

Nigeria - Teacher Development Programme In-Service Training Component Impact Evaluation 2014, Baseline Survey

Oxford Policy Management Ltd

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Sampling

Sampling Procedure

(1) Aim of sampling design

The aim of the sampling design was to define a valid counterfactual 'control' group from which comparisons could be made with a 'treatment' group that participate in the TDP. The control group would not participate in the TDP in-service training but would have background characteristics which are, on average, similar to the treatment group that do participate in TDP in-service training.

The sampling design of the IE was based on a quasi-experimental 'constrained randomisation' approach. 'Constrained randomisation' means that certain parameters of the IE were already fixed - for example, the Local Government Areas (LGAs) where the programme operates. In addition, pre-determined groups of schools fulfilling certain criteria (described below) would constitute the sampling frame - this is in contrast to a fully randomised design approach where one might expect the random drawing of groups (or clusters) of schools from a list of all state primary schools in the region under study.

Randomisation was conducted only in allocating groups of schools to 'treatment' or 'control' status.

The sample design was determined to a large extent by practical programme considerations, and also by the available budget.

(2) Construction of sampling frame: Eligible primary schools

The sampling frame was constructed from scratch through the stages described below. The intended size of the frame was 1008 primary schools eligible for the TDP (504 'treatment' schools and 504 'control' schools) and would constitute the target population (or universe) of eligible schools, from which a sample of treatment and control schools would be drawn for the survey.

Stage 1: Selection of LGAs

In each state, 14 LGAs where the programme would operate had already been pre-determined by the TDP as per arrangements with the States.

Jigawa: 14 out of 27 LGAs
Katsina: 14 out of 34 LGAs
Zamfara: 14 out of 14 LGAs

Stage 2: Selection of sets of primary schools

In each of the 14 LGAs in each state, 2 sets of 12 eligible primary schools each were to be selected;

To be eligible for the TDP: (1) each school should have one head teacher and at least another three teachers; (2) each school should have at least 8 grade-3 pupils.

Schools within each set were identified according to geographical proximity in order to facilitate any training and periodic meetings of teachers within each set, and to create a broader peer network within the locality.

It was the intention that the two sets of schools within each LGA would be selected to be broadly similar. State Education Boards (SUBEBs) were responsible for the selection and were provided with guidelines to assist them, such as taking into account the location of the schools (urban/rural), the size of the schools in terms of classrooms and pupils, presence of a School Based Management Committee (SBMC), and state of school infrastructure. In the case of Jigawa, nearly all schools would have had exposure to the also DFID-funded Education Sector Support Programme in Nigeria (ESSPIN). Therefore, care was taken to balance the level of exposure to ESSPIN across the pairs of sets in each LGA.

Stage 3: Selection of eligible teachers

Before the selection of schools which would participate in the TDP or not, the LGAs and head teacher from each school in every set was required to identify three other teachers who would potentially receive TDP support in addition to him/herself, based on the following criteria:

Classroom teaching at early grade-level (grades 1-3); and
Classroom teaching in any of the three subjects: English, maths, or science.

Stage 4: Random allocation of treatment/control sets

After receiving lists of school sets and teachers from the TDP coordinators, the IE team randomly assigned one set of schools among every pair of sets to TDP 'treatment' status using a random number generator. The other set would therefore be assigned 'control' status.

This would result in $14 \times 3 = 42$ 'treatment' sets of 12 schools each (504 'treatment' schools in total) and correspondingly 42 'control' sets of 12 schools each (504 'control' schools in total). In 'treatment' schools, all head teachers and identified teachers in the previous stage would receive TDP support.

(3) Drawing of the samples for the baseline survey

Selection of schools

This was performed in one stage, using implicit stratification by state, LGA and treatment/control status. In other words, each set of 12 schools described above was considered a stratum (42 'treatment' sets and 42 'control' sets).

4 schools were randomly selected from each set.

This yielded an intended sample size of $14 \times 4 = 56$ treatment schools in each state, and correspondingly 56 control schools in each state.

Thus the total intended sample size across all 3 states was $56 \times 3 = 168$ treatment schools and correspondingly 168 control schools = grand total of 336 schools.

Selection of teachers

At each sampled school, the head teacher and teachers identified during the construction of the sampling frame would be interviewed. Each teacher and head teachers who teach, would also be observed while they taught a lesson. Following the completion of the school survey, the teachers and head teachers (irrespective of whether they teach or not), would be administered a teacher development needs assessment (TDNA) at an examination centre.

Thus the intended numbers of interviews, lesson observations, and TDNAs were as follows:

Head teacher interviews: 336

Head teacher lesson observations: up to 336

Teacher interviews: $336 \times 3 = 1008$

Teacher lesson observations: $336 \times 3 = 1008$

TDNAs: $336 \times 4 = 1344$

Selection of pupils

In order to assess pupil learning levels for this baseline survey, eight of all pupils who started grade 3 in September 2014 and who were being taught English, maths or science by at least one 'selected' teacher during that term, would be randomly selected for a combined English, maths and scientific literacy learning assessment.

The pupils would be drawn from a sampling frame consisting of all eligible grade 3 pupils present in school on the day of the survey recorded by data collectors, using a random number generator programmed into their Computer-Assisted Personal Interviewing (CAPI) software.

Thus the intended pupil sample size was $336 \times 8 = 2688$

Panel component

It is planned that the same teachers and head teachers, and pupils who were surveyed at the baseline will be surveyed again at the endline in June 2018. This will allow measurement of the impact of the TDP on teacher effectiveness, and on pupil learning between grade 3 and grade 6. While the pupils who had recently started grade 3 at the time of the baseline survey in October 2014 were administered a grade 2 level learning assessment, they will be administered a grade 6 level assessment at the endline in 2018 (when they will be in grade 6) that will include a limited number of grade 2 level items to

maintain direct comparability with the baseline.

(4) Non-response and replacement strategies

Schools

5 schools were found to not be eligible and were thus removed from the sampling frame. Reasons included:

No eligible grade 3 pupils

No teachers who teach grades 1-3 in English, maths, or science

School found to be an IQTE school, or special school for children with disabilities

Replacements were made for these schools from the same set (stratum) from which they were drawn, albeit now with fewer than 12 schools.

In other cases, replacements were made for schools:

Which were closed for the duration of the survey team's stay in the LGA; or

For which there were security concerns.

Teachers

3 different scenarios for unavailability of 'selected' eligible teachers arose (2 and 3 were due to outdated lists which had been used to make the teacher selection):

(1) A 'selected' eligible teacher was not present on the day of the survey due to short-term absence - data collectors attempted to re-visit the school at a later date.

(2) A sampled school was found to be very small and had fewer than 4 (but at least 1) eligible teacher(s) - all were interviewed (if possible).

(3) A 'selected' eligible teacher was on long-term absence, had been transferred elsewhere, had died or was unidentified. After consultation with the programme it was decided that data collectors would ask the head teacher to name a replacement teacher as per the selection criteria.

Lesson observations and TDNAs

Replacements were not possible.

The number of lesson observations/TDNAs would be reduced according to the number of 'selected' eligible teachers on short-term absence who could not be revisited, or where teacher replacements could not be made.

In addition, head teachers/teachers were not always available to have all three instruments (interview, lesson observation and TDNA) administered to them.

The head teachers and all selected teachers from 7 of the sampled schools did not show up at the examination centres for the TDNA.

Pupils

If a school was found to have only 1-8 eligible grade 3 pupils present on the day of the survey, all were selected for assessment on the day.

Response Rate

Reasons for less than full response are expected to equally affect both treatment and control clusters and thus, this is unlikely to affect the randomisation design. However, the sample as a whole might be subject to selectivity bias if the schools, teachers and pupils who were ultimately included in the sample are systematically different from the rest of the population of TDP treatment and control schools, teachers and pupils.

School

Final sample = 330 (Intended sample = 336)

- 5 schools from sampling frame due to being ineligible
- 1 school (Katsina) which could not be surveyed or replaced due to security reasons

Head teacher (interview)

Final sample = 330 (Intended sample = 336)

Teacher (interview)

Final sample = 908 (Intended sample = 1008)

Lesson observation and TDNA

Lesson observations (teachers and head teachers who teach): Final sample = 1070 (Intended sample = 1344)

TDNAs (teachers and head teachers who teach): Final sample = 1158 (Intended sample = 1344)

Pupil

Final sample = 2575 (Intended sample = 2688)

Weighting

Since the aim of the survey was to make an inference about eligible schools, the 5 ineligible schools (mentioned previously) were removed from the sampling frame of 1008 schools.

Therefore the weighting procedures were designed to adjust the school weights only for non-response of eligible schools, after correction was made to the total number of eligible schools in the affected sets (strata).

Appropriate weights were assigned to each sampled school, teacher and pupil. The weights were equal to the inverse of the overall sampling probabilities, taking into account each stage of selection. The school, teacher and pupil weights were calculated at the school level.

```
***_-----
*** School and Head teacher (interview)
***_-----
```

In the case of strata in which fewer than 4 sampled schools were successfully interviewed, the weighting formula automatically adjusts the weight for non-response.

In the case of strata in which fewer than 12 schools were found to be eligible, the weighting formula also adjusts for the smaller number of eligible schools.

Each sampled school has one head teacher, so the head teacher has the same weight as the school.

Name of weight variable = weight_school

Stata SVY settings:

```
svyset [pw=weight_school], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school)
```

```
***_-----
*** Teacher (interview)
***_-----
```

The teacher weights for the 4 'selected' eligible teachers in each sampled school are generally equal to the school weights.

In the case of small schools with fewer than 4 (but at least 1) eligible teacher(s), the teacher weight would also be equal to the school weight if all these teachers are successfully tested and observed.

In the case of sampled schools where 'selected' eligible teachers could not be interviewed due to short-term absence even after revisits, it was necessary to adjust the weight for non-response.

Name of weight variable = weight_teacher

Stata SVY settings:

```
svyset [pw=weight_teacher], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school)
```

```
***-----
*** Head Teacher/Teacher (interview)
***-----
```

Two further data-files have been compiled for analysis combining both head teachers and teachers, with the corresponding weights included:

(1) Teachers and all Head Teachers: Name of weight variable = weight_httall

Stata SVY settings:

```
svyset [pw=weight_httall], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school)
```

(2) Teachers and Head Teachers who teach: Name of weight variable = weight_htt

Stata SVY settings:

```
svyset [pw=weight_htt], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school)
```

```
***-----
*** Lesson observation and TDNA
***-----
```

These weights were calculated in a similar way as the teacher interview weights, taking into account the number of eligible teachers who had been successfully observed/taken the TDNA. In addition, 6 lesson observations were removed from the data at the analysis stage since the recorded lesson duration was less than 9 minutes, and the weight adjusted accordingly.

(1) Lesson observation: Name of weight variable = weight_lo

Stata SVY settings:

```
svyset [pw=weight_lo], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school)
```

(2) TDNA: Name of weight variable = weight_tdna

Stata SVY settings:

```
svyset [pw=weight_tdna], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school)
```

```
***-----
*** Pupil
***-----
```

The calculation involved multiplying the school weight by the inverse of the within-school probability of selection for the sample of eligible pupils.

In the case of small schools with 1-8 eligible grade 3 pupils, all were selected for the survey and the weight calculated accordingly.

Name of weight variable = weight_pupil

Stata SVY settings:

```
svyset [pw=weight_pupil], psu(id_school) strata(strata) singleunit(scaled) fpc(fpc_school) || _n fpc(fpc_pupil)
```

Questionnaires

Overview

The survey administered five different instruments covering:

- Head teacher interviews;
- Teacher interviews;
- Lesson observations;
- A Teacher Development Needs Assessment (TDNA); and
- A grade 2 pupil assessment (administered to grade 3 pupils) of English literacy, numeracy and scientific literacy.

The themes covered by the survey instruments are described in the 'Scope' section.

All instruments were administered using Computer-Assisted Personal Interviewing (CAPI), except for the TDNA which was administered on paper to mimic real life marking of pupil tests and preparation of worksheets. The TDNA was administered at examination centres after the completion of the quantitative baseline survey.

(1) Development of the questionnaire(s)

OPM had the responsibility for managing the process of questionnaire development

PUPIL ASSESSMENT: The English literacy and numeracy items in the pupil assessment were adapted from the grade 2 learning assessments used for ESSPIN's biennial composite school survey (CS). These assessments have been used to collect pupil learning data for ESSPIN's baseline in 2010 and follow-up surveys in 2012 and 2014 respectively. The scientific literacy items in the test were jointly developed by EDOREN's education consultants and TDP's instrument developers, based on the grade 2 science and technology curriculum prescribed by NERDC and the Universal Basic Education Commission (UBEC).

TDNA: The approach to measurement of teacher subject knowledge in the quantitative baseline is closely founded on the teacher assessment framework, TDNA instruments, benchmark of expected teacher professional working knowledge, and levels of achievement framework developed previously by a reference group of national educators and international experts for two education programmes currently being funded by DFID in Nigeria, namely ESSPIN and GEP.

The Head Teacher and Teacher interview instruments were developed by EDOREN consultants.

The lesson observation instrument was developed by EDOREN consultants in collaboration with TDP.

Two pre-tests were conducted (one in Abuja, one in Kaduna). EDOREN consultants were responsible for revising instruments based on feedback from pre-tests.

(2) Languages

The head teacher and teacher interviews were conducted in Hausa. The pupil numeracy and scientific literacy assessments were also administered in Hausa, as well as a number of the English literacy items except those where comprehension of the question in English was essential to the competency being tested by the item. The TDNA was administered in English.

