literal question**

During last school year, how many times have you performed non-teaching related duties? (Voter registration, disaster management, etc.)

## 406. how regularly does the average parent come to ask you a (q406)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 482
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

How regularly does the average parent come to ask you about their children?

## 407. when did the last parent come? (q407)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 340
Format: numeric	Invalid: 177
Width: 8	Minimum: 0
Decimals: 0	Maximum: 99999999
Range: 0-99999999	

**Literal question**

## 407. when did the last parent come? (q407)

File: TeacherInterview2011\_PUF

When did the last parent come?

## 408. what was the topic of discussion? (q408)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 336  
 Invalid: 181

**Pre question**

When did the last parent come?

**Literal question**

What was the topic of discussion?

## 500. what is your salary scale? (q500)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 16  
 Decimals: 0  
 Range: 1-9.19999980926514

Valid cases: 484  
 Invalid: 33  
 Minimum: 1  
 Maximum: 9.2

**Literal question**

What is your salary (take home) per month from this school?

## 501. how often are you paid on time each month? (q501)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 481  
 Invalid: 36

**Literal question**

How often are you paid on time each month?

502. aside from teaching, are you engaged in any other occup  
(q502)

File: TeacherInterview2011\_PUF

**Overview**

502. aside from teaching, are you engaged in any other occup  
(q502)

File: TeacherInterview2011\_PUF

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

Valid cases: 482  
Invalid: 35

**Literal question**

Aside from teaching, are you engage in any other occupations to earn extra income?

503. how many hours per week do you spend in these other occ  
(q503)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-27

Valid cases: 63  
Invalid: 454  
Minimum: 0  
Maximum: 27

**Literal question**

How many hours per week do you spend in these other occupations on average? Record average number of hours

504. what is your total monthly income from these occupation  
(q504)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 0  
Range: 77-99999

Valid cases: 66  
Invalid: 451  
Minimum: 77  
Maximum: 99999

**Literal question**

What is your total monthly income from these occupations?

**Interviewer instructions**

Record -77 if respondent refused to answer

505. do you conduct after-class tutoring to some students of (q505)  
File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 483  
Invalid: 34

**Literal question**

Do you conduct after-class tutoring to some students of this school for pay?

## 506. are you aware of any local/district/state level methods (q506)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 484  
 Invalid: 33

**Literal question**

Are you aware of any local/district/state level methods of recognizing good teachers with any kind of recognition or award?

## 507. if yes, has anyone in the school ever won such recognit (q507)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 248  
 Invalid: 269

**Pre question**

Are you aware of any local/district/state level methods of recognizing good teachers with any kind of recognition or award?

**Literal question**

If yes, has anyone in the school ever won such recognition or award for his/her contribution towards education? This could be a formal state award or an informal locally organized felicitation.

## 508\_1. salary/income (q508\_1)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 477  
 Invalid: 40

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_2. workload (q508\_2)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 477  
 Invalid: 40

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_3. current posting/transfer (q508\_3)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 476  
 Invalid: 41

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_4. job security (q508\_4)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 475  
 Invalid: 42

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_5. appreciation from parents/students (q508\_5)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 479  
 Invalid: 38

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_6. social status in the community (q508\_6)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 477  
 Invalid: 40

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_7. work environment (q508\_7)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 477  
 Invalid: 40

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_8. support/guidance from gov't/mangement for becoming a (q508\_8)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 477  
 Invalid: 40

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 508\_9. overall job satisfaction (q508\_9)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 472  
 Invalid: 45

**Literal question**

How satisfied or dissatisfied are you with your teaching job from the following points of view? [scale of 1 to 5 where 1= very dissatisfied and 5 = very satisfied]

## 602. what is the gender of the teacher? (q602)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 484  
 Invalid: 33

**Literal question**

What is the gender of the teacher?

## 604. where were you born? (q604)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 482
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-4	

**Literal question**

Where were you born?

## 605. where is your native place? (q605)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 481
Format: numeric	Invalid: 36
Width: 1	
Decimals: 0	
Range: 1-4	

## 606. are you able to speak/understand the main language/dial (a606)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 484
Format: numeric	Invalid: 33
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Are you able to speak/understand the main language/dialect used in this village?

## 607. what is your religion? (q07)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 484
Format: numeric	Invalid: 33
Width: 1	
Decimals: 0	
Range: 0-5	

**Literal question**

What is your religion?

## 608. what is your ethnic group? (q608)

File: TeacherInterview2011\_PUF

**Overview**

## 608. what is your ethnic group? (q608)

File: TeacherInterview2011\_PUF

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

Valid cases: 484  
 Invalid: 33

**Literal question**

What is your ethnic group?

## 609. where do you live? (q609)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 483  
 Invalid: 34

**Literal question**

Where do you live?

## 610. how far do you live from the school? (q610)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-80

Valid cases: 478  
 Invalid: 39  
 Minimum: 0  
 Maximum: 80

**Literal question**

How far do you live from the school?

## 611. how much time does it take you to get to the school fro (q611)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-90

Valid cases: 484  
 Invalid: 33  
 Minimum: 0  
 Maximum: 90

**Literal question**

How much time does it take you to get to the school from where you live?

## 612. what mode(s) of transportation do you use the most? (q612)

File: TeacherInterview2011\_PUF

**Overview**

## 612. what mode(s) of transportation do you use the most? (q612)

File: TeacherInterview2011\_PUF

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

Valid cases: 482  
 Invalid: 35

**Literal question**

What mode(s) of transportation you use the most?

## 613. how many times have you been transferred in the last 10 (q613)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 517  
 Invalid: 0

**Literal question**

How many times have you been transferred in the last 10 years (or in your total years of service if total is less than 10 years)?

## 614. of these .... times, how many times did you move your r (q614)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 517  
 Invalid: 0

**Literal question**

Of those ..... times, how many times did you move your residence because of the transfer?

## 615. what is your marital status? (q615)

File: TeacherInterview2011\_PUF

**Overview**

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

Valid cases: 484  
 Invalid: 33

**Literal question**

What is your marital status?

## 616. do your family (.....) currently live in the same place (q616)

File: TeacherInterview2011\_PUF

## 616. do your family (.....) currently live in the same place (q616)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 475
Format: numeric	Invalid: 42
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Do your family (spouse and/or children) currently live in the same place that you live in?

## 617. how many children do you have? (q617)

File: TeacherInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 484
Format: numeric	Invalid: 33
Width: 2	Minimum: 0
Decimals: 0	Maximum: 13
Range: 0-13	

**Literal question**

How many children do you have?