Data Collection

Data Collection Dates

Start	End	Cycle
2014-10-27	2015-01-16	Baseline

Data Collection Mode

Computer Assisted Personal Interview [capi]

DATA COLLECTION NOTES

(1) Pre-fieldwork requirements

Detailed enumerator manuals were developed for all instruments (particularly detailed for the pupil tests and lesson observations).

Data collectors were staff seconded from the SUBEBs of the three TDP phase-1 states for five weeks of data collection, selected on the basis of a written quiz to test survey skills and experience, and IT skills. Data collectors were especially trained to collect high quality data while protecting the identities and interests of vulnerable groups (e.g. disabled children).

The fieldwork plan required 48 data collectors (16 per state) but additional data collectors were trained as a contingency/backup. In total around 70 data collectors were trained. The final 48 were selected based on their general level of participation during the training as well as performance on a series of quizzes/tests conducted during the training. The contingency data collectors were not required in the end.

There were two field supervisors ('state coordinators') per state. There was an overall fieldwork manager in charge of all the states (but especially focusing on Zamfara and Katsina) and a deputy fieldwork manager (in charge of Jigawa). There were three roving IT assistants across the three states to troubleshoot CAPI related issues if any. The number of supervisors was adequate in relation to the number of enumerators.

(2) Timetable for field activities

A timetable giving the time frame for each field activity was made available to all team members (except data collectors) prior to commencement of field work. The allocation of time in the timetable was sufficient.

(3) Fieldwork training

To ensure consistency in administering various interviews, tests and observations, rigorous and uniform training for all enumerators and their supervisors were conducted using the enumerator manuals as reference material. This training also included sessions on duty-of-care and security, CAPI and how to upload daily data to the server (supervisors only).

Three field pilots took place in Kaduna state in the month preceding the start of data collection.

(4) Fieldwork implementation (data collection)

Four cars were available per state, carrying 4 data collectors and a supervisor/IT assistant each. The fieldwork manager and deputy had a car each to themselves to conduct field supervision. Adequate transport was arranged, with standard duty-of-care procedures in place to ensure that fuel, oil and vehicle maintenance issues were dealt with effectively.

Field coordinators were trained to download data daily from enumerators' CAPI devices and transmit them via the internet to survey data managers in Abuja. Data managers, in turn, conducted daily checks on the data for errors such as incomplete questionnaires, incorrect school/teacher/pupil IDs and ID duplication. These were reported back to the field coordinators for rectification the next day while they were still in the same LGA and before they moved to the next LGA on their fieldwork plan. Field coordinators were also trained to complete a survey monitoring form (one per school) to provide more qualitative information such as what time the team reached the school, whether any issues were experienced in accessing the school, whether and why teachers were replaced, reasons for fewer than expected number of respondents in the school, need for revisiting the school (say, if a sampled teacher was ill and away), and so on. Data was transmitted to the lead quantitative researcher on a weekly basis for running further data checks while the team was still in the field - these included checking for inconsistent values not picked up by CAPI which the field teams were then requested to clarify with respondents on the phone or by revisits during the final/contingency week of fieldwork. In summary, a large part of the data cleaning task was completed and issues rectified on a continuous basis while the teams were still in the field. At the end of fieldwork, further

data cleaning was conducted by data managers (e.g. duplication of sampling units, incorrect IDs, etc.) and passed on to lead researcher. Quality of data received was in fairly workable condition, partly due to CAPI checks built into the questionnaires and partly due to daily checks by data managers and rectification in the field.

Data Collectors

Name	Abbreviation	Affiliation
Oxford Policy Management Ltd	OPM	
State Universal Basic Education Board - Jigawa	SUBEB (Jigawa)	
State Universal Basic Education Board - Katsina	SUBEB (Katsina)	
State Universal Basic Education Board - Zamfara	SUBEB (Zamfara)	

SUPERVISION

Please see section on 'Notes on Data Collection'

Data Processing

Data Editing

Data cleaning and analysis were conducted from December 2014 through March 2015 by a small team based in the OPM office in Oxford.

All statistical analyses were performed with Stata, using its 'svy' facilities for survey data analysis to account for the sampling design.

Data Appraisal

No content available

File Description

Variable List

bl_v2_1_ht

Content	This file contains data at the school (Head Teacher) level and corresponds to the Head Teacher Interview instrument. It contains the treatment status variable, and two constructed indicators prefixed by n_ which are included to save data users time (but could be generated by data users if preferred). Names of LGAs, schools, and Head Teachers have been removed in the anonymisation process.
Cases	330
Variable(s)	511
Structure	Type: relational Keys: id_school(School ID (unique))
Version	
Producer	Oxford Policy Management Ltd
Missing Data	-1 Refusal -2 Don't know -9 User-missing (value labeled as 'Missing')

Variables

ID	Name	Label	Type	Format	Question
V1	surveywave	Survey wave	discrete	numeric	
V2	id_state	State ID	discrete	numeric	
V3	id_school	School ID (unique)	contin	numeric	
V4	id_teacher	Teacher ID (unique within school)	discrete	numeric	
V5	treatment	Treatment/Control	discrete	numeric	
V6	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V7	weight_school	Sampling Weight [School]	contin	numeric	
V8	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V9	ht01	ModA HT01: Role	discrete	numeric	I will start by asking you about your professional qualifications and other background information. Are you a head teacher or an assistant head teacher or acting head teacher?
V10	ht04	ModA HT04: Sex	discrete	numeric	
V11	ht09	ModA HT09: Age	discrete	numeric	What is your age?
V12	ht10	ModA HT10: Years of experience as a teacher	discrete	numeric	How many years of experience do you have as a formal teacher including as a head teacher?
V13	ht11	ModA HT11: Year when respondent first became a Head Teacher of current school	discrete	numeric	In which year did you become head teacher of this school?
V14	ht12	ModA HT12: Year in which respondent became Head Teacher in any school	discrete	numeric	In which year were you first appointed to a head teacher post (in any school including this current school)?
V15	ht13_01	ModA HT13: 01 Qualification - SIS/JIS	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V16	ht13_02	ModA HT13: 02 Qualification - SSCE/WASC/O-level	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V17	ht13_03	ModA HT13: 03 Qualification - Grade II or equivalent	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?

ID	Name	Label	Type	Format	Question
V18	ht13_04	ModA HT13: 04 Qualification - OND/Diploma	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V19	ht13_05	ModA HT13: 05 Qualification - NCE	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V20	ht13_06	ModA HT13: 06 Qualification - PGDE	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V21	ht13_07	ModA HT13: 07 Qualification - B.Ed. or equivalent degree in education	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V22	ht13_08	ModA HT13: 08 Qualification - BA/BSc/HND/LLB (not in education)	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V23	ht13_09	ModA HT13: 09 Qualification - MEd or equivalent degree in education	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V24	ht13_10	ModA HT13: 10 Qualification - MA/MSc (not in education)	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V25	ht13_11	ModA HT13: 11 Qualification - None	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V26	ht13_othqual	ModA HT13: Other	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V27	ht13_oth	ModA HT13: Other - Specify	discrete	character	
V28	ht13_dkr	ModA HT13: Don't know/refusal	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V29	ht14	ModA HT14: Gross monthly salary	discrete	numeric	What is your current gross monthly salary as a head teacher?
V30	ht15	ModA HT15: Timeliness of receipt of salary in last academic year	discrete	numeric	For the last academic year from September 2013 to July 2014, did you get your salary on time?
V31	ht16	ModA HT16: Absence from school in the last 5 days - number of days	discrete	numeric	How many days were you absent from school in the last 5 days when the school was open?
V32	ht17_01	ModA HT17: 01 Reason for absence - Elections/campaigning	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V33	ht17_02	ModA HT17: 02 Reason for absence - Transport	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V34	ht17_03	ModA HT17: 03 Reason for absence - Teacher strikes	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V35	ht17_04	ModA HT17: 04 Reason for absence - Other mass strikes	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V36	ht17_05	ModA HT17: 05 Reason for absence - Own or family illness	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V37	ht17_06	ModA HT17: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?

ID	Name	Label	Type	Format	Question
V38	ht17_07	ModA HT17: 07 Reason for absence - Training	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V39	ht17_08	ModA HT17: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V40	ht17_09	ModA HT17: 09 Reason for absence - Social or religious obligations	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V41	ht17_10	ModA HT17: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V42	ht17_11	ModA HT17: 11 Reason for absence - Weather related	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V43	ht17_othrea	ModA HT17: Other	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V44	ht17_oth	ModA HT17: Other - Specify	discrete	character	
V45	ht18	ModA HT18: Absence from school in the last term?	discrete	numeric	Were you absent from school for at least 1 day during the days when school was open last term (from April to July 2014)?
V46	ht19_01	ModA HT19: 01 Reason for absence - Elections/campaigning	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V47	ht19_02	ModA HT19: 02 Reason for absence - Transport	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V48	ht19_03	ModA HT19: 03 Reason for absence - Teacher strikes	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V49	ht19_04	ModA HT19: 04 Reason for absence - Other mass strikes	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V50	ht19_05	ModA HT19: 05 Reason for absence - Own or family illness	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V51	ht19_06	ModA HT19: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V52	ht19_07	ModA HT19: 07 Reason for absence - Training	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V53	ht19_08	ModA HT19: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V54	ht19_09	ModA HT19: 09 Reason for absence - Social or religious obligations	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V55	ht19_10	ModA HT19: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?
V56	ht19_11	ModA HT19: 11 Reason for absence - Weather related	discrete	numeric	What were the main reasons for your absence in the third term – from April to July 2014?

ID	Name	Label	Type	Format	Question
V57	ht19_othrea	ModA HT19: Other	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V58	ht19_oth	ModA HT19: Other - Specify	discrete	character	
V59	ht20	ModB HT20: Teacher related training in last 2 years?	discrete	numeric	I will now ask you about the trainings related to teaching that you have received in the past 2 years (September 2012 to July 2014). In the past two years (September 2012 to July 2014), have you attended any training related to teaching while being employed as a teacher or a head teacher, either in the school or anywhere else (including other schools or educational settings)?
V60	ht21a_01_month	ModB HT21A: Start date of Training 01 (month)	discrete	numeric	When did the training begin - give the month?
V61	ht21a_02_month	ModB HT21A: Start date of Training 02 (month)	discrete	numeric	When did the training begin - give the month?
V62	ht21a_03_month	ModB HT21A: Start date of Training 03 (month)	discrete	numeric	When did the training begin - give the month?
V63	ht21a_04_month	ModB HT21A: Start date of Training 04 (month)	discrete	numeric	When did the training begin - give the month?
V64	ht21a_05_month	ModB HT21A: Start date of Training 05 (month)	discrete	numeric	When did the training begin - give the month?
V65	ht21a_06_month	ModB HT21A: Start date of Training 06 (month)	discrete	numeric	When did the training begin - give the month?
V66	ht21a_07_month	ModB HT21A: Start date of Training 07 (month)	discrete	numeric	When did the training begin - give the month?
V67	ht21a_08_month	ModB HT21A: Start date of Training 08 (month)	discrete	numeric	When did the training begin - give the month?
V68	ht21a_09_month	ModB HT21A: Start date of Training 09 (month)	discrete	numeric	When did the training begin - give the month?
V69	ht21a_10_month	ModB HT21A: Start date of Training 10 (month)	discrete	numeric	When did the training begin - give the month?
V70	ht21a_01_year	ModB HT21A: Start date of Training 01 (year)	discrete	numeric	When did the training begin - give the year?
V71	ht21a_02_year	ModB HT21A: Start date of Training 02 (year)	discrete	numeric	When did the training begin - give the year?
V72	ht21a_03_year	ModB HT21A: Start date of Training 03 (year)	discrete	numeric	When did the training begin - give the year?
V73	ht21a_04_year	ModB HT21A: Start date of Training 04 (year)	discrete	numeric	When did the training begin - give the year?
V74	ht21a_05_year	ModB HT21A: Start date of Training 05 (year)	discrete	numeric	When did the training begin - give the year?
V75	ht21a_06_year	ModB HT21A: Start date of Training 06 (year)	discrete	numeric	When did the training begin - give the year?
V76	ht21a_07_year	ModB HT21A: Start date of Training 07 (year)	discrete	numeric	When did the training begin - give the year?
V77	ht21a_08_year	ModB HT21A: Start date of Training 08 (year)	discrete	numeric	When did the training begin - give the year?
V78	ht21a_09_year	ModB HT21A: Start date of Training 09 (year)	discrete	numeric	When did the training begin - give the year?

ID	Name	Label	Type	Format	Question
V79	ht21a_10_year	ModB HT21A: Start date of Training 10 (year)	discrete	numeric	When did the training begin - give the year?
V80	ht21b_01_01	ModB HT21B: Training 01 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V81	ht21b_01_02	ModB HT21B: Training 01 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V82	ht21b_01_03	ModB HT21B: Training 01 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V83	ht21b_01_04	ModB HT21B: Training 01 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V84	ht21b_01_05	ModB HT21B: Training 01 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V85	ht21b_01_06	ModB HT21B: Training 01 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V86	ht21b_01_07	ModB HT21B: Training 01 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V87	ht21b_01_othtop	ModB HT21B: Training 01 - Other	discrete	numeric	What was the training mainly about?
V88	ht21b_01_oth	ModB HT21B: Training 01 - Other - Specify	discrete	character	
V89	ht21b_01_dkr	ModB HT21B: Training 01 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V90	ht21b_02_01	ModB HT21B: Training 02 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V91	ht21b_02_02	ModB HT21B: Training 02 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V92	ht21b_02_03	ModB HT21B: Training 02 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V93	ht21b_02_04	ModB HT21B: Training 02 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V94	ht21b_02_05	ModB HT21B: Training 02 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V95	ht21b_02_06	ModB HT21B: Training 02 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V96	ht21b_02_07	ModB HT21B: Training 02 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V97	ht21b_02_othtop	ModB HT21B: Training 02 - Other	discrete	numeric	What was the training mainly about?
V98	ht21b_02_oth	ModB HT21B: Training 02 - Other - Specify	discrete	character	
V99	ht21b_02_dkr	ModB HT21B: Training 02 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V100	ht21b_03_01	ModB HT21B: Training 03 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V101	ht21b_03_02	ModB HT21B: Training 03 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V102	ht21b_03_03	ModB HT21B: Training 03 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V103	ht21b_03_04	ModB HT21B: Training 03 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V104	ht21b_03_05	ModB HT21B: Training 03 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?

ID	Name	Label	Type	Format	Question
V105	ht21b_03_06	ModB HT21B: Training 03 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V106	ht21b_03_07	ModB HT21B: Training 03 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V107	ht21b_03_othtop	ModB HT21B: Training 03 - Other	discrete	numeric	What was the training mainly about?
V108	ht21b_03_oth	ModB HT21B: Training 03 - Other - Specify	discrete	character	
V109	ht21b_03_dkr	ModB HT21B: Training 03 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V110	ht21b_04_01	ModB HT21B: Training 04 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V111	ht21b_04_02	ModB HT21B: Training 04 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V112	ht21b_04_03	ModB HT21B: Training 04 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V113	ht21b_04_04	ModB HT21B: Training 04 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V114	ht21b_04_05	ModB HT21B: Training 04 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V115	ht21b_04_06	ModB HT21B: Training 04 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V116	ht21b_04_07	ModB HT21B: Training 04 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V117	ht21b_04_othtop	ModB HT21B: Training 04 - Other	discrete	numeric	What was the training mainly about?
V118	ht21b_04_oth	ModB HT21B: Training 04 - Other - Specify	discrete	character	
V119	ht21b_04_dkr	ModB HT21B: Training 04 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V120	ht21b_05_01	ModB HT21B: Training 05 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V121	ht21b_05_02	ModB HT21B: Training 05 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V122	ht21b_05_03	ModB HT21B: Training 05 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V123	ht21b_05_04	ModB HT21B: Training 05 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V124	ht21b_05_05	ModB HT21B: Training 05 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V125	ht21b_05_06	ModB HT21B: Training 05 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V126	ht21b_05_07	ModB HT21B: Training 05 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V127	ht21b_05_othtop	ModB HT21B: Training 05 - Other	discrete	numeric	What was the training mainly about?
V128	ht21b_05_oth	ModB HT21B: Training 05 - Other - Specify	discrete	character	
V129	ht21b_05_dkr	ModB HT21B: Training 05 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V130	ht21b_06_01	ModB HT21B: Training 06 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?

ID	Name	Label	Type	Format	Question
V131	ht21b_06_02	ModB HT21B: Training 06 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V132	ht21b_06_03	ModB HT21B: Training 06 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V133	ht21b_06_04	ModB HT21B: Training 06 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V134	ht21b_06_05	ModB HT21B: Training 06 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V135	ht21b_06_06	ModB HT21B: Training 06 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V136	ht21b_06_07	ModB HT21B: Training 06 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V137	ht21b_06_othtop	ModB HT21B: Training 06 - Other	discrete	numeric	What was the training mainly about?
V138	ht21b_06_oth	ModB HT21B: Training 06 - Other - Specify	discrete	character	
V139	ht21b_06_dkr	ModB HT21B: Training 06 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V140	ht21b_07_01	ModB HT21B: Training 07 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V141	ht21b_07_02	ModB HT21B: Training 07 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V142	ht21b_07_03	ModB HT21B: Training 07 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V143	ht21b_07_04	ModB HT21B: Training 07 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V144	ht21b_07_05	ModB HT21B: Training 07 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V145	ht21b_07_06	ModB HT21B: Training 07 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V146	ht21b_07_07	ModB HT21B: Training 07 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V147	ht21b_07_othtop	ModB HT21B: Training 07 - Other	discrete	numeric	What was the training mainly about?
V148	ht21b_07_oth	ModB HT21B: Training 07 - Other - Specify	discrete	character	
V149	ht21b_07_dkr	ModB HT21B: Training 07 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V150	ht21b_08_01	ModB HT21B: Training 08 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V151	ht21b_08_02	ModB HT21B: Training 08 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V152	ht21b_08_03	ModB HT21B: Training 08 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V153	ht21b_08_04	ModB HT21B: Training 08 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V154	ht21b_08_05	ModB HT21B: Training 08 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V155	ht21b_08_06	ModB HT21B: Training 08 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?

ID	Name	Label	Type	Format	Question
V156	ht21b_08_07	ModB HT21B: Training 08 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V157	ht21b_08_othtop	ModB HT21B: Training 08 - Other	discrete	numeric	What was the training mainly about?
V158	ht21b_08_oth	ModB HT21B: Training 08 - Other - Specify	discrete	character	
V159	ht21b_08_dkr	ModB HT21B: Training 08 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V160	ht21b_09_01	ModB HT21B: Training 09 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V161	ht21b_09_02	ModB HT21B: Training 09 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V162	ht21b_09_03	ModB HT21B: Training 09 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V163	ht21b_09_04	ModB HT21B: Training 09 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V164	ht21b_09_05	ModB HT21B: Training 09 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V165	ht21b_09_06	ModB HT21B: Training 09 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V166	ht21b_09_07	ModB HT21B: Training 09 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V167	ht21b_09_othtop	ModB HT21B: Training 09 - Other	discrete	numeric	What was the training mainly about?
V168	ht21b_09_oth	ModB HT21B: Training 09 - Other - Specify	discrete	character	
V169	ht21b_09_dkr	ModB HT21B: Training 09 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V170	ht21b_10_01	ModB HT21B: Training 10 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V171	ht21b_10_02	ModB HT21B: Training 10 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V172	ht21b_10_03	ModB HT21B: Training 10 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V173	ht21b_10_04	ModB HT21B: Training 10 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V174	ht21b_10_05	ModB HT21B: Training 10 - Topic 05: School leadership	discrete	numeric	What was the training mainly about?
V175	ht21b_10_06	ModB HT21B: Training 10 - Topic 06: Management or school development planning	discrete	numeric	What was the training mainly about?
V176	ht21b_10_07	ModB HT21B: Training 10 - Topic 07: Development of instructional materials	discrete	numeric	What was the training mainly about?
V177	ht21b_10_othtop	ModB HT21B: Training 10 - Other	discrete	numeric	What was the training mainly about?
V178	ht21b_10_oth	ModB HT21B: Training 10 - Other - Specify	discrete	character	
V179	ht21b_10_dkr	ModB HT21B: Training 10 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V180	ht21c_01_01	ModB HT21C: Training 01 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V181	ht21c_01_02	ModB HT21C: Training 01 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?

ID	Name	Label	Type	Format	Question
V182	ht21c_01_03	ModB HT21C: Training 01 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V183	ht21c_01_04	ModB HT21C: Training 01 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V184	ht21c_01_05	ModB HT21C: Training 01 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V185	ht21c_01_06	ModB HT21C: Training 01 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V186	ht21c_01_07	ModB HT21C: Training 01 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V187	ht21c_01_08	ModB HT21C: Training 01 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V188	ht21c_01_09	ModB HT21C: Training 01 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V189	ht21c_01_10	ModB HT21C: Training 01 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V190	ht21c_01_othorg	ModB HT21C: Training 01 - Other	discrete	numeric	Who (which organisation) organised the training?
V191	ht21c_01_oth	ModB HT21C: Training 01 - Other - Specify	discrete	character	
V192	ht21c_01_dkr	ModB HT21C: Training 01 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V193	ht21c_02_01	ModB HT21C: Training 02 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V194	ht21c_02_02	ModB HT21C: Training 02 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V195	ht21c_02_03	ModB HT21C: Training 02 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V196	ht21c_02_04	ModB HT21C: Training 02 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V197	ht21c_02_05	ModB HT21C: Training 02 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V198	ht21c_02_06	ModB HT21C: Training 02 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V199	ht21c_02_07	ModB HT21C: Training 02 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V200	ht21c_02_08	ModB HT21C: Training 02 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V201	ht21c_02_09	ModB HT21C: Training 02 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V202	ht21c_02_10	ModB HT21C: Training 02 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V203	ht21c_02_othorg	ModB HT21C: Training 02 - Other	discrete	numeric	Who (which organisation) organised the training?
V204	ht21c_02_oth	ModB HT21C: Training 02 - Other - Specify	discrete	character	
V205	ht21c_02_dkr	ModB HT21C: Training 02 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V206	ht21c_03_01	ModB HT21C: Training 03 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V207	ht21c_03_02	ModB HT21C: Training 03 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?

ID	Name	Label	Type	Format	Question
V208	ht21c_03_03	ModB HT21C: Training 03 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V209	ht21c_03_04	ModB HT21C: Training 03 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V210	ht21c_03_05	ModB HT21C: Training 03 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V211	ht21c_03_06	ModB HT21C: Training 03 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V212	ht21c_03_07	ModB HT21C: Training 03 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V213	ht21c_03_08	ModB HT21C: Training 03 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V214	ht21c_03_09	ModB HT21C: Training 03 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V215	ht21c_03_10	ModB HT21C: Training 03 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V216	ht21c_03_othorg	ModB HT21C: Training 03 - Other	discrete	numeric	Who (which organisation) organised the training?
V217	ht21c_03_oth	ModB HT21C: Training 03 - Other - Specify	discrete	character	
V218	ht21c_03_dkr	ModB HT21C: Training 03 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V219	ht21c_04_01	ModB HT21C: Training 04 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V220	ht21c_04_02	ModB HT21C: Training 04 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V221	ht21c_04_03	ModB HT21C: Training 04 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V222	ht21c_04_04	ModB HT21C: Training 04 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V223	ht21c_04_05	ModB HT21C: Training 04 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V224	ht21c_04_06	ModB HT21C: Training 04 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V225	ht21c_04_07	ModB HT21C: Training 04 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V226	ht21c_04_08	ModB HT21C: Training 04 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V227	ht21c_04_09	ModB HT21C: Training 04 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V228	ht21c_04_10	ModB HT21C: Training 04 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V229	ht21c_04_othorg	ModB HT21C: Training 04 - Other	discrete	numeric	Who (which organisation) organised the training?
V230	ht21c_04_oth	ModB HT21C: Training 04 - Other - Specify	discrete	character	
V231	ht21c_04_dkr	ModB HT21C: Training 04 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V232	ht21c_05_01	ModB HT21C: Training 05 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V233	ht21c_05_02	ModB HT21C: Training 05 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?

ID	Name	Label	Type	Format	Question
V234	ht21c_05_03	ModB HT21C: Training 05 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V235	ht21c_05_04	ModB HT21C: Training 05 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V236	ht21c_05_05	ModB HT21C: Training 05 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V237	ht21c_05_06	ModB HT21C: Training 05 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V238	ht21c_05_07	ModB HT21C: Training 05 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V239	ht21c_05_08	ModB HT21C: Training 05 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V240	ht21c_05_09	ModB HT21C: Training 05 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V241	ht21c_05_10	ModB HT21C: Training 05 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V242	ht21c_05_othorg	ModB HT21C: Training 05 - Other	discrete	numeric	Who (which organisation) organised the training?
V243	ht21c_05_oth	ModB HT21C: Training 05 - Other - Specify	discrete	character	
V244	ht21c_05_dkr	ModB HT21C: Training 05 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V245	ht21c_06_01	ModB HT21C: Training 06 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V246	ht21c_06_02	ModB HT21C: Training 06 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V247	ht21c_06_03	ModB HT21C: Training 06 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V248	ht21c_06_04	ModB HT21C: Training 06 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V249	ht21c_06_05	ModB HT21C: Training 06 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V250	ht21c_06_06	ModB HT21C: Training 06 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V251	ht21c_06_07	ModB HT21C: Training 06 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V252	ht21c_06_08	ModB HT21C: Training 06 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V253	ht21c_06_09	ModB HT21C: Training 06 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V254	ht21c_06_10	ModB HT21C: Training 06 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V255	ht21c_06_othorg	ModB HT21C: Training 06 - Other	discrete	numeric	Who (which organisation) organised the training?
V256	ht21c_06_oth	ModB HT21C: Training 06 - Other - Specify	discrete	character	
V257	ht21c_06_dkr	ModB HT21C: Training 06 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V258	ht21c_07_01	ModB HT21C: Training 07 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V259	ht21c_07_02	ModB HT21C: Training 07 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?

ID	Name	Label	Type	Format	Question
V260	ht21c_07_03	ModB HT21C: Training 07 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V261	ht21c_07_04	ModB HT21C: Training 07 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V262	ht21c_07_05	ModB HT21C: Training 07 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V263	ht21c_07_06	ModB HT21C: Training 07 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V264	ht21c_07_07	ModB HT21C: Training 07 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V265	ht21c_07_08	ModB HT21C: Training 07 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V266	ht21c_07_09	ModB HT21C: Training 07 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V267	ht21c_07_10	ModB HT21C: Training 07 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V268	ht21c_07_othorg	ModB HT21C: Training 07 - Other	discrete	numeric	Who (which organisation) organised the training?
V269	ht21c_07_oth	ModB HT21C: Training 07 - Other - Specify	discrete	character	
V270	ht21c_07_dkr	ModB HT21C: Training 07 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V271	ht21c_08_01	ModB HT21C: Training 08 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V272	ht21c_08_02	ModB HT21C: Training 08 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V273	ht21c_08_03	ModB HT21C: Training 08 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V274	ht21c_08_04	ModB HT21C: Training 08 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V275	ht21c_08_05	ModB HT21C: Training 08 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V276	ht21c_08_06	ModB HT21C: Training 08 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V277	ht21c_08_07	ModB HT21C: Training 08 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V278	ht21c_08_08	ModB HT21C: Training 08 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V279	ht21c_08_09	ModB HT21C: Training 08 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V280	ht21c_08_10	ModB HT21C: Training 08 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V281	ht21c_08_othorg	ModB HT21C: Training 08 - Other	discrete	numeric	Who (which organisation) organised the training?
V282	ht21c_08_oth	ModB HT21C: Training 08 - Other - Specify	discrete	character	
V283	ht21c_08_dkr	ModB HT21C: Training 08 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V284	ht21c_09_01	ModB HT21C: Training 09 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V285	ht21c_09_02	ModB HT21C: Training 09 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?