618. currently, how many of them attend any primary school?  
(q618)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 165
Format: numeric	Invalid: 352
Width: 1	
Decimals: 0	
Range: 0-5	

**Literal question**

Currently, how many of them attend any primary school?

## 619. of these....children, how many of them attend this sch (q619)

File: TeacherInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 99
Format: numeric	Invalid: 418
Width: 1	
Decimals: 0	
Range: 0-4	

**Pre question**

Currently, how many of them attend any primary school?

**Literal question**

Of those ..... children, how many of them attend this school?

## 620. how many of them attend private school? (q620)

File: TeacherInterview2011\_PUF

### Overview

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

Valid cases: 133  
Invalid: 384

### Literal question

How many of them attend private school?

## 603. In which year were you born - grouped in quintile (q603\_alt)

File: TeacherInterview2011\_PUF

### Overview

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

Valid cases: 459  
Invalid: 58

## 100. region (q100)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 249
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 2-6	

## 101. cluster name (q101)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 249
Format: character	Invalid: 0
Width: 19	

## 105. code of school (q105)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 249
Format: numeric	Invalid: 0
Width: 4	Minimum: 2
Decimals: 0	Maximum: 9999
Range: 2-9999	

## 106. treatment received (q106)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 249
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

## 200. what is the total number of members in the current vsmc (q200)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 249
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 4-99	

**Literal question**

What is the total number of members in the CURRENT VSMC?

203\_1. which of the following is name member of? member-1  
(q203\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 99
Format: numeric	Invalid: 150
Width: 1	
Decimals: 0	
Range: 0-6	

**Literal question**

Is (NAME) a member of a sub-committee? Which one?

203\_2. which of the following is name member of? member-2  
(q203\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 229
Format: numeric	Invalid: 20
Width: 1	
Decimals: 0	
Range: 0-6	

**Literal question**

Is (NAME) a member of a sub-committee? Which one?

203\_3. which of the following is name member of? member-3  
(q203\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 209
Format: numeric	Invalid: 40
Width: 1	
Decimals: 0	
Range: 0-6	

**Literal question**

Is (NAME) a member of a sub-committee? Which one?

203\_4. which of the following is name member of? member-4  
(q203\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 78
Width: 1	
Decimals: 0	
Range: 0-6	

**Literal question**

Is (NAME) a member of a sub-committee? Which one?

203\_5. which of the following is name member of? member-5  
(q203\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 113
Width: 1	
Decimals: 0	
Range: 0-6	

#### Literal question

Is (NAME) a member of a sub-committee? Which one?

203\_6. which of the following is name member of? member-6  
(q203\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 99
Format: numeric	Invalid: 150
Width: 1	
Decimals: 0	
Range: 0-6	

#### Literal question

Is (NAME) a member of a sub-committee? Which one?

203\_7. which of the following is name member of? member-7  
(q203\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 64
Format: numeric	Invalid: 185
Width: 1	
Decimals: 0	
Range: 0-6	

#### Literal question

Is (NAME) a member of a sub-committee? Which one?

204\_1. gender of member-1 (q204\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 128
Format: numeric	Invalid: 121
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Gender

## 204\_2. gender of member-2 (q204\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 230
Format: numeric	Invalid: 19
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Gender

## 204\_3. gender of member-3 (q204\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 207
Format: numeric	Invalid: 42
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Gender

## 204\_4. gender of member-4 (q204\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 169
Format: numeric	Invalid: 80
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Gender

## 204\_5. gender of member-5 (q204\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 135
Format: numeric	Invalid: 114
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Gender

## 204\_6. gender of member-6 (q204\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

## 204\_6. gender of member-6 (q204\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 97
Format: numeric	Invalid: 152
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Gender

## 204\_7. gender of member-7 (q204\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 64
Format: numeric	Invalid: 185
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Gender

## 205\_1. what is the educational level of (name)? member-1 (q025\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 236
Format: numeric	Invalid: 13
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is the educational status of (NAME)?

## 205\_2. what is the educational level of (name)? member-2 (q205\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 224
Format: numeric	Invalid: 25
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is the educational status of (NAME)?

## 205\_3. what is the educational level of (name)? member-3 (q205\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

### 205\_3. what is the educational level of (name)? member-3 (q205\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-6

Valid cases: 202  
 Invalid: 47

#### Literal question

What is the educational status of (NAME)?

### 205\_4. what is the educational level of (name)? member-4 (q205\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-6

Valid cases: 160  
 Invalid: 89

#### Literal question

What is the educational status of (NAME)?

### 205\_5. what is the educational level of (name)? member-5 (q205\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-6

Valid cases: 116  
 Invalid: 133

#### Literal question

What is the educational status of (NAME)?

### 205\_6. what is the educational level of (name)? member-6 (q205\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-77

Valid cases: 72  
 Invalid: 177

#### Literal question

What is the educational status of (NAME)?

### 205\_7. what is the educational level of (name)? member-7 (q205\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

## 205\_7. what is the educational level of (name)? member-7 (q205\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 35
Format: numeric	Invalid: 214
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is the educational status of (NAME)?

## 206\_1. what is (name)'s religion? member-1 (q206\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 114
Format: numeric	Invalid: 135
Width: 1	
Decimals: 0	
Range: 1-5	

### Literal question

What is (NAME)'S religion?

## 206\_2. what is (name)'s religion? member-2 (q206\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 230
Format: numeric	Invalid: 19
Width: 1	
Decimals: 0	
Range: 1-5	

### Literal question

What is (NAME)'S religion?

## 206\_3. what is (name)'s religion? member-3 (q206\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 205
Format: numeric	Invalid: 44
Width: 1	
Decimals: 0	
Range: 1-5	

### Literal question

What is (NAME)'S religion?

## 206\_4. what is (name)'s religion? member-4 (q206\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

## 206\_4. what is (name)'s religion? member-4 (q206\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 164
Format: numeric	Invalid: 85
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

What is (NAME)'S religion?

## 206\_5. what is (name)'s religion? member-5 (q206\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 132
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

What is (NAME)'S religion?

## 206\_6. what is (name)'s religion? member-6 (q206\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 75
Format: numeric	Invalid: 174
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

What is (NAME)'S religion?

## 206\_7. what is (name)'s religion? member-7 (q206\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 38
Format: numeric	Invalid: 211
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

What is (NAME)'S religion?

## 207\_1. what is the ethnic group of (name)? member-1 (q207\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

## 207\_1. what is the ethnic group of (name)? member-1 (q207\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 116
Format: numeric	Invalid: 133
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is the ethnic group of (Name)?

## 207\_2. what is the ethnic group of (name)? member-2 (q207\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 223
Format: numeric	Invalid: 26
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is the ethnic group of (Name)?

## 207\_3. what is the ethnic group of (name)? member-3 (q207\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 202
Format: numeric	Invalid: 47
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is the ethnic group of (Name)?

## 207\_4. what is the ethnic group of (name)? member-4 (q207\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 161
Format: numeric	Invalid: 88
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What is the ethnic group of (Name)?

## 207\_5. what is the ethnic group of (name)? member-5 (q207\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

## 207\_5. what is the ethnic group of (name)? member-5 (q207\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 119
Format: numeric	Invalid: 130
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is the ethnic group of (Name)?

## 207\_6. what is the ethnic group of (name)? member-6 (q207\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 73
Format: numeric	Invalid: 176
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is the ethnic group of (Name)?

## 207\_7. what is the ethnic group of (name)? member-7 (q207\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 33
Format: numeric	Invalid: 216
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is the ethnic group of (Name)?

## 208\_1. how was (name) selected to the smc? member-1 (q208\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 111
Format: numeric	Invalid: 138
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 208\_2. how was (name) selected to the smc? member-2 (q208\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

## 208\_2. how was (name) selected to the smc? member-2 (q208\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 228
Format: numeric	Invalid: 21
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 208\_3. how was (name) selected to the smc? member-3 (q208\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 205
Format: numeric	Invalid: 44
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 208\_4. how was (name) selected to the smc? member-4 (q208\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 165
Format: numeric	Invalid: 84
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 208\_5. how was (name) selected to the smc? member-5 (q208\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 119
Format: numeric	Invalid: 130
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 208\_6. how was (name) selected to the smc? member-6 (q208\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

## 208\_6. how was (name) selected to the smc? member-6 (q208\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 73
Format: numeric	Invalid: 176
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 208\_7. how was (name) selected to the smc? member-7 (q208\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 34
Format: numeric	Invalid: 215
Width: 2	
Decimals: 0	
Range: 1-77	

### Literal question

How was (NAME) selected to the SMC?

## 209\_1. what is (name)'s post/title? member-1 (q209\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 112
Format: numeric	Invalid: 137
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is (NAME)'s post/title?

## 209\_2. what is (name)'s post/title? member-2 (q209\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 228
Format: numeric	Invalid: 21
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is (NAME)'s post/title?

## 209\_3. what is (name)'s post/title? member-3 (q209\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

### 209\_3. what is (name)'s post/title? member-3 (q209\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 204
Format: numeric	Invalid: 45
Width: 1	
Decimals: 0	
Range: 1-6	

#### Literal question

What is (NAME)'s post/title?

### 209\_4. what is (name)'s post/title? member-4 (q209\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 163
Format: numeric	Invalid: 86
Width: 1	
Decimals: 0	
Range: 1-6	

#### Literal question

What is (NAME)'s post/title?

### 209\_5. what is (name)'s post/title? member-5 (q209\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 120
Format: numeric	Invalid: 129
Width: 1	
Decimals: 0	
Range: 1-6	

#### Literal question

What is (NAME)'s post/title?

### 209\_6. what is (name)'s post/title? member-6 (q209\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 72
Format: numeric	Invalid: 177
Width: 1	
Decimals: 0	
Range: 1-6	

#### Literal question

What is (NAME)'s post/title?

### 209\_7. what is (name)'s post/title? member-7 (q209\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

## 209\_7. what is (name)'s post/title? member-7 (q209\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 37
Format: numeric	Invalid: 212
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

What is (NAME)'s post/title?

## 210\_1. do you feel like (...) in training your child/childr (q210\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 134
Format: numeric	Invalid: 115
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 210\_2. do you feel like (...) in training your child/childr (q210\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 228
Format: numeric	Invalid: 21
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 210\_3. do you feel like (...) in training your child/childr (q210\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 43
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 210\_4. do you feel like (...) in training your child/childr (q210\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

## 210\_4. do you feel like (...) in training your child/childr (q210\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 169
Format: numeric	Invalid: 80
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 210\_5. do you feel like (...) in training your child/childr (q210\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 129
Format: numeric	Invalid: 120
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 210\_6. do you feel like (...) in training your child/childr (q210\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 93
Format: numeric	Invalid: 156
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 210\_7. do you feel like (...) in training your child/childr (q210\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 59
Format: numeric	Invalid: 190
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Do you feel like this school is doing a great job in training your child/children?

## 301. in which year was the current smc formed? (q301)

File: SchoolManagementCommitteeInterview2011\_PUF

## 301. in which year was the current smc formed? (q301)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 239
Format: numeric	Invalid: 10
Width: 4	Minimum: 0
Decimals: 0	Maximum: 9201
Range: 0-9201	

**Literal question**

In which year was the CURRENT SMC formed?

## 302. when was the last time that the smc met? (q302)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 240
Format: numeric	Invalid: 9
Width: 8	Minimum: 0
Decimals: 0	Maximum: 99999999
Range: 0-99999999	

**Literal question**

When was the last time that the SMC met?

303. when was the previous to the last time that he smc met?  
(q303)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 240
Format: numeric	Invalid: 9
Width: 8	Minimum: 0
Decimals: 0	Maximum: 99999999
Range: 0-99999999	

**Literal question**

When was the previous to last time that the SMC met?

304\_1. who maintains the written (...) of the smc meeting?  
(q304\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 209
Format: numeric	Invalid: 40
Width: 2	
Decimals: 0	
Range: 1-77	

**Literal question**

Who maintains the written records/minutes/summary of the SMC meetings?

### 304\_2. who maintains the written (...) of the smc meeting? (q304\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 174
Format: numeric	Invalid: 75
Width: 2	
Decimals: 0	
Range: 1-77	

#### Literal question

Who maintains the written records/minutes/summary of the SMC meetings?

### 304\_3. who maintains the written (...) of the smc meeting? (q304\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 44
Format: numeric	Invalid: 205
Width: 2	
Decimals: 0	
Range: 1-77	

#### Literal question

Who maintains the written records/minutes/summary of the SMC meetings?

### 305\_1. what is the purpose of maintaining (...) of the smc m (q305\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 99
Format: numeric	Invalid: 150
Width: 2	
Decimals: 0	
Range: 1-99	

#### Literal question

What is the purpose of maintaining written records/minutes/summary of the SMC meeting?