ID	Name	Label	Type	Format	Question
V286	ht21c_09_03	ModB HT21C: Training 09 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V287	ht21c_09_04	ModB HT21C: Training 09 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V288	ht21c_09_05	ModB HT21C: Training 09 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V289	ht21c_09_06	ModB HT21C: Training 09 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V290	ht21c_09_07	ModB HT21C: Training 09 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V291	ht21c_09_08	ModB HT21C: Training 09 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V292	ht21c_09_09	ModB HT21C: Training 09 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V293	ht21c_09_10	ModB HT21C: Training 09 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V294	ht21c_09_othorg	ModB HT21C: Training 09 - Other	discrete	numeric	Who (which organisation) organised the training?
V295	ht21c_09_oth	ModB HT21C: Training 09 - Other - Specify	discrete	character	
V296	ht21c_09_dkr	ModB HT21C: Training 09 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V297	ht21c_10_01	ModB HT21C: Training 10 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V298	ht21c_10_02	ModB HT21C: Training 10 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V299	ht21c_10_03	ModB HT21C: Training 10 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V300	ht21c_10_04	ModB HT21C: Training 10 - Organisation 04: SIP OR TSP	discrete	numeric	Who (which organisation) organised the training?
V301	ht21c_10_05	ModB HT21C: Training 10 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V302	ht21c_10_06	ModB HT21C: Training 10 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V303	ht21c_10_07	ModB HT21C: Training 10 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V304	ht21c_10_08	ModB HT21C: Training 10 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V305	ht21c_10_09	ModB HT21C: Training 10 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V306	ht21c_10_10	ModB HT21C: Training 10 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V307	ht21c_10_othorg	ModB HT21C: Training 10 - Other	discrete	numeric	Who (which organisation) organised the training?
V308	ht21c_10_oth	ModB HT21C: Training 10 - Other - Specify	discrete	character	
V309	ht21c_10_dkr	ModB HT21C: Training 10 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V310	ht21d_01	ModB HT21D: Persons which delivered Training 01	discrete	numeric	Who (which persons) actually delivered the training?
V311	ht21d_01_oth	ModB HT21D: Training 01 - Other - Specify	discrete	character	
V312	ht21d_02	ModB HT21D: Persons which delivered Training 02	discrete	numeric	Who (which persons) actually delivered the training?

ID	Name	Label	Type	Format	Question
V313	ht21d_02_oth	ModB HT21D: Training 02 - Other - Specify	discrete	character	
V314	ht21d_03	ModB HT21D: Persons which delivered Training 03	discrete	numeric	Who (which persons) actually delivered the training?
V315	ht21d_03_oth	ModB HT21D: Training 03 - Other - Specify	discrete	character	
V316	ht21d_04	ModB HT21D: Persons which delivered Training 04	discrete	numeric	Who (which persons) actually delivered the training?
V317	ht21d_04_oth	ModB HT21D: Training 04 - Other - Specify	discrete	character	
V318	ht21d_05	ModB HT21D: Persons which delivered Training 05	discrete	numeric	Who (which persons) actually delivered the training?
V319	ht21d_05_oth	ModB HT21D: Training 05 - Other - Specify	discrete	character	
V320	ht21d_06	ModB HT21D: Persons which delivered Training 06	discrete	numeric	Who (which persons) actually delivered the training?
V321	ht21d_06_oth	ModB HT21D: Training 06 - Other - Specify	discrete	character	
V322	ht21d_07	ModB HT21D: Persons which delivered Training 07	discrete	numeric	Who (which persons) actually delivered the training?
V323	ht21d_07_oth	ModB HT21D: Training 07 - Other - Specify	discrete	character	
V324	ht21d_08	ModB HT21D: Persons which delivered Training 08	discrete	numeric	Who (which persons) actually delivered the training?
V325	ht21d_08_oth	ModB HT21D: Training 08 - Other - Specify	discrete	character	
V326	ht21d_09	ModB HT21D: Persons which delivered Training 09	discrete	numeric	Who (which persons) actually delivered the training?
V327	ht21d_09_oth	ModB HT21D: Training 09 - Other - Specify	discrete	character	
V328	ht21d_10	ModB HT21D: Persons which delivered Training 10	discrete	numeric	Who (which persons) actually delivered the training?
V329	ht21d_10_oth	ModB HT21D: Training 10 - Other - Specify	discrete	character	
V330	ht21e_01	ModB HT21E: Length (days) of Training 01	discrete	numeric	How many days did the training last for?
V331	ht21e_02	ModB HT21E: Length (days) of Training 02	discrete	numeric	How many days did the training last for?
V332	ht21e_03	ModB HT21E: Length (days) of Training 03	discrete	numeric	How many days did the training last for?
V333	ht21e_04	ModB HT21E: Length (days) of Training 04	discrete	numeric	How many days did the training last for?
V334	ht21e_05	ModB HT21E: Length (days) of Training 05	discrete	numeric	How many days did the training last for?
V335	ht21e_06	ModB HT21E: Length (days) of Training 06	discrete	numeric	How many days did the training last for?
V336	ht21e_07	ModB HT21E: Length (days) of Training 07	discrete	numeric	How many days did the training last for?
V337	ht21e_08	ModB HT21E: Length (days) of Training 08	discrete	numeric	How many days did the training last for?
V338	ht21e_09	ModB HT21E: Length (days) of Training 09	discrete	numeric	How many days did the training last for?
V339	ht21e_10	ModB HT21E: Length (days) of Training 10	discrete	numeric	How many days did the training last for?

ID	Name	Label	Type	Format	Question
V340	ht22_01	ModC HT22: 01 Issue with pupil attendance - Income generating activities	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V341	ht22_02	ModC HT22: 02 Issue with pupil attendance - Lack of uniform	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V342	ht22_03	ModC HT22: 03 Issue with pupil attendance - Informal payments not affordable	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V343	ht22_04	ModC HT22: 04 Issue with pupil attendance - Bullying	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V344	ht22_05	ModC HT22: 05 Issue with pupil attendance - Corporal punishment	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V345	ht22_06	ModC HT22: 06 Issue with pupil attendance - Child abuse	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V346	ht22_07	ModC HT22: 07 Issue with pupil attendance - Social or religious obligations	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V347	ht22_08	ModC HT22: 08 Issue with pupil attendance - Quality of teaching and learning	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?
V348	ht22_09	ModC HT22: 09 Issue with pupil attendance - Unsupportive parents	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ID	Name	Label	Type	Format	Question
V349	ht22_10	ModC HT22: 10 Issue with pupil attendance - Disease/illness	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?
V350	ht22_11	ModC HT22: 11 Issue with pupil attendance - Epidemic/disease outbreak	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?
V351	ht22_12	ModC HT22: 12 Issue with pupil attendance - Security and safety related issue	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?
V352	ht22_13	ModC HT22: 13 Issue with pupil attendance - None	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?
V353	ht22_othiss	ModC HT22: Other	discrete	numeric	I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?
V354	ht22_oth	ModC HT22: Other - Specify	discrete	character	
V355	ht23	ModC HT23: Action taken to improve pupil attendance?	discrete	numeric	Have you done anything to improve pupil attendance in the last school year (September 2013 - July 2014)?
V356	ht24_01	ModC HT24: 01 Action taken - Involve SBMC	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V357	ht24_02	ModC HT24: 02 Action taken - Discuss with teachers, pupils or parents	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V358	ht24_03	ModC HT24: 03 Action taken - Provide financial support	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V359	ht24_04	ModC HT24: 04 Action taken - Provide uniforms	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V360	ht24_05	ModC HT24: 05 Action taken - Provide textbooks, exercise books and stationeries	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V361	ht24_06	ModC HT24: 06 Action taken - Address bullying	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V362	ht24_07	ModC HT24: 07 Action taken - Address corporal punishment	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?

ID	Name	Label	Type	Format	Question
V363	ht24_08	ModC HT24: 08 Action taken - Improve quality of teaching and learning	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V364	ht24_othact	ModC HT24: Other	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V365	ht24_oth	ModC HT24: Other - Specify	discrete	character	
V366	ht24_dkr	ModC HT24: Don't know/refusal	discrete	numeric	What are the things you have done to improve pupil attendance during the last school year?
V367	ht25	ModC HT25: Any lesson observations in the past two weeks?	discrete	numeric	Did you carry out any lesson observations in the past two weeks (past 10 working days)?
V368	ht26	ModC HT26: Frequency of formal meetings with teachers	discrete	numeric	How often do you formally meet with your teachers?
V369	ht27_01	ModC HT27: 01 Discussion topic - Teacher absenteeism/lateness	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V370	ht27_02	ModC HT27: 02 Discussion topic - Pupil attendance	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V371	ht27_03	ModC HT27: 03 Discussion topic - Pay/salary	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V372	ht27_04	ModC HT27: 04 Discussion topic - Materials	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V373	ht27_05	ModC HT27: 05 Discussion topic - School building conditions/repairs	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V374	ht27_06	ModC HT27: 06 Discussion topic - Teaching practice/pedagogy	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V375	ht27_07	ModC HT27: 07 Discussion topic - Individual students' needs	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V376	ht27_08	ModC HT27: 08 Discussion topic - Parents/community	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V377	ht27_09	ModC HT27: 09 Discussion topic - Training	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V378	ht27_10	ModC HT27: 10 Discussion topic - Professional development	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V379	ht27_othtop	ModC HT27: Other	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V380	ht27_oth	ModC HT27: Other - Specify	discrete	character	
V381	ht27_dkr	ModC HT27: Don't know/refusal	discrete	numeric	When you meet the teachers, what are the main things you discuss with them?
V382	ht28_01	ModC HT28: 01 Issue with teacher attendance - Security and safety	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ID	Name	Label	Type	Format	Question
V383	ht28_02	ModC HT28: 02 Issue with teacher attendance - Pay/Salary	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V384	ht28_03	ModC HT28: 03 Issue with teacher attendance - Low motivation/laziness	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V385	ht28_04	ModC HT28: 04 Issue with teacher attendance - Social or religious obligations	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V386	ht28_05	ModC HT28: 05 Issue with teacher attendance - Training	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V387	ht28_06	ModC HT28: 06 Issue with teacher attendance - Own or family illness/disease	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V388	ht28_07	ModC HT28: 07 Issue with teacher attendance - Childcare/maternity/paternity leave	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V389	ht28_08	ModC HT28: 08 Issue with teacher attendance - Epidemic/disease outbreak	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V390	ht28_09	ModC HT28: 09 Issue with teacher attendance - Weather related	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V391	ht28_10	ModC HT28: 10 Issue with teacher attendance - Lack of supervision	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V392	ht28_11	ModC HT28: 11 Issue with teacher attendance - Political activities/strikes	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V393	ht28_12	ModC HT28: 12 Issue with teacher attendance - Other income generating activities	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?
V394	ht28_13	ModC HT28: 13 Issue with teacher attendance - Bad school infrastructure	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ID	Name	Label	Type	Format	Question
V395	ht28_14	ModC HT28: 14 Issue with teacher attendance - Lack of teaching materials	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?
V396	ht28_15	ModC HT28: 15 Issue with teacher attendance - Distance/Travel time	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?
V397	ht28_16	ModC HT28: 16 Issue with teacher attendance - None	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?
V398	ht28_othiss	ModC HT28: Other	discrete	numeric	In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?
V399	ht28_oth	ModC HT28: Other - Specify	discrete	character	
V400	ht29	ModC HT29: Action taken to improve teacher attendance?	discrete	numeric	Have you done anything to improve teacher attendance during the last school year (September 2013 - July 2014)?
V401	ht30_01	ModC HT30: 01 Action taken - Attendance book at opening time/follow up absences	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V402	ht30_02	ModC HT30: 02 Action taken - Insist on written absence requests	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V403	ht30_03	ModC HT30: 03 Action taken - Complete movement book during school hours	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V404	ht30_04	ModC HT30: 04 Action taken - Discuss with teachers about attendance	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V405	ht30_05	ModC HT30: 05 Action taken - Address pay/salary related grievances	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V406	ht30_06	ModC HT30: 06 Action taken - Address childcare/maternity/paternity issues	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V407	ht30_07	ModC HT30: 07 Action taken - Address issues related to school infrastructure	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V408	ht30_08	ModC HT30: 08 Action taken - Address lack of teaching materials	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?
V409	ht30_othact	ModC HT30: Other	discrete	numeric	What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ID	Name	Label	Type	Format	Question
V410	ht30_oth	ModC HT30: Other - Specify	discrete	character	
V411	ht31	ModC HT31: Number of class 1-6 teachers employed	discrete	numeric	How many teachers are currently employed at this school who teach class 1 to 6?
V412	ht32	ModC HT32: Number of class 1-6 pupils registered	discrete	numeric	How many pupils are currently registered at this school in class 1 to 6?
V413	ht33	ModC HT33: Teacher attendance record available?	discrete	numeric	
V414	ht34_01_date	ModC HT34: Day 01 - Date (of previous school day)	contin	numeric	
V415	ht34_01_num	ModC HT34: Day 01 - Number of absent teachers	discrete	numeric	
V416	ht34_02_date	ModC HT34: Day 02 - Date	contin	numeric	
V417	ht34_02_num	ModC HT34: Day 02 - Number of absent teachers	discrete	numeric	
V418	ht34_03_date	ModC HT34: Day 03 - Date	contin	numeric	
V419	ht34_03_num	ModC HT34: Day 03 - Number of absent teachers	discrete	numeric	
V420	ht34_04_date	ModC HT34: Day 04 - Date	contin	numeric	
V421	ht34_04_num	ModC HT34: Day 04 - Number of absent teachers	discrete	numeric	
V422	ht34_05_date	ModC HT34: Day 05 - Date	contin	numeric	
V423	ht34_05_num	ModC HT34: Day 05 - Number of absent teachers	discrete	numeric	
V424	ht35	ModC HT35: Frequency of supervisor visits in last school year	discrete	numeric	How often did a supervisor visit the school for inspection or support during the last school year?
V425	ht36	ModD HT36: Any primary class taught?	discrete	numeric	I will now ask you some questions about teaching. Do you regularly teach any primary class in the current school year?
V426	ht37_01	ModD HT37: 01 Primary class taught - Class 1	discrete	numeric	Which classes do you teach in the current school year?
V427	ht37_02	ModD HT37: 02 Primary class taught - Class 2	discrete	numeric	Which classes do you teach in the current school year?
V428	ht37_03	ModD HT37: 03 Primary class taught - Class 3	discrete	numeric	Which classes do you teach in the current school year?
V429	ht37_04	ModD HT37: 04 Primary class taught - Class 4	discrete	numeric	Which classes do you teach in the current school year?
V430	ht37_05	ModD HT37: 05 Primary class taught - Class 5	discrete	numeric	Which classes do you teach in the current school year?
V431	ht37_06	ModD HT37: 06 Primary class taught - Class 6	discrete	numeric	Which classes do you teach in the current school year?
V432	ht38_01	ModD HT38: 01 Subject taught - English	discrete	numeric	What subjects do you teach in the current school year?
V433	ht38_02	ModD HT38: 02 Subject taught - Mathematics	discrete	numeric	What subjects do you teach in the current school year?
V434	ht38_03	ModD HT38: 03 Subject taught - Social studies	discrete	numeric	What subjects do you teach in the current school year?
V435	ht38_04	ModD HT38: 04 Subject taught - Primary science; basic science and technology	discrete	numeric	What subjects do you teach in the current school year?