### 305\_2. what is the purpose of maintaining (...) of the smc m (q305\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 208
Format: numeric	Invalid: 41
Width: 2	
Decimals: 0	
Range: 1-99	

#### Literal question

What is the purpose of maintaining written records/minutes/summary of the SMC meeting?

### 306a\_1. (...) responsibilities for the smc? identifying the n (q306a\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 207  
 Invalid: 42

#### Literal question

What are the main powers or responsibilities for the SMC? Identifying the needs of the school

### 306a\_2. (...) responsibilities for the smc? assisting in the (q306a\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 239  
 Invalid: 10

#### Literal question

What are the main powers or responsibilities for the SMC? Assisting in the transparent use of funds

### 306a\_3. (...) responsibilities for the smc? supervising cons (q306a\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 239  
 Invalid: 10

#### Literal question

What are the main powers or responsibilities for the SMC? Supervising construction/maintenance projects

### 306a\_4. (...) responsibilities for the smc? enrollment of al (q306a\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 238  
 Invalid: 11

#### Literal question

What are the main powers or responsibilities for the SMC? Enrollment of all children in primary schools

### 306a\_5. (...) responsibilities for the smc? monitoring stude (q306a\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 11
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Monitoring student attendance

### 306a\_6. (...) responsibilities for the smc? monitoring stude (q306a\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 239
Format: numeric	Invalid: 10
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Monitoring student academic performance

### 306a\_7. (...) responsibilities for the smc? monitoring teach (q306a\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 237
Format: numeric	Invalid: 12
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Monitoring teacher absence

### 306a\_8. (...) responsibilities for the smc? hiring a teacher (q306a\_8)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 11
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Hiring a teacher

### 306a\_9. (...) responsibilities for the smc? dismissing a tea (q306a\_9)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 237
Format: numeric	Invalid: 12
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Dismissing a teacher

### 306a\_10. (...) responsibilities for the smc? recommending tr (q306a\_10)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 237
Format: numeric	Invalid: 12
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Recommending transfer of a teacher

### 306a\_11. (...) responsibilities for the smc? conducting teac (q306a\_11)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 11
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Conducting teacher training

### 306a\_12. (...) responsibilities for the smc? supervising mid (q306a\_12)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 11
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Supervising Mid-day Meal program

### 306a\_13. (...) responsibilities for the smc? other (q306a\_13)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 232
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

What are the main powers or responsibilities for the SMC? Other

### 306b\_1. if yes (...), rate how good the smc is at performing (q306b\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 118
Format: numeric	Invalid: 131
Width: 2	
Decimals: 0	
Range: 1-99	

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Identifying the needs of the school

### 306b\_2. if yes (...), rate how good the smc is at performing (q306b\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 227
Format: numeric	Invalid: 22
Width: 2	
Decimals: 0	
Range: 1-99	

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Assisting in the transparent use of funds

### 306b\_3. if yes (...), rate how good the smc is at performing (q306b\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 53
Width: 2	
Decimals: 0	
Range: 1-99	

#### Literal question

306b\_3. if yes (...), rate how good the smc is at performing  
(q306b\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

For each power or responsibility, rate how good the SMC is at performing this activity? Supervising construction/maintenance projects

306b\_4. if yes (...), rate how good the smc is at performing  
(q306b\_4)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 218  
Invalid: 31

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Enrollment of all children in primary schools

306b\_5. if yes (...), rate how good the smc is at performing  
(q306b\_5)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 211  
Invalid: 38

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Monitoring student attendance

306b\_6. if yes (...), rate how good the smc is at performing  
(q306b\_6)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 219  
Invalid: 30

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Monitoring student academic performance

306b\_7. if yes (...), rate how good the smc is at performing  
(q306b\_7)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 203  
Invalid: 46

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Monitoring teacher absence

306b\_8. if yes (...), rate how good the smc is at performing  
(q306b\_8)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 215  
Invalid: 34

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Hiring a teacher

306b\_9. if yes (...), rate how good the smc is at performing  
(q306b\_9)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 204  
Invalid: 45

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Dismissing a teacher

306b\_10. if yes (...), rate how good the smc is at performin  
(q306b\_10)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

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

Valid cases: 195  
Invalid: 54

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Recommending transfer of a teacher

306b\_11. if yes (...), rate how good the smc is at performin  
(q306b\_11)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 30
Width: 2	
Decimals: 0	
Range: 0-99	

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Conducting teacher training

306b\_12. if yes (...), rate how good the smc is at performin  
(q306b\_12)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 154
Format: numeric	Invalid: 95
Width: 2	
Decimals: 0	
Range: 1-99	

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Supervising Mid-day Meal program

306b\_13. if yes (...), rate how good the smc is at performin  
(q306b\_13)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 30
Width: 2	
Decimals: 0	
Range: 0-99	

#### Literal question

For each power or responsibility, rate how good the SMC is at performing this activity? Other

307\_1. besides the powers (...) what additional kind of powe  
(q307\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 123
Format: numeric	Invalid: 126
Width: 1	
Decimals: 0	
Range: 0-6	

#### Literal question

### 307\_1. besides the powers (...) what additional kind of powe (q307\_1)

File: SchoolManagementCommitteeInterview2011\_PUF

Besides the powers and responsibilities the SMC already has, what additional kind of powers would you like the SMC to have?

#### Interviewer instructions

MULTICODING POSSIBLE, DO NOT READ OPTIONS

### 307\_2. besides the powers (...) what additional kind of powe (q307\_2)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-6

Valid cases: 186  
Invalid: 63

#### Literal question

Besides the powers and responsibilities the SMC already has, what additional kind of powers would you like the SMC to have?

#### Interviewer instructions

MULTICODING POSSIBLE, DO NOT READ OPTIONS

### 307\_3. besides the powers (...) what additional kind of powe (q307\_3)

File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-6

Valid cases: 103  
Invalid: 146

#### Literal question

Besides the powers and responsibilities the SMC already has, what additional kind of powers would you like the SMC to have?

#### Interviewer instructions

MULTICODING POSSIBLE, DO NOT READ OPTIONS

### 308. how was the head or chair of the smc selected? (q308) File: SchoolManagementCommitteeInterview2011\_PUF

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-6

Valid cases: 108  
Invalid: 141

#### Literal question

## 308. how was the head or chair of the smc selected? (q308)

File: SchoolManagementCommitteeInterview2011\_PUF

How was the head or chair of the SMC selected?