ID	Name	Label	Type	Format	Question
V436	ht38_05	ModD HT38: 05 Subject taught - Islamic studies	discrete	numeric	What subjects do you teach in the current school year?
V437	ht38_06	ModD HT38: 06 Subject taught - Christian religious studies	discrete	numeric	What subjects do you teach in the current school year?
V438	ht38_07	ModD HT38: 07 Subject taught - Home economics	discrete	numeric	What subjects do you teach in the current school year?
V439	ht38_08	ModD HT38: 08 Subject taught - Agriculture	discrete	numeric	What subjects do you teach in the current school year?
V440	ht38_09	ModD HT38: 09 Subject taught - Civic education	discrete	numeric	What subjects do you teach in the current school year?
V441	ht38_10	ModD HT38: 10 Subject taught - Hausa	discrete	numeric	What subjects do you teach in the current school year?
V442	ht38_11	ModD HT38: 11 Subject taught - Arabic	discrete	numeric	What subjects do you teach in the current school year?
V443	ht38_12	ModD HT38: 12 Subject taught - Cultural and creative arts	discrete	numeric	What subjects do you teach in the current school year?
V444	ht38_othsub	ModD HT38: Other	discrete	numeric	What subjects do you teach in the current school year?
V445	ht38_oth	ModD HT38: Other - Specify	discrete	character	
V446	ht39	ModE HT39: I enjoy teaching very much	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I enjoy teaching very much
V447	ht40	ModE HT40: As a teacher, I perform an important role in society	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - As a teacher, I perform an important role in society
V448	ht41	ModE HT41: No point trying to teach pupils whose parents cannot read or write	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - There is no point trying to teach pupils whose parents cannot read or write

ID	Name	Label	Type	Format	Question
V449	ht42	ModE HT42: Difficult to teach in this school as building is in poor condition	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - It is difficult to teach in this school because the building is in poor condition
V450	ht43	ModE HT43: It is difficult to manage pupils in my classrooms	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - It is difficult to manage pupils in my classrooms
V451	ht44	ModE HT44: If I could choose another job today, I would still choose teaching	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - If I could choose another job today, I would still choose teaching
V452	ht45	ModE HT45: In the past two years, my job has become more satisfying	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - In the past two years, my job has become more satisfying
V453	ht46	ModE HT46: I teach too many classes	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I teach too many classes

ID	Name	Label	Type	Format	Question
V454	ht47	ModE HT47: Teachers at my school have knowledge and skills to do their jobs well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at my school have the knowledge and skills to do their jobs well
V455	ht48	ModE HT48: Teachers at this school are highly committed to their job	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at this school are highly committed to their job
V456	ht49	ModE HT49: I have teachers that I consider my friends at my school	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I have teachers that I consider my friends at my school
V457	ht50	ModE HT50: Teachers at my school work well together	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at my school work well together
V458	ht51	ModE HT51: Teaching my class yesterday was boring	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teaching my class yesterday was boring

ID	Name	Label	Type	Format	Question
V459	ht52	ModE HT52: It is worth working harder to make sure the pupils do well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - It is worth working harder to make sure the pupils do well
V460	ht53	ModE HT53: Most pupils in this school are not intelligent enough to do well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Most of the pupils in this school are not intelligent enough to do well
V461	ht54	ModE HT54: Teaching is very tiring	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teaching is very tiring
V462	ht55	ModE HT55: Teaching well is important to me	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teaching well is important to me
V463	ht56	ModE HT56: Teachers at this school trust each other	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at this school trust each other

ID	Name	Label	Type	Format	Question
V464	ht57	ModE HT57: Pupils work hard in this school and want to succeed	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Pupils work hard in this school and want to succeed
V465	ht58	ModE HT58: I try my best to teach my pupils but their parents do not help	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I try my best to teach my pupils but their parents do not help
V466	ht59	ModE HT59: Teachers at this school feel responsible to help each other out	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at this school feel responsible to help each other out
V467	ht60	ModE HT60: There are too many pupils in my classroom	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - There are too many pupils in my classroom
V468	ht61	ModE HT61: I don't always have the materials I need to do my job	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I don't always have the materials I need to do my job

ID	Name	Label	Type	Format	Question
V469	ht62	ModE HT62: I have all the support I need to teach my pupils well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I have all the support I need to teach my pupils well
V470	ht63	ModE HT63: There is no point in spending a lot of time preparing for a class	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - There is no point in spending a lot of time preparing for a class
V471	ht64	ModF HT64: Support from other organisations or programmes?	discrete	numeric	Thank you. We are approaching the end of the interview. I will now ask you a few questions related to this school and its infrastructure. Does this school currently receive support in cash or kind from any other organisation or programmes (such as NGOs, mosques, foreign projects, GEP, ESSPIN, private, etc.)?
V472	ht65_01	ModF HT65: 01 Support from - NGO	discrete	numeric	Who does the school receive external support from?
V473	ht65_02	ModF HT65: 02 Support from - Religious institutions	discrete	numeric	Who does the school receive external support from?
V474	ht65_03	ModF HT65: 03 Support from - UNICEF/GEP	discrete	numeric	Who does the school receive external support from?
V475	ht65_04	ModF HT65: 04 Support from - ESSPIN/DFID	discrete	numeric	Who does the school receive external support from?
V476	ht65_05	ModF HT65: 05 Support from - Foreign donor (other than UNICEF/DFID)	discrete	numeric	Who does the school receive external support from?
V477	ht65_06	ModF HT65: 06 Support from - Private individual	discrete	numeric	Who does the school receive external support from?
V478	ht65_07	ModF HT65: 07 Support from - Private company	discrete	numeric	Who does the school receive external support from?
V479	ht65_othorg	ModF HT65: Other	discrete	numeric	Who does the school receive external support from?
V480	ht65_oth	ModF HT65: Other - Specify	discrete	character	
V481	ht66	ModF HT66: Electricity in school? If yes, regular or irregular supply?	discrete	numeric	Does the school have electricity? If yes then, is the electricity supply regular or irregular?
V482	ht67	ModF HT67: Does the school need major repairs?	discrete	numeric	Does the school need major repairs?
V483	ht68_01	ModF HT68: 01 Repair needed - Broken windows	discrete	numeric	What major works are needed in the school?

ID	Name	Label	Type	Format	Question
V484	ht68_02	ModF HT68: 02 Repair needed - Roof or ceiling	discrete	numeric	What major works are needed in the school?
V485	ht68_03	ModF HT68: 03 Repair needed - Classroom walls	discrete	numeric	What major works are needed in the school?
V486	ht68_04	ModF HT68: 04 Repair needed - Outside school walls in disrepair	discrete	numeric	What major works are needed in the school?
V487	ht68_05	ModF HT68: 05 Repair needed - Playgrounds	discrete	numeric	What major works are needed in the school?
V488	ht68_06	ModF HT68: 06 Repair needed - Toilets/Hygiene conditions	discrete	numeric	What major works are needed in the school?
V489	ht68_othrep	ModF HT68: Other	discrete	numeric	What major works are needed in the school?
V490	ht68_oth	ModF HT68: Other - Specify	discrete	character	
V491	ht69	ModF HT69: School has a School-Based Management Committee or SBMC?	discrete	numeric	Does the school have a School-Based Management Committee or SBMC?
V492	ht70	ModF HT70: Last meeting of SBMC	discrete	numeric	When did the SBMC last meet?
V493	ht71	ModG HT71: Ownership of a mobile phone?	discrete	numeric	Thank you. This is the last part of the interview. I will ask you about your use of mobile phones. Do you own a working mobile phone?
V494	ht72	ModG HT72: Does mobile phone play both video and audio?	discrete	numeric	Do you have a phone that can play both video and audio?
V495	ht73_01	ModG HT73: 01 Mobile phone use - Voice calls	discrete	numeric	What do you use your mobile phone for?
V496	ht73_02	ModG HT73: 02 Mobile phone use - Send/receive SMS/MMS	discrete	numeric	What do you use your mobile phone for?
V497	ht73_03	ModG HT73: 03 Mobile phone use - Listen to radio	discrete	numeric	What do you use your mobile phone for?
V498	ht73_04	ModG HT73: 04 Mobile phone use - Listen to music (non-radio)	discrete	numeric	What do you use your mobile phone for?
V499	ht73_05	ModG HT73: 05 Mobile phone use - Play games	discrete	numeric	What do you use your mobile phone for?
V500	ht73_06	ModG HT73: 06 Mobile phone use - Take photos/look at photos	discrete	numeric	What do you use your mobile phone for?
V501	ht73_07	ModG HT73: 07 Mobile phone use - Browse internet	discrete	numeric	What do you use your mobile phone for?
V502	ht73_08	ModG HT73: 08 Mobile phone use - Read news/stories	discrete	numeric	What do you use your mobile phone for?
V503	ht73_09	ModG HT73: 09 Mobile phone use - Calculator	discrete	numeric	What do you use your mobile phone for?
V504	ht73_10	ModG HT73: 10 Mobile phone use - Date and/or time	discrete	numeric	What do you use your mobile phone for?
V505	ht73_11	ModG HT73: 11 Mobile phone use - Social media	discrete	numeric	What do you use your mobile phone for?
V506	ht73_12	ModG HT73: 12 Mobile phone use - Watch video	discrete	numeric	What do you use your mobile phone for?
V507	ht73_13	ModG HT73: 13 Mobile phone use - Research/learning	discrete	numeric	What do you use your mobile phone for?
V508	ht73_othuse	ModG HT73: Other	discrete	numeric	What do you use your mobile phone for?
V509	ht73_oth	ModG HT73: Other - Specify	discrete	character	

ID	Name	Label	Type	Format	Question
V510	n_ptr	Pupil-teacher ratio	contin	numeric	
V511	n_tchabsenteeism_sr	Teacher absenteeism last 5 working days (% of contracted days): school records	contin	numeric	

bl_v2_1_ti

Content	This file contains data at the teacher level and corresponds to the Teacher Interview instrument. It also contains sampling and treatment status variables, and one constructed indicator prefixed by n_ which is included to save data users time (but could be generated by data users if preferred). Names of LGAs, schools, and teachers have been removed in the anonymisation process.
Cases	908
Variable(s)	205
Structure	Type: relational Keys: id_school(School ID), id_teacher(Teacher ID (unique within school))
Version	
Producer	Oxford Policy Management Ltd
Missing Data	-1 Refusal -2 Don't know -9 User-missing (value labeled as 'Missing')

Variables

ID	Name	Label	Type	Format	Question
V512	surveywave	Survey wave	discrete	numeric	
V513	id_state	State ID	discrete	numeric	
V514	id_school	School ID	contin	numeric	
V515	id_teacher	Teacher ID (unique within school)	discrete	numeric	
V516	treatment	Treatment/Control	discrete	numeric	
V517	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V518	weight_teacher	Sampling Weight [Teacher Interview]	contin	numeric	
V519	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V520	ti03	ModA TI03: Sex	discrete	numeric	
V521	ti08	ModA TI08: Type of role	discrete	numeric	Are you officially posted/employed as a teacher in this school?
V522	ti08_oth	ModA TI08: Other - Specify	discrete	character	
V523	ti09	ModA TI09: Age	discrete	numeric	What is your age?
V524	ti10	ModA TI10: Year when respondent first became a teacher of current school	discrete	numeric	In which year did you officially start teaching at this school?
V525	ti11	ModA TI11: Year when respondent first became a teacher of any school	discrete	numeric	In which year did you first officially start teaching (at any school including this school)?
V526	ti12_01	ModA TI12: 01 Qualification - SIS/JIS	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V527	ti12_02	ModA TI12: 02 Qualification - SSCE/WASC/O-level	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V528	ti12_03	ModA TI12: 03 Qualification - Grade II or equivalent	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V529	ti12_04	ModA TI12: 04 Qualification - OND/Diploma	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?

ID	Name	Label	Type	Format	Question
V530	ti12_05	ModA TI12: 05 Qualification - NCE	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V531	ti12_06	ModA TI12: 06 Qualification - PGDE	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V532	ti12_07	ModA TI12: 07 Qualification - B.Ed. or equivalent degree in education	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V533	ti12_08	ModA TI12: 08 Qualification - BA/BSc/HND/LLB (not in education)	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V534	ti12_09	ModA TI12: 09 Qualification - MEd or equivalent degree in education	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V535	ti12_10	ModA TI12: 10 Qualification - MA/MSc (not in education)	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V536	ti12_11	ModA TI12: 11 Qualification - None	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V537	ti12_othqual	ModA TI12: Other	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V538	ti12_oth	ModA TI12: Other - Specify	discrete	character	
V539	ti12_dkr	ModA TI12: Don't know/refusal	discrete	numeric	Which academic qualifications do you have (including any teaching qualification)?
V540	ti13	ModA TI13: Gross monthly salary	discrete	numeric	What is your current gross monthly salary as a teacher?
V541	ti14	ModA TI14: Timeliness of receipt of salary in last academic year	discrete	numeric	For the last academic year from September 2013 to July 2014, did you get your salary on time?
V542	ti15	ModA TI15: Absence from school in the last 5 days - number of days	discrete	numeric	How many days were you absent from school in the last 5 days when the school was open?
V543	ti16_01	ModA TI16: 01 Reason for absence - Elections/campaigning	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V544	ti16_02	ModA TI16: 02 Reason for absence - Transport	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V545	ti16_03	ModA TI16: 03 Reason for absence - Teacher strikes	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V546	ti16_04	ModA TI16: 04 Reason for absence - Other mass strikes	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V547	ti16_05	ModA TI16: 05 Reason for absence - Own or family illness	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V548	ti16_06	ModA TI16: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V549	ti16_07	ModA TI16: 07 Reason for absence - Training	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?

ID	Name	Label	Type	Format	Question
V550	ti16_08	ModA TI16: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V551	ti16_09	ModA TI16: 09 Reason for absence - Social or religious obligations	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V552	ti16_10	ModA TI16: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V553	ti16_11	ModA TI16: 11 Reason for absence - Weather related	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V554	ti16_othrea	ModA TI16: Other	discrete	numeric	What were the main reasons for your absence in the last 5 days when the school was open?
V555	ti16_oth	ModA TI16: Other - Specify	discrete	character	
V556	ti17	ModA TI17: Absence from school in the last term?	discrete	numeric	Were you absent from school for at least 1 day during the days when school was open last term (from April to July 2014)?
V557	ti18_01	ModA TI18: 01 Reason for absence - Elections/campaigning	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V558	ti18_02	ModA TI18: 02 Reason for absence - Transport	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V559	ti18_03	ModA TI18: 03 Reason for absence - Teacher strikes	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V560	ti18_04	ModA TI18: 04 Reason for absence - Other mass strikes	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V561	ti18_05	ModA TI18: 05 Reason for absence - Own or family illness	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V562	ti18_06	ModA TI18: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V563	ti18_07	ModA TI18: 07 Reason for absence - Training	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V564	ti18_08	ModA TI18: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V565	ti18_09	ModA TI18: 09 Reason for absence - Social or religious obligations	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V566	ti18_10	ModA TI18: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V567	ti18_11	ModA TI18: 11 Reason for absence - Weather related	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V568	ti18_othrea	ModA TI18: Other	discrete	numeric	What were the main reasons for your absence in the third term - from April to July 2014?
V569	ti18_oth	ModA TI18: Other - Specify	discrete	character	

ID	Name	Label	Type	Format	Question
V570	ti19	ModB TI19: Teacher related training in last 2 years?	discrete	numeric	I will now ask you about the trainings related to teaching that you have received in the past 2 years (September 2012 to July 2014). In the past two years (September 2012 to July 2014), have you attended any training related to teaching while being employed as a teacher or a head teacher, either in the school or anywhere else (including other schools or educational settings)?
V571	ti20a_01_month	ModB TI20A: Start date of Training 01 (month)	discrete	numeric	When did the training begin - give the month?
V572	ti20a_02_month	ModB TI20A: Start date of Training 02 (month)	discrete	numeric	When did the training begin - give the month?
V573	ti20a_03_month	ModB TI20A: Start date of Training 03 (month)	discrete	numeric	When did the training begin - give the month?
V574	ti20a_01_year	ModB TI20A: Start date of Training 01 (year)	discrete	numeric	When did the training begin - give the year?
V575	ti20a_02_year	ModB TI20A: Start date of Training 02 (year)	discrete	numeric	When did the training begin - give the year?
V576	ti20a_03_year	ModB TI20A: Start date of Training 03 (year)	discrete	numeric	When did the training begin - give the year?
V577	ti20b_01_01	ModB TI20B: Training 01 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V578	ti20b_01_02	ModB TI20B: Training 01 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V579	ti20b_01_03	ModB TI20B: Training 01 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V580	ti20b_01_04	ModB TI20B: Training 01 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V581	ti20b_01_othtop	ModB TI20B: Training 01 - Other	discrete	numeric	What was the training mainly about?
V582	ti20b_01_oth	ModB TI20B: Training 01 - Other - Specify	discrete	character	
V583	ti20b_01_dkr	ModB TI20B: Training 01 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V584	ti20b_02_01	ModB TI20B: Training 02 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V585	ti20b_02_02	ModB TI20B: Training 02 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?
V586	ti20b_02_03	ModB TI20B: Training 02 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V587	ti20b_02_04	ModB TI20B: Training 02 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V588	ti20b_02_othtop	ModB TI20B: Training 02 - Other	discrete	numeric	What was the training mainly about?
V589	ti20b_02_oth	ModB TI20B: Training 02 - Other - Specify	discrete	character	
V590	ti20b_02_dkr	ModB TI20B: Training 02 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V591	ti20b_03_01	ModB TI20B: Training 03 - Topic 01: Teaching methods	discrete	numeric	What was the training mainly about?
V592	ti20b_03_02	ModB TI20B: Training 03 - Topic 02: Literacy/numeracy	discrete	numeric	What was the training mainly about?

ID	Name	Label	Type	Format	Question
V593	ti20b_03_03	ModB TI20B: Training 03 - Topic 03: Curriculum subject	discrete	numeric	What was the training mainly about?
V594	ti20b_03_04	ModB TI20B: Training 03 - Topic 04: Extra-curricular	discrete	numeric	What was the training mainly about?
V595	ti20b_03_othtop	ModB TI20B: Training 03 - Other	discrete	numeric	What was the training mainly about?
V596	ti20b_03_oth	ModB TI20B: Training 03 - Other - Specify	discrete	character	
V597	ti20b_03_dkr	ModB TI20B: Training 03 - Don't know/refusal	discrete	numeric	What was the training mainly about?
V598	ti20c_01_01	ModB TI20C: Training 01 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V599	ti20c_01_02	ModB TI20C: Training 01 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V600	ti20c_01_03	ModB TI20C: Training 01 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V601	ti20c_01_05	ModB TI20C: Training 01 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V602	ti20c_01_06	ModB TI20C: Training 01 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V603	ti20c_01_07	ModB TI20C: Training 01 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V604	ti20c_01_08	ModB TI20C: Training 01 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V605	ti20c_01_09	ModB TI20C: Training 01 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V606	ti20c_01_10	ModB TI20C: Training 01 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V607	ti20c_01_11	ModB TI20C: Training 01 - Organisation 11: Head Teacher himself	discrete	numeric	Who (which organisation) organised the training?
V608	ti20c_01_12	ModB TI20C: Training 01 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	Who (which organisation) organised the training?
V609	ti20c_01_othorg	ModB TI20C: Training 01 - Other	discrete	numeric	Who (which organisation) organised the training?
V610	ti20c_01_oth	ModB TI20C: Training 01 - Other - Specify	discrete	character	
V611	ti20c_01_dkr	ModB TI20C: Training 01 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V612	ti20c_02_01	ModB TI20C: Training 02 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V613	ti20c_02_02	ModB TI20C: Training 02 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V614	ti20c_02_03	ModB TI20C: Training 02 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V615	ti20c_02_05	ModB TI20C: Training 02 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V616	ti20c_02_06	ModB TI20C: Training 02 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V617	ti20c_02_07	ModB TI20C: Training 02 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?

ID	Name	Label	Type	Format	Question
V618	ti20c_02_08	ModB TI20C: Training 02 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V619	ti20c_02_09	ModB TI20C: Training 02 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V620	ti20c_02_10	ModB TI20C: Training 02 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V621	ti20c_02_11	ModB TI20C: Training 02 - Organisation 11: Head Teacher himself	discrete	numeric	Who (which organisation) organised the training?
V622	ti20c_02_12	ModB TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	Who (which organisation) organised the training?
V623	ti20c_02_othorg	ModB TI20C: Training 02 - Other	discrete	numeric	Who (which organisation) organised the training?
V624	ti20c_02_oth	ModB TI20C: Training 02 - Other - Specify	discrete	character	
V625	ti20c_02_dkr	ModB TI20C: Training 02 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V626	ti20c_03_01	ModB TI20C: Training 03 - Organisation 01: LGEA	discrete	numeric	Who (which organisation) organised the training?
V627	ti20c_03_02	ModB TI20C: Training 03 - Organisation 02: ESSPIN	discrete	numeric	Who (which organisation) organised the training?
V628	ti20c_03_03	ModB TI20C: Training 03 - Organisation 03: GEP/UNICEF	discrete	numeric	Who (which organisation) organised the training?
V629	ti20c_03_05	ModB TI20C: Training 03 - Organisation 05: SUBEB	discrete	numeric	Who (which organisation) organised the training?
V630	ti20c_03_06	ModB TI20C: Training 03 - Organisation 06: UBEC	discrete	numeric	Who (which organisation) organised the training?
V631	ti20c_03_07	ModB TI20C: Training 03 - Organisation 07: NTI	discrete	numeric	Who (which organisation) organised the training?
V632	ti20c_03_08	ModB TI20C: Training 03 - Organisation 08: Donor organisation	discrete	numeric	Who (which organisation) organised the training?
V633	ti20c_03_09	ModB TI20C: Training 03 - Organisation 09: Non-government organisation	discrete	numeric	Who (which organisation) organised the training?
V634	ti20c_03_10	ModB TI20C: Training 03 - Organisation 10: Community organisation	discrete	numeric	Who (which organisation) organised the training?
V635	ti20c_03_11	ModB TI20C: Training 03 - Organisation 11: Head Teacher himself	discrete	numeric	Who (which organisation) organised the training?
V636	ti20c_03_12	ModB TI20C: Training 03 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	Who (which organisation) organised the training?
V637	ti20c_03_othorg	ModB TI20C: Training 03 - Other	discrete	numeric	Who (which organisation) organised the training?
V638	ti20c_03_oth	ModB TI20C: Training 03 - Other - Specify	discrete	character	
V639	ti20c_03_dkr	ModB TI20C: Training 03 - Don't know/refusal	discrete	numeric	Who (which organisation) organised the training?
V640	ti20d_01	ModB TI20D: Persons which delivered Training 01	discrete	numeric	Who (which persons) actually delivered the training?

ID	Name	Label	Type	Format	Question
V641	ti20d_01_oth	ModB TI20D: Training 01 - Other - Specify	discrete	character	
V642	ti20d_02	ModB TI20D: Persons which delivered Training 02	discrete	numeric	Who (which persons) actually delivered the training?
V643	ti20d_02_oth	ModB TI20D: Training 02 - Other - Specify	discrete	character	
V644	ti20d_03	ModB TI20D: Persons which delivered Training 03	discrete	numeric	Who (which persons) actually delivered the training?
V645	ti20d_03_oth	ModB TI20D: Training 03 - Other - Specify	discrete	character	
V646	ti20e_01	ModB TI20E: Length (days) of Training 01	discrete	numeric	How many days did the training last for?
V647	ti20e_02	ModB TI20E: Length (days) of Training 02	discrete	numeric	How many days did the training last for?
V648	ti20e_03	ModB TI20E: Length (days) of Training 03	discrete	numeric	How many days did the training last for?
V649	ti21	ModC TI21: Meeting with Head Teacher last term?	discrete	numeric	I am now going to ask you about the meetings that you have attended as well as supervision from the head teacher. Did you attend a formal meeting led by the head teacher to discuss teaching and student learning last term (third term) - April to July 2014?
V650	ti22	ModC TI22: Number of meetings with the Head Teacher	discrete	numeric	How many such meetings did you attend last term (third term) - April to July 2014?
V651	ti23	ModC TI23: Lesson observation by Head Teacher?	discrete	numeric	Did the head teacher sit in any of your lessons and observe the lesson throughout last term (third term) - April to July 2014?
V652	ti24	ModC TI24: Number of lessons observed by Head Teacher last term	discrete	numeric	How many of your lessons did the head teacher observe in the last term (third term) -- April to July 2014?
V653	ti25_01	ModD TI25: 01 Primary class taught - Class 1	discrete	numeric	I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?
V654	ti25_02	ModD TI25: 02 Primary class taught - Class 2	discrete	numeric	I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?
V655	ti25_03	ModD TI25: 03 Primary class taught - Class 3	discrete	numeric	I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?
V656	ti25_04	ModD TI25: 04 Primary class taught - Class 4	discrete	numeric	I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?
V657	ti25_05	ModD TI25: 05 Primary class taught - Class 5	discrete	numeric	I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?
V658	ti25_06	ModD TI25: 06 Primary class taught - Class 6	discrete	numeric	I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?
V659	ti26_01	ModD TI26: 01 Subject taught in current school year - English	discrete	numeric	What subjects do you teach in the current school year?