## 309. how does one become a member of the smc? (q309)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

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

Valid cases: 233  
 Invalid: 16

**Literal question**

How does one become a member of the PTA?

## 310.during this school year,how many times did the school in (q310)

File: SchoolManagementCommitteeInterview2011\_PUF

**Overview**

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

Valid cases: 248  
 Invalid: 1  
 Minimum: 0  
 Maximum: 99

**Literal question**

During this school year, how many times did the school invite parents for a meeting about the school in general?

boy\_girl (genderStudent\_nl11)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5218
Format: numeric	Invalid: 12
Width: 1	
Decimals: 0	
Range: 0-1	

grade (grade\_student\_nl)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5219
Format: numeric	Invalid: 11
Width: 1	
Decimals: 0	
Range: 3-6	

have you taken this exam before (trackedStudents\_nl)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5193
Format: numeric	Invalid: 37
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Have you taken this exam before?

number of the questionnaire (qnum\_nl)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 7	Minimum: 2501
Decimals: 0	Maximum: 9998006
Range: 2501-9998006	

1. 2 +3 = (n1)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

2.  $3 + 6 =$  (n2)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

3.  $9 + 0 =$  (n3)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

4.  $7 + 8 =$  (n4)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

5.  $11 + 5 =$  (n5)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

6.  $25 + 63 =$  (n6)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

7.  $150 + 10 =$  (n7)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

8.  $6 + 7 + 8 =$  (n8)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

10.  $9 - 4 =$  (n9)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

11.  $7 - 2 =$  (n10)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

12.  $16 - 3 =$  (n11)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

13. 14 - 8 = (n12)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

14. 20 - 3 = (n13)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

15. 36 - 8 = (n14)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

16. 24 - 12 = (n15)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

17. 86 - 14 = (n16)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

19.  $2 \times 2 =$  (n17)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

20.  $4 \times 3 =$  (n18)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

21.  $5 \times 5 =$  (n19)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

22.  $9 \times 6 =$  (n20)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

23.  $10 \times 5 =$  (n21)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

24.  $2 \times 33 =$  (n22)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

25.  $22 \times 8 =$  (n23)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

26.  $15 \times 7 =$  (n24)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

27.  $8 \times 2 =$  (n25)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

28.  $9 \times 3 =$  (n26)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

29. 28 4 = (n27)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

30. 15 3 = (n28)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

31. 64 8 = (n29)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

32. 204 /3 = (n30)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

33. 126 2 = (n31)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

34. 204 3 = (n32)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

1. at (l1)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

2. to (l2)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

4. we (l3)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

5. bit (l4)

File: StudentLiteracyNumeracy2011\_PUF

## 5. bit (14)

## File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 6. add (15)

## File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 7. cat (16)

## File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 8. far (17)

## File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 9. pole (l8)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 10. bird (l9)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 11. peanut (l10)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 12. creature (l11)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 13. breathe (l12)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 14. sincere (l13)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, you have to match words. You will see one word in black print, and then four words beside it. You have to find the word among these four words that is the same as the word in black print, and then fill in the circle beside it.

## 15. the drink was to cold. (l14)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 16. i like to play. (l15)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 17. the cat is very small. (116)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 18. mariama heard him talk. (117)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 19. the dog is very fast. (118)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 20. lamin has to wash his clothes. (119)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 21. bakary will want to go. (l20)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 22. it was a tall tree. (l21)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 23. the man was very big. (l22)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 24. i walked on the road. (l23)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 25. the man is digging a hole (l24)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 26. i will keep it for you. (l25)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 27. i cannot see you. (l26)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 28. it is very hot day. (l27)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

29. fatou was very unhappy. (I28)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

30. mammy gave musa a gift. (I29)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

31. awa will return the money. (I30)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

32. the book is lost. (I31)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

Type: Discrete	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 33. the thieves ran away. (I32)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 34. where is the centre of the yard? (I33)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are a lot of sentences. In each sentence, there is a word underlined, and under the sentence there are four words. Find the word that best fits the word that is underlined and fill in the circle beside it.

## 35. i \_\_\_\_\_ the book. (I34)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

## 36. i study at \_\_\_\_\_. (I35)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

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

Valid cases: 5230  
 Invalid: 0

**Literal question**

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

37. binta \_\_\_\_\_ to eat sweets. (I36)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

38. my brother \_\_\_\_\_ ten years old. (I37)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

39. we get \_\_\_\_\_ from a cow. (I38)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

40. my sister \_\_\_\_\_ tea. (I39)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

41. the \_\_\_\_\_ can fly. (140)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

42. musa is very \_\_\_\_\_. (141)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

43. the ball is \_\_\_\_\_-. (142)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

44. my mother has a big \_\_\_\_\_ at home. (143)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

45. the cat \_\_\_\_\_ on the table. (144)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

46. the farmer \_\_\_\_\_ rice. (145)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

47. we used \_\_\_\_\_ to make a fire. (146)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

48. i \_\_\_\_\_ home after school. (147)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

49. the \_\_\_\_\_ - is shinning today. (148)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

50. i \_\_\_\_\_ my books in my bag. (149)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

51. boys like to \_\_\_\_\_ football. (150)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

52. i was \_\_\_\_\_ for school today. (151)

File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

53. they could not hear from the teacher because of the \_\_\_\_ (152)  
File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

54. the winning team was \_\_\_\_\_ the cup. (153)  
File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

55. the children worked in \_\_\_\_\_ silence during th (154)  
File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

56. it was \_\_\_\_\_ so the boys went to bed. (155)  
File: StudentLiteracyNumeracy2011\_PUF

#### Overview

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

Valid cases: 5230  
Invalid: 0

#### Literal question

In this part of the test, there are sentences in which a word has been left out. You should read the sentence and then pick one of the four words under the sentence that best fits the gap in the sentence and fill in the circle beside it.