ID	Name	Label	Type	Format	Question
V660	ti26_02	ModD TI26: 02 Subject taught in current school year - Mathematics	discrete	numeric	What subjects do you teach in the current school year?
V661	ti26_03	ModD TI26: 03 Subject taught in current school year - Social studies	discrete	numeric	What subjects do you teach in the current school year?
V662	ti26_04	ModD TI26: 04 Subject taught in current school year - Primary science; basic sci	discrete	numeric	What subjects do you teach in the current school year?
V663	ti26_05	ModD TI26: 05 Subject taught in current school year - Islamic studies	discrete	numeric	What subjects do you teach in the current school year?
V664	ti26_06	ModD TI26: 06 Subject taught in current school year - Christian religious studie	discrete	numeric	What subjects do you teach in the current school year?
V665	ti26_07	ModD TI26: 07 Subject taught in current school year - Home economics	discrete	numeric	What subjects do you teach in the current school year?
V666	ti26_08	ModD TI26: 08 Subject taught in current school year - Agriculture	discrete	numeric	What subjects do you teach in the current school year?
V667	ti26_09	ModD TI26: 09 Subject taught in current school year - Civic education	discrete	numeric	What subjects do you teach in the current school year?
V668	ti26_10	ModD TI26: 10 Subject taught in current school year - Hausa	discrete	numeric	What subjects do you teach in the current school year?
V669	ti26_13	ModD TI26: 13 Subject taught in current school year - Health science	discrete	numeric	What subjects do you teach in the current school year?
V670	ti26_14	ModD TI26: 14 Subject taught in current school year - Drawing	discrete	numeric	What subjects do you teach in the current school year?
V671	ti26_15	ModD TI26: 15 Subject taught in current school year - Writing	discrete	numeric	What subjects do you teach in the current school year?
V672	ti26_othsub	ModD TI26: Other	discrete	numeric	What subjects do you teach in the current school year?
V673	ti26_oth	ModD TI26: Other - Specify	discrete	character	
V674	ti27a	ModE TI27A: I enjoy teaching very much	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I enjoy teaching very much
V675	ti27b	ModE TI27B: As a teacher, I perform an important role in society	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - As a teacher, I perform an important role in society

ID	Name	Label	Type	Format	Question
V676	ti27c	ModE TI27C: No point trying to teach pupils whose parents cannot read or write	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - There is no point trying to teach pupils whose parents cannot read or write
V677	ti27d	ModE TI27D: Difficult to teach in this school as building is in poor condition	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - It is difficult to teach in this school because the building is in poor condition
V678	ti27e	ModE TI27E: It is difficult to manage pupils in my classrooms	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - It is difficult to manage pupils in my classrooms
V679	ti27f	ModE TI27F: If I could choose another job today, I would still choose teaching	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - If I could choose another job today, I would still choose teaching
V680	ti27g	ModE TI27G: In the past two years, my job has become more satisfying	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - In the past two years, my job has become more satisfying
V681	ti27h	ModE TI27H: I teach too many classes	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I teach too many classes

ID	Name	Label	Type	Format	Question
V682	ti27i	ModE TI27I: Teachers at my school have the knowledge and skills to do their jobs	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at my school have the knowledge and skills to do their jobs well
V683	ti27j	ModE TI27J: Teachers at this school are highly committed to their job	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at this school are highly committed to their job
V684	ti27k	ModE TI27K: I have teachers that I consider my friends at my school	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I have teachers that I consider my friends at my school
V685	ti27l	ModE TI27L: Teachers at my school work well together	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at my school work well together
V686	ti27m	ModE TI27M: Teaching my class yesterday was boring	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teaching my class yesterday was boring
V687	ti27n	ModE TI27N: It is worth working harder to make sure the pupils do well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - It is worth working harder to make sure the pupils do well
V688	ti27o	ModE TI27O: Most pupils in this school are not intelligent enough to do well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Most of the pupils in this school are not intelligent enough to do well

ID	Name	Label	Type	Format	Question
V689	ti27p	ModE TI27P: Teaching is very tiring	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teaching is very tiring
V690	ti27q	ModE TI27Q: Teaching well is important to me	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teaching well is important to me
V691	ti27r	ModE TI27R: Teachers at this school trust each other	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at this school trust each other
V692	ti27s	ModE TI27S: Pupils work hard in this school and want to succeed	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Pupils work hard in this school and want to succeed
V693	ti27t	ModE TI27T: I try my best to teach my pupils but their parents do not help	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I try my best to teach my pupils but their parents do not help
V694	ti27u	ModE TI27U: Teachers at this school feel responsible to help each other out	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - Teachers at this school feel responsible to help each other out
V695	ti27v	ModE TI27V: There are too many pupils in my classroom	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - There are too many pupils in my classroom

ID	Name	Label	Type	Format	Question
V696	ti27w	ModE TI27W: I don't always have the materials I need to do my job	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I don't always have the materials I need to do my job
V697	ti27x	ModE TI27X: I have all the support I need to teach my pupils well	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - I have all the support I need to teach my pupils well
V698	ti27y	ModE TI27Y: There is no point in spending a lot of time preparing for a class	discrete	numeric	I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question - There is no point in spending a lot of time preparing for a class
V699	ti28	ModF TI28: Ownership of a mobile phone?	discrete	numeric	Thank you. This is the last part of the interview. I will ask you about your use of mobile phones. Do you own a working mobile phone?
V700	ti29	ModF TI29: Does mobile phone play both video and audio?	discrete	numeric	Do you have a phone that can play both video and audio?
V701	ti30_01	ModF TI30: 01 Mobile phone use - Voice calls	discrete	numeric	What do you use your mobile phone for?
V702	ti30_02	ModF TI30: 02 Mobile phone use - Send/receive SMS/MMS	discrete	numeric	What do you use your mobile phone for?
V703	ti30_03	ModF TI30: 03 Mobile phone use - Listen to radio	discrete	numeric	What do you use your mobile phone for?
V704	ti30_04	ModF TI30: 04 Mobile phone use - Listen to music (non-radio)	discrete	numeric	What do you use your mobile phone for?
V705	ti30_05	ModF TI30: 05 Mobile phone use - Play games	discrete	numeric	What do you use your mobile phone for?
V706	ti30_06	ModF TI30: 06 Mobile phone use - Take photos/look at photos	discrete	numeric	What do you use your mobile phone for?
V707	ti30_07	ModF TI30: 07 Mobile phone use - Browse internet	discrete	numeric	What do you use your mobile phone for?
V708	ti30_08	ModF TI30: 08 Mobile phone use - Read news/stories	discrete	numeric	What do you use your mobile phone for?
V709	ti30_09	ModF TI30: 09 Mobile phone use - Calculator	discrete	numeric	What do you use your mobile phone for?
V710	ti30_10	ModF TI30: 10 Mobile phone use - Date and/or time	discrete	numeric	What do you use your mobile phone for?
V711	ti30_11	ModF TI30: 11 Mobile phone use - Social media	discrete	numeric	What do you use your mobile phone for?

ID	Name	Label	Type	Format	Question
V712	ti30_12	ModF TI30: 12 Mobile phone use - Watch video	discrete	numeric	What do you use your mobile phone for?
V713	ti30_13	ModF TI30: 13 Mobile phone use - Research/learning	discrete	numeric	What do you use your mobile phone for?
V714	ti30_othuse	ModF TI30: Other	discrete	numeric	What do you use your mobile phone for?
V715	ti30_oth	ModF TI30: Other - Specify	discrete	character	
V716	n_tchabsenteeism_self	Teacher absenteeism last 5 working days (% of contracted days): self-reported	contin	numeric	

bl_v2_1_htt_all

Content	As stated earlier in the 'Sampling-Weighting' section, further data-files have been compiled for analysis appending data for Head Teachers and teachers, using variables common to both the Head Teacher and Teacher Interview instruments. This data-file includes ALL Head Teachers and teachers. The appropriate sampling variables are included, and the variable labels clearly indicate the question numbers from both the Head Teacher and Teacher Interview instruments. The variable names begin with the prefix 'htt' and follow the same numbering as the Head Teacher questionnaire. Please refer to bl_v2_1_ht and to bl_v2_1_ti for the corresponding Pre-question/Literal question/Post-question text. Names of LGAs, schools, and teachers have been removed in the anonymisation process.
Cases	1238
Variable(s)	411
Structure	Type: relational Keys: id_school(School ID), id_teacher(Teacher ID (unique within school))
Version	
Producer	Oxford Policy Management Ltd
Missing Data	-1 Refusal -2 Don't know -9 User-missing (value labeled as 'Missing')

Variables

ID	Name	Label	Type	Format	Question
V717	surveywave	Survey wave	discrete	numeric	
V718	id_state	State ID	discrete	numeric	
V719	id_school	School ID	contin	numeric	
V720	id_teacher	Teacher ID (unique within school)	discrete	numeric	
V721	treatment	Treatment/Control	discrete	numeric	
V722	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V723	weight_httall	Sampling Weight [Teachers and Head Teachers]	contin	numeric	
V724	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V725	htt01	HT01: Role	discrete	numeric	
V726	htt04	HT04/TI03: Sex	discrete	numeric	
V727	htt09	HT09/TI09: Age	discrete	numeric	
V728	htt10	HT10: Years of experience as a teacher	discrete	numeric	
V729	htt11	HT11/TI10: Year when respondent first became a HT/Teacher of current school	discrete	numeric	
V730	htt12	HT12/TI11: Year when respondent first became a HT/Teacher of any school	discrete	numeric	
V731	htt13_01	HT13/TI12: 01 Qualification - SIS/JIS	discrete	numeric	
V732	htt13_02	HT13/TI12: 02 Qualification - SSCE/WASC/O-level	discrete	numeric	
V733	htt13_03	HT13/TI12: 03 Qualification - Grade II or equivalent	discrete	numeric	
V734	htt13_04	HT13/TI12: 04 Qualification - OND/Diploma	discrete	numeric	
V735	htt13_05	HT13/TI12: 05 Qualification - NCE	discrete	numeric	
V736	htt13_06	HT13/TI12: 06 Qualification - PGDE	discrete	numeric	
V737	htt13_07	HT13/TI12: 07 Qualification - B.Ed. or equivalent degree in education	discrete	numeric	
V738	htt13_08	HT13/TI12: 08 Qualification - BA/BSc/HND/LLB (not in education)	discrete	numeric	
V739	htt13_09	HT13/TI12: 09 Qualification - MEd or equivalent degree in education	discrete	numeric	

ID	Name	Label	Type	Format	Question
V740	htt13_10	HT13/TI12: 10 Qualification - MA/MSc (not in education)	discrete	numeric	
V741	htt13_11	HT13/TI12: 11 Qualification - None	discrete	numeric	
V742	htt13_othqual	HT13/TI12: Other	discrete	numeric	
V743	htt13_oth	HT13/TI12: Other - Specify	discrete	character	
V744	htt13_dkr	HT13/TI12: Don't know/refusal	discrete	numeric	
V745	htt14	HT14/TI13: Gross monthly salary	discrete	numeric	
V746	htt15	HT15/TI14: Timeliness of receipt of salary in last academic year	discrete	numeric	
V747	htt16	HT16/TI15: Absence from school in the last 5 days - number of days	discrete	numeric	
V748	htt17_01	HT17/TI16: 01 Reason for absence - Elections/campaigning	discrete	numeric	
V749	htt17_02	HT17/TI16: 02 Reason for absence - Transport	discrete	numeric	
V750	htt17_03	HT17/TI16: 03 Reason for absence - Teacher strikes	discrete	numeric	
V751	htt17_04	HT17/TI16: 04 Reason for absence - Other mass strikes	discrete	numeric	
V752	htt17_05	HT17/TI16: 05 Reason for absence - Own or family illness	discrete	numeric	
V753	htt17_06	HT17/TI16: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	
V754	htt17_07	HT17/TI16: 07 Reason for absence - Training	discrete	numeric	
V755	htt17_08	HT17/TI16: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	
V756	htt17_09	HT17/TI16: 09 Reason for absence - Social or religious obligations	discrete	numeric	
V757	htt17_10	HT17/TI16: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	
V758	htt17_11	HT17/TI16: 11 Reason for absence - Weather related	discrete	numeric	
V759	htt17_othrea	HT17/TI16: Other	discrete	numeric	
V760	htt17_oth	HT17/TI16: Other - Specify	discrete	character	
V761	htt18	HT18/TI17: Absence from school in the last term?	discrete	numeric	
V762	htt19_01	HT19/TI18: 01 Reason for absence - Elections/campaigning	discrete	numeric	
V763	htt19_02	HT19/TI18: 02 Reason for absence - Transport	discrete	numeric	
V764	htt19_03	HT19/TI18: 03 Reason for absence - Teacher strikes	discrete	numeric	
V765	htt19_04	HT19/TI18: 04 Reason for absence - Other mass strikes	discrete	numeric	
V766	htt19_05	HT19/TI18: 05 Reason for absence - Own or family illness	discrete	numeric	
V767	htt19_06	HT19/TI18: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	
V768	htt19_07	HT19/TI18: 07 Reason for absence - Training	discrete	numeric	
V769	htt19_08	HT19/TI18: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	
V770	htt19_09	HT19/TI18: 09 Reason for absence - Social or religious obligations	discrete	numeric	
V771	htt19_10	HT19/TI18: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	
V772	htt19_11	HT19/TI18: 11 Reason for absence - Weather related	discrete	numeric	
V773	htt19_othrea	HT19/TI18: Other	discrete	numeric	
V774	htt19_oth	HT19/TI18: Other - Specify	discrete	character	
V775	htt20	HT20/TI19: Teacher related training in last 2 years?	discrete	numeric	
V776	htt21a_01_month	HT21A/TI20A: Start date of Training 01 (month)	discrete	numeric	
V777	htt21a_02_month	HT21A/TI20A: Start date of Training 02 (month)	discrete	numeric	
V778	htt21a_03_month	HT21A/TI20A: Start date of Training 03 (month)	discrete	numeric	
V779	htt21a_04_month	HT21A: Start date of Training 04 (month)	discrete	numeric	

ID	Name	Label	Type	Format	Question
V780	htt21a_05_month	HT21A: Start date of Training 05 (month)	discrete	numeric	
V781	htt21a_06_month	HT21A: Start date of Training 06 (month)	discrete	numeric	
V782	htt21a_07_month	HT21A: Start date of Training 07 (month)	discrete	numeric	
V783	htt21a_08_month	HT21A: Start date of Training 08 (month)	discrete	numeric	
V784	htt21a_09_month	HT21A: Start date of Training 09 (month)	discrete	numeric	
V785	htt21a_10_month	HT21A: Start date of Training 10 (month)	discrete	numeric	
V786	htt21a_01_year	HT21A/TI20A: Start date of Training 01 (year)	discrete	numeric	
V787	htt21a_02_year	HT21A/TI20A: Start date of Training 02 (year)	discrete	numeric	
V788	htt21a_03_year	HT21A/TI20A: Start date of Training 03 (year)	discrete	numeric	
V789	htt21a_04_year	HT21A: Start date of Training 04 (year)	discrete	numeric	
V790	htt21a_05_year	HT21A: Start date of Training 05 (year)	discrete	numeric	
V791	htt21a_06_year	HT21A: Start date of Training 06 (year)	discrete	numeric	
V792	htt21a_07_year	HT21A: Start date of Training 07 (year)	discrete	numeric	
V793	htt21a_08_year	HT21A: Start date of Training 08 (year)	discrete	numeric	
V794	htt21a_09_year	HT21A: Start date of Training 09 (year)	discrete	numeric	
V795	htt21a_10_year	HT21A: Start date of Training 10 (year)	discrete	numeric	
V796	htt21b_01_01	HT21B/TI20B: Training 01 - Topic 01: Teaching methods	discrete	numeric	
V797	htt21b_01_02	HT21B/TI20B: Training 01 - Topic 02: Literacy/numeracy	discrete	numeric	
V798	htt21b_01_03	HT21B/TI20B: Training 01 - Topic 03: Curriculum subject	discrete	numeric	
V799	htt21b_01_04	HT21B/TI20B: Training 01 - Topic 04: Extra-curricular	discrete	numeric	
V800	htt21b_01_05	HT21B: Training 01 - Topic 05: School leadership	discrete	numeric	
V801	htt21b_01_06	HT21B: Training 01 - Topic 06: Management or school development planning	discrete	numeric	
V802	htt21b_01_07	HT21B: Training 01 - Topic 07: Development of instructional materials	discrete	numeric	
V803	htt21b_01_othhttp	HT21B/TI20B: Training 01 - Other	discrete	numeric	
V804	htt21b_01_oth	HT21B/TI20B: Training 01 - Other - Specify	discrete	character	
V805	htt21b_01_dkr	HT21B/TI20B: Training 01 - Don't know/refusal	discrete	numeric	
V806	htt21b_02_01	HT21B/TI20B: Training 02 - Topic 01: Teaching methods	discrete	numeric	
V807	htt21b_02_02	HT21B/TI20B: Training 02 - Topic 02: Literacy/numeracy	discrete	numeric	
V808	htt21b_02_03	HT21B/TI20B: Training 02 - Topic 03: Curriculum subject	discrete	numeric	
V809	htt21b_02_04	HT21B/TI20B: Training 02 - Topic 04: Extra-curricular	discrete	numeric	
V810	htt21b_02_05	HT21B: Training 02 - Topic 05: School leadership	discrete	numeric	
V811	htt21b_02_06	HT21B: Training 02 - Topic 06: Management or school development planning	discrete	numeric	
V812	htt21b_02_07	HT21B: Training 02 - Topic 07: Development of instructional materials	discrete	numeric	
V813	htt21b_02_othhttp	HT21B/TI20B: Training 02 - Other	discrete	numeric	
V814	htt21b_02_oth	HT21B/TI20B: Training 02 - Other - Specify	discrete	character	
V815	htt21b_02_dkr	HT21B/TI20B: Training 02 - Don't know/refusal	discrete	numeric	
V816	htt21b_03_01	HT21B/TI20B: Training 03 - Topic 01: Teaching methods	discrete	numeric	
V817	htt21b_03_02	HT21B/TI20B: Training 03 - Topic 02: Literacy/numeracy	discrete	numeric	
V818	htt21b_03_03	HT21B/TI20B: Training 03 - Topic 03: Curriculum subject	discrete	numeric	

ID	Name	Label	Type	Format	Question
V819	htt21b_03_04	HT21B/TI20B: Training 03 - Topic 04: Extra-curricular	discrete	numeric	
V820	htt21b_03_05	HT21B: Training 03 - Topic 05: School leadership	discrete	numeric	
V821	htt21b_03_06	HT21B: Training 03 - Topic 06: Management or school development planning	discrete	numeric	
V822	htt21b_03_07	HT21B: Training 03 - Topic 07: Development of instructional materials	discrete	numeric	
V823	htt21b_03_othttp	HT21B/TI20B: Training 03 - Other	discrete	numeric	
V824	htt21b_03_oth	HT21B/TI20B: Training 03 - Other - Specify	discrete	character	
V825	htt21b_03_dkr	HT21B/TI20B: Training 03 - Don't know/refusal	discrete	numeric	
V826	htt21b_04_01	HT21B: Training 04 - Topic 01: Teaching methods	discrete	numeric	
V827	htt21b_04_02	HT21B: Training 04 - Topic 02: Literacy/numeracy	discrete	numeric	
V828	htt21b_04_03	HT21B: Training 04 - Topic 03: Curriculum subject	discrete	numeric	
V829	htt21b_04_04	HT21B: Training 04 - Topic 04: Extra-curricular	discrete	numeric	
V830	htt21b_04_05	HT21B: Training 04 - Topic 05: School leadership	discrete	numeric	
V831	htt21b_04_06	HT21B: Training 04 - Topic 06: Management or school development planning	discrete	numeric	
V832	htt21b_04_07	HT21B: Training 04 - Topic 07: Development of instructional materials	discrete	numeric	
V833	htt21b_04_othttp	HT21B: Training 04 - Other	discrete	numeric	
V834	htt21b_04_oth	HT21B: Training 04 - Other - Specify	discrete	character	
V835	htt21b_04_dkr	HT21B: Training 04 - Don't know/refusal	discrete	numeric	
V836	htt21b_05_01	HT21B: Training 05 - Topic 01: Teaching methods	discrete	numeric	
V837	htt21b_05_02	HT21B: Training 05 - Topic 02: Literacy/numeracy	discrete	numeric	
V838	htt21b_05_03	HT21B: Training 05 - Topic 03: Curriculum subject	discrete	numeric	
V839	htt21b_05_04	HT21B: Training 05 - Topic 04: Extra-curricular	discrete	numeric	
V840	htt21b_05_05	HT21B: Training 05 - Topic 05: School leadership	discrete	numeric	
V841	htt21b_05_06	HT21B: Training 05 - Topic 06: Management or school development planning	discrete	numeric	
V842	htt21b_05_07	HT21B: Training 05 - Topic 07: Development of instructional materials	discrete	numeric	
V843	htt21b_05_othttp	HT21B: Training 05 - Other	discrete	numeric	
V844	htt21b_05_oth	HT21B: Training 05 - Other - Specify	discrete	character	
V845	htt21b_05_dkr	HT21B: Training 05 - Don't know/refusal	discrete	numeric	
V846	htt21b_06_01	HT21B: Training 06 - Topic 01: Teaching methods	discrete	numeric	
V847	htt21b_06_02	HT21B: Training 06 - Topic 02: Literacy/numeracy	discrete	numeric	
V848	htt21b_06_03	HT21B: Training 06 - Topic 03: Curriculum subject	discrete	numeric	
V849	htt21b_06_04	HT21B: Training 06 - Topic 04: Extra-curricular	discrete	numeric	
V850	htt21b_06_05	HT21B: Training 06 - Topic 05: School leadership	discrete	numeric	
V851	htt21b_06_06	HT21B: Training 06 - Topic 06: Management or school development planning	discrete	numeric	
V852	htt21b_06_07	HT21B: Training 06 - Topic 07: Development of instructional materials	discrete	numeric	
V853	htt21b_06_othttp	HT21B: Training 06 - Other	discrete	numeric	
V854	htt21b_06_oth	HT21B: Training 06 - Other - Specify	discrete	character	
V855	htt21b_06_dkr	HT21B: Training 06 - Don't know/refusal	discrete	numeric	
V856	htt21b_07_01	HT21B: Training 07 - Topic 01: Teaching methods	discrete	numeric	

ID	Name	Label	Type	Format	Question
V857	htt21b_07_02	HT21B: Training 07 - Topic 02: Literacy/numeracy	discrete	numeric	
V858	htt21b_07_03	HT21B: Training 07 - Topic 03: Curriculum subject	discrete	numeric	
V859	htt21b_07_04	HT21B: Training 07 - Topic 04: Extra-curricular	discrete	numeric	
V860	htt21b_07_05	HT21B: Training 07 - Topic 05: School leadership	discrete	numeric	
V861	htt21b_07_06	HT21B: Training 07 - Topic 06: Management or school development planning	discrete	numeric	
V862	htt21b_07_07	HT21B: Training 07 - Topic 07: Development of instructional materials	discrete	numeric	
V863	htt21b_07_othttp	HT21B: Training 07 - Other	discrete	numeric	
V864	htt21b_07_oth	HT21B: Training 07 - Other - Specify	discrete	character	
V865	htt21b_07_dkr	HT21B: Training 07 - Don't know/refusal	discrete	numeric	
V866	htt21b_08_01	HT21B: Training 08 - Topic 01: Teaching methods	discrete	numeric	
V867	htt21b_08_02	HT21B: Training 08 - Topic 02: Literacy/numeracy	discrete	numeric	
V868	htt21b_08_03	HT21B: Training 08 - Topic 03: Curriculum subject	discrete	numeric	
V869	htt21b_08_04	HT21B: Training 08 - Topic 04: Extra-curricular	discrete	numeric	
V870	htt21b_08_05	HT21B: Training 08 - Topic 05: School leadership	discrete	numeric	
V871	htt21b_08_06	HT21B: Training 08 - Topic 06: Management or school development planning	discrete	numeric	
V872	htt21b_08_07	HT21B: Training 08 - Topic 07: Development of instructional materials	discrete	numeric	
V873	htt21b_08_othttp	HT21B: Training 08 - Other	discrete	numeric	
V874	htt21b_08_oth	HT21B: Training 08 - Other - Specify	discrete	character	
V875	htt21b_08_dkr	HT21B: Training 08 - Don't know/refusal	discrete	numeric	
V876	htt21b_09_01	HT21B: Training 09 - Topic 01: Teaching methods	discrete	numeric	
V877	htt21b_09_02	HT21B: Training 09 - Topic 02: Literacy/numeracy	discrete	numeric	
V878	htt21b_09_03	HT21B: Training 09 - Topic 03: Curriculum subject	discrete	numeric	
V879	htt21b_09_04	HT21B: Training 09 - Topic 04: Extra-curricular	discrete	numeric	
V880	htt21b_09_05	HT21B: Training 09 - Topic 05: School leadership	discrete	numeric	
V881	htt21b_09_06	HT21B: Training 09 - Topic 06: Management or school development planning	discrete	numeric	
V882	htt21b_09_07	HT21B: Training 09 - Topic 07: Development of instructional materials	discrete	numeric	
V883	htt21b_09_othttp	HT21B: Training 09 - Other	discrete	numeric	
V884	htt21b_09_oth	HT21B: Training 09 - Other - Specify	discrete	character	
V885	htt21b_09_dkr	HT21B: Training 09 - Don't know/refusal	discrete	numeric	
V886	htt21b_10_01	HT21B: Training 10 - Topic 01: Teaching methods	discrete	numeric	
V887	htt21b_10_02	HT21B: Training 10 - Topic 02: Literacy/numeracy	discrete	numeric	
V888	htt21b_10_03	HT21B: Training 10 - Topic 03: Curriculum subject	discrete	numeric	
V889	htt21b_10_04	HT21B: Training 10 - Topic 04: Extra-curricular	discrete	numeric	
V890	htt21b_10_05	HT21B: Training 10 - Topic 05: School leadership	discrete	numeric	
V891	htt21b_10_06	HT21B: Training 10 - Topic 06: Management or school development planning	discrete	numeric	
V892	htt21b_10_07	HT21B: Training 10 - Topic 07: Development of instructional materials	discrete	numeric	
V893	htt21b_10_othttp	HT21B: Training 10 - Other	discrete	numeric	
V894	htt21b_10_oth	HT21B: Training 10 - Other - Specify	discrete	character	

ID	Name	Label	Type	Format	Question
V895	htt21b_10_dkr	HT21B: Training 10 - Don't know/refusal	discrete	numeric	
V896	htt21c_01_01	HT21C/TI20C: Training 01 - Organisation 01: LGEA	discrete	numeric	
V897	htt21c_01_02	HT21C/TI20C: Training 01 - Organisation