## School code (IDSchool)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Discrete	Valid cases: 5193
Format: numeric	Invalid: 37
Width: 4	Minimum: 25
Decimals: 0	Maximum: 9999
Range: 25-9999	

## (score\_num\_NL)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

## (score\_lit\_NL)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 16	Minimum: 5.5
Decimals: 0	Maximum: 100
Range: 5.45454549789429-100	

## (score\_total\_NL)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 16	Minimum: 9.2
Decimals: 0	Maximum: 100
Range: 9.19540214538574-100	

## Standardized values of (score\_num\_NL) (z\_score\_num\_NL)

File: StudentLiteracyNumeracy2011\_PUF

**Overview**

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 17	Minimum: -2.2
Decimals: 0	Maximum: 1.6
Range: -2.23519730567932-1.57955825328827	

## Standardized values of (score\_lit\_NL) (z\_score\_lit\_NL)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 17	Minimum: -2.2
Decimals: 0	Maximum: 2.4
Range: -2.22716522216797-2.43950247764587	

## Standardized values of (score\_total\_NL) (z\_score\_total\_NL)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 17	Minimum: -2.2
Decimals: 0	Maximum: 2.3
Range: -2.15205526351929-2.25619196891785	

## (qnumb)

File: StudentLiteracyNumeracy2011\_PUF

### Overview

Type: Continuous	Valid cases: 5230
Format: numeric	Invalid: 0
Width: 7	Minimum: 2501
Decimals: 0	Maximum: 9998006
Range: 2501-9998006	

## 100. region (region\_p)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 2-6	

## 101. cluster name (cl\_name)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2578
Format: character	Invalid: 0
Width: 19	

## 105. code of the school (cde\_sch)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 4	Minimum: 25
Decimals: 0	Maximum: 9999
Range: 25-9999	

## 1=WSD; 2=GRANT; 3=CONTROL (treatmentPP)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

## 107. number of questionnaire (qnumb)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 7	Minimum: 2501
Decimals: 0	Maximum: 9998006
Range: 2501-9998006	

## 111. date (date\_pp)

File: StudentOralTestInterview2011\_PUF

## 111. date (date\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 8	Minimum: 52011
Decimals: 0	Maximum: 31222011
Range: 52011-31222011	

## 111. interview day (day\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## 111. interview month (month\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 2	Minimum: 4
Decimals: 0	Maximum: 22
Range: 4-22	

## 111. interview year (year\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2011	

## 112. did this child take this interview/test last year? (q112)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2550
Format: numeric	Invalid: 29
Width: 1	
Decimals: 0	
Range: 0-1	

## 113. start time of the interview (time\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 2576
Format: numeric	Invalid: 3
Width: 4	Minimum: 101
Decimals: 0	Maximum: 1955
Range: 101-1955	

## 113. interview hour (hour\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2577
Format: numeric	Invalid: 2
Width: 2	
Decimals: 0	
Range: 1-19	

## 113. interview minute (minute\_p)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Continuous	Valid cases: 2576
Format: numeric	Invalid: 3
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

## 201. grade (grade\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 3-6	

## 202. stream (stream\_p)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2575
Format: character	Invalid: 0
Width: 9	

## 203. age (age\_pp)

File: StudentOralTestInterview2011\_PUF

## 203. age (age\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 2	
Decimals: 0	
Range: 7-23	

## 204. gender (gender\_p)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

## 205. what language do you speak mostly at home? (langHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2576
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-7	

**Literal question**

What language do you speak mostly at home?

## 206. did you attend this same school last year? (q206\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2572
Format: numeric	Invalid: 7
Width: 1	
Decimals: 0	
Range: 0-1	

**Literal question**

Did you attend this same school last year?

## 208. how many brothers did you have who live in your compound (nberBrothers\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

208. how many brothers did you have who live in your compound  
(nberBrothers\_PP)

File: StudentOralTestInterview2011\_PUF

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

Valid cases: 2576  
Invalid: 3

**Literal question**

How many brothers do you have who live in your compound with you?

209. how many of them currently attend school?  
(nberBrothersStudents\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2220  
Invalid: 359

**Literal question**

How many of them currently attend school?

210. how many of them go this school?  
(nberBrothersSameSchool\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 1585  
Invalid: 994

**Literal question**

How many of them go to this school?

211. how many sister did you have who live in your compound  
(nberSisters\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2576  
Invalid: 3

**Literal question**

How many sisters do you have who live in your compound with you?

## 212. how many of them currently go to school?

(nberSistersStudents\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2111
Format: numeric	Invalid: 468
Width: 1	
Decimals: 0	
Range: 0-8	

**Literal question**

How many of them currently attend school?

## 213. how many of them go to this school?

(nberSistersSameSchool\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 1391
Format: numeric	Invalid: 1188
Width: 1	
Decimals: 0	
Range: 0-7	

**Literal question**

How many of them go to this school?

## 214. how did you travel to school today? (q214\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2574
Format: numeric	Invalid: 5
Width: 1	
Decimals: 0	
Range: 1-5	

**Literal question**

How did you travel to school today?

## 215. how long did it take you to get to school today?

(timeToSchool\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2579
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 0-999	

**Literal question**

How long did it take you to get to school today (minutes)?

216. what material are the floors of your house?

(materialFloodHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2576  
Invalid: 3

**Literal question**

What material are the floors of your house?

217. what material is the roof of your house?

(materialRoofHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2574  
Invalid: 5

**Literal question**

What material is the roof of your house?

218. what materials are the wall of your house?

(materialWallHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2578  
Invalid: 1

**Literal question**

What material are the walls of your house?

219. where does your household usually get water to drink?

(sourceWaterHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2577  
Invalid: 2

**Literal question**

Where does your household usually get water to drink?

## 220. what type of toilet facility does your household use? (q220\_pp)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2571  
 Invalid: 8

**Literal question**

What type of toilet facility does your household use?

## 221a.. do you have any of the following in your house? elect (electricityHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
 Invalid: 4

**Literal question**

Do you have any of the following in your house? Electricity/light

## 221b.. do you have any of the following in your house? radio (radioHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
 Invalid: 4

**Literal question**

Do you have any of the following in your house? Radio

## 221c.. do you have any of the following in your house? telev (tvHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
 Invalid: 4

**Literal question**

Do you have any of the following in your house? Television

221d.. do you have any of the following in your house? telep  
(telephoneHome\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Do you have any of the following in your house? Telephone

221e.. do you have any of the following in your house? refri  
(frigeHome\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Do you have any of the following in your house? Refrigerator

221f.. do you have any of the following in your house? bicyc  
(bicycleHome\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Do you have any of the following in your house? Bicycle

221g.. do you have any of the following in your house? motor  
(motorcycleHome\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Do you have any of the following in your house? Motorcycle

221h.. do you have any of the following in your house? priva  
(carHome\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2572
Format: numeric	Invalid: 7
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Do you have any of the following in your house? Private car

222. what does your father do for work? (q222\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2577
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-6	

#### Literal question

What does your father do for work?

#### Interviewer instructions

[If no father, then inquire about the mother or caregiver.]

300. are you new in this grade or are you repeating the grad  
(newOrRepeating\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2578
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-3	

#### Pre question

Now we are going to ask you a few questions about how you are doing in school.

#### Literal question

Are you new in this grade or are you repeating the grade?

301. how many times have you repeated a grade ever?  
(nberHepeatedEver\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

301. how many times have you repeated a grade ever?  
(nberHepeatedEver\_PP)

File: StudentOralTestInterview2011\_PUF

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

Valid cases: 2574  
Invalid: 5

**Literal question**

How many times have you repeated a grade ever?

303. which school subject do you enjoy the most?  
(subjectEnjoyMost\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
Invalid: 4

**Literal question**

Which school subject do you enjoy the most?

304. which school subject are you best at? (subjectBestAt\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
Invalid: 4

**Literal question**

Which school subject are you best at?

400a\_1. your teacher is one of the most intelligent people y  
(q400a\_1)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2576  
Invalid: 3

**Pre question**

Now we are going to ask a few questions about life at school and at home.

**Literal question**

Tell me if you agree or not with the following statements  
a - Your teacher is one of the most intelligent people you know

400a\_2. your teacher is one of the kindest people you know  
(q400b\_1)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2577
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Tell me if you agree or not with the following statements  
b - Your teacher is one of the kindest people you know

400a\_3. i am scared of my teacher (q400a\_3)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2576
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Tell me if you agree or not with the following statements  
c- I am scared of my teacher

400a\_4. you would like to be like your teacher when you are  
(q400a\_4)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

Tell me if you agree or not with the following statements  
d- Would you like to be like your teacher when I am older

401. does your teacher ever beat students?  
(teacherBeatStudents\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2570
Format: numeric	Invalid: 9
Width: 1	
Decimals: 0	
Range: 0-1	

#### Pre question

## 401. does your teacher ever beat students? (teacherBeatStudents\_PP)

File: StudentOralTestInterview2011\_PUF

Now we are going to ask a few questions about life at school and at home.

### Literal question

Does your teacher ever beat students?

## 402. did your teacher beat you yesterday? (beatenYesterday\_PP)

File: StudentOralTestInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 1900
Format: numeric	Invalid: 679
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Did your teacher beat you yesterday?

## 403. did your teacher beat any student yesterday? (q403\_pp)

File: StudentOralTestInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 1901
Format: numeric	Invalid: 678
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

Did your teacher beat any student yesterday?

## 404. why did your teacher beat a student the last time? (q404\_pp\_)

File: StudentOralTestInterview2011\_PUF

### Overview

Type: Discrete	Valid cases: 1870
Format: numeric	Invalid: 709
Width: 1	
Decimals: 0	
Range: 1-7	

### Literal question

Why did your teacher beat a student the last time?

## 404. why did your teacher beat a student the last time? (q404\_p\_a)

File: StudentOralTestInterview2011\_PUF

### Overview

404. why did your teacher beat a student the last time? (q404\_p\_a)

File: StudentOralTestInterview2011\_PUF

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

Valid cases: 681  
Invalid: 1898

**Literal question**

Why did your teacher beat a student the last time?

405. do your parents or caretaker ever beat you at home?

(parentEverBeatHome\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2571  
Invalid: 8

**Literal question**

Do your parents or caretaker ever beat you at home?

406. did you eat breakfast this morning? (breakfastToday\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2576  
Invalid: 3

**Literal question**

Did you eat breakfast this morning?

407. did you eat lunch yesterday? (lunchYesterday\_PP)

File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
Invalid: 4

**Literal question**

Did you eat lunch yesterday?

408. what does your teacher do if you do good work at school  
(q408\_pp\_)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2566
Format: numeric	Invalid: 13
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What does your teacher do if you do good work at school?

408. what does your teacher do if you do good work at school  
(q408\_p\_a)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 686
Format: numeric	Invalid: 1893
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What does your teacher do if you do good work at school?

408. what does your teacher do if you do good work at school  
(q408\_p\_b)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 60
Format: numeric	Invalid: 2519
Width: 1	
Decimals: 0	
Range: 1-6	

**Literal question**

What does your teacher do if you do good work at school?

409. what do your parents do if you do good work at school?  
(q409\_pp\_)

File: StudentOralTestInterview2011\_PUF

**Overview**

Type: Discrete	Valid cases: 2564
Format: numeric	Invalid: 15
Width: 1	
Decimals: 0	
Range: 1-7	

**Literal question**

What do your parents do if you do good work at school?

409. what do your parents do if you do good work at school?  
(q409\_p\_a)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 808
Format: numeric	Invalid: 1771
Width: 1	
Decimals: 0	
Range: 1-7	

#### Literal question

What do your parents do if you do good work at school?

409. what do your parents do if you do good work at school?  
(q409\_p\_b)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 2385
Width: 1	
Decimals: 0	
Range: 1-7	

#### Literal question

What do your parents do if you do good work at school?

total letters read at 60 seconds: (totalLettersRead\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 2575
Format: numeric	Invalid: 4
Width: 3	Minimum: 6
Decimals: 0	Maximum: 100
Range: 6-100	

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

total incorrect letters at 60 seconds: (totalLettersIncorrect\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

## total incorrect letters at 60 seconds: (totalLettersIncorrect\_PP) File: StudentOralTestInterview2011\_PUF

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-74

Valid cases: 2563  
Invalid: 16  
Minimum: 0  
Maximum: 74

### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

## total correct letters at 60 seconds: (totalLettersCorrect\_PP) File: StudentOralTestInterview2011\_PUF

### Overview

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

Valid cases: 2575  
Invalid: 4  
Minimum: 0  
Maximum: 100

### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

## only if less than 60 seconds, number of seconds at completio (s1q4\_pp)

File: StudentOralTestInterview2011\_PUF

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 5-69

Valid cases: 406  
Invalid: 2173  
Minimum: 5  
Maximum: 69

team leader: correct letters per minute (s1q5\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 2569
Format: numeric	Invalid: 10
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

total words read at 60 seconds: (totalWordsRead\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 2107
Format: numeric	Invalid: 472
Width: 2	Minimum: 0
Decimals: 0	Maximum: 60
Range: 0-60	

total incorrect words at 60 seconds: (totalWordsIncorrect\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 2111
Format: numeric	Invalid: 468
Width: 2	Minimum: 0
Decimals: 0	Maximum: 37
Range: 0-37	

total correct words at 60 seconds: (totalWordsCorrect\_PP)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 2123
Format: numeric	Invalid: 456
Width: 2	Minimum: 0
Decimals: 0	Maximum: 60
Range: 0-60	

only if less than 60 seconds, number of seconds at completio  
(s2q4\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 964
Format: numeric	Invalid: 1615
Width: 2	Minimum: 37
Decimals: 0	Maximum: 59
Range: 37-59	

#### Literal question

only if less than 60 seconds, number of seconds at completion  
(s2q4\_pp)

File: StudentOralTestInterview2011\_PUF

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

time to complete the entire paragraph: (s2q5\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Continuous	Valid cases: 1565
Format: numeric	Invalid: 1014
Width: 3	Minimum: 0
Decimals: 0	Maximum: 941
Range: 0-941	

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

where does lamin live? [basse] (s2q6\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2018
Format: numeric	Invalid: 561
Width: 1	
Decimals: 0	
Range: 0-1	

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

#### Interviewer instructions

where does lamin live? [basse] (s2q6\_pp)

File: StudentOralTestInterview2011\_PUF

- Show the child the passage on the last page of the student form.  
 - Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

what is lamin's brother's name? [musa] (s2q7\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

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

Valid cases: 2022  
 Invalid: 557

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.  
 - Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

how many children are in lamin's family? [3] (s2q8\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

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

Valid cases: 2018  
 Invalid: 561

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.  
 - Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

what do lamin and his brother and sister like to do ? [torea  
(s2q9\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

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

Valid cases: 2017  
Invalid: 562

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

what does lamin's mother do? [sell fish/sells at market/sell  
(s2q10\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

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

Valid cases: 2020  
Invalid: 559

#### Literal question

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

#### Interviewer instructions

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

1.team leader:correct words per minute (s2q11\_pp)

File: StudentOralTestInterview2011\_PUF

#### Overview

## 1.team leader:correct words per minute (s2q11\_pp)

## File: StudentOralTestInterview2011\_PUF

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-60

Valid cases: 2191  
 Invalid: 388  
 Minimum: 0  
 Maximum: 60

2.team leader: correct answers to comprehension questions:  
(nberCorrectAnswers\_PP)

## File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2008  
 Invalid: 571

**Literal question**

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say "begin," read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

**Interviewer instructions**

- Show the child the passage on the last page of the student form.
- Start the timer when you say "begin." Mark each incorrect word with a slash. Count self-corrections as correct. Stay quiet, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: "Good effort. Please keep trying." If you provided the word, mark it as incorrect.

## does lamin stay at home on saturday? (s3q1\_pp)

## File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2575  
 Invalid: 4

**Pre question**

I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

**Literal question**

On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama.  
 Does Lamin stay at home on Saturday?

## does binta play football? (s3q2\_pp)

## File: StudentOralTestInterview2011\_PUF

**Overview**

## does binta play football? (s3q2\_pp)

## File: StudentOralTestInterview2011\_PUF

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

Valid cases: 2577  
 Invalid: 2

**Pre question**

I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

**Literal question**

On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama.  
 Does Binta play football?

## does lamin study or does he play football? [hhe studies] (s3q3\_pp)

## File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2576  
 Invalid: 3

**Pre question**

I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

**Literal question**

On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama.  
 Does Lamin study OR does he play football?

## 3.team leader: correct answers: (nberCorrectAnswer\_PP)

## File: StudentOralTestInterview2011\_PUF

**Overview**

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

Valid cases: 2572  
 Invalid: 7

**Pre question**

I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

**Literal question**

On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama.

## end time of interview: (etime\_pp)

## File: StudentOralTestInterview2011\_PUF

**Overview**

end time of interview: (etime\_pp)

File: StudentOralTestInterview2011\_PUF

Type: Discrete	Valid cases: 2565
Format: numeric	Invalid: 14
Width: 4	Minimum: 100
Decimals: 0	Maximum: 2000
Range: 100-2000	

end time hour (ehour)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2566
Format: numeric	Invalid: 13
Width: 2	Minimum: 1
Decimals: 0	Maximum: 20
Range: 1-20	

end time minute (eminute)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2565
Format: numeric	Invalid: 14
Width: 2	Minimum: 0
Decimals: 0	Maximum: 65
Range: 0-65	

501. outcome of the questionnaire (q501)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 2574
Format: numeric	Invalid: 5
Width: 1	
Decimals: 0	
Range: 0-4	

502.why is the questionnaire incomplete? (q502)

File: StudentOralTestInterview2011\_PUF

#### Overview

Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 37	

503. main languages at the interview (q503)

File: StudentOralTestInterview2011\_PUF

#### Overview

## 503. main languages at the interview (q503)

File: StudentOralTestInterview2011\_PUF

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

Valid cases: 2570  
Invalid: 9

(schoolID)

File: StudentOralTestInterview2011\_PUF

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 25-9999

Valid cases: 2579  
Invalid: 0  
Minimum: 25  
Maximum: 9999

## Related Materials

### Questionnaires

#### Classroom Visits Questionnaire

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Title Classroom Visits Questionnaire  
Language English  
Filename Q-Classroom observations2011\_0427.pdf

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#### Teacher Questionnaire

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Title Teacher Questionnaire  
Language English  
Filename Q-Teacher questionnaire2011\_0427.pdf

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#### Head Teacher Questionnaire

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Title Head Teacher Questionnaire  
Language English  
Filename Q-Head teacher questionnaire2011\_0427.pdf

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#### Pupil Questionnaire

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Title Pupil Questionnaire  
Language English  
Filename Q-Pupil questionnaire2011\_0427.pdf

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#### Students' Numeracy and Literacy Test

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Title Students' Numeracy and Literacy Test  
Language English  
Filename Q-Literacy & Numeracy2011\_0427.pdf

---

#### School Management Committee Questionnaire

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Title School Management Committee Questionnaire  
Language English  
Filename Q-SMC questionnaire2011\_0427-v2.pdf

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### Reports

#### Parental Human Capital and Effective School Management: Evidence from The Gambia

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Title Parental Human Capital and Effective School Management: Evidence from The Gambia  
Author(s) Moussa P. Blimpo David K. Evans Nathalie Lahire

Date 2015-04-01  
Country Gambia  
Language English  
Filename Parental0human0ence0from0The0Gambia.pdf

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## Technical documents

### Reminder for Coordinators

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Title Reminder for Coordinators  
Language English  
Filename I-Final arangments\_coordination tips042010.pdf

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### Reminder for Enumerators

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Title Reminder for Enumerators  
Language English  
Filename I-Reminder for enumerators042010.pdf

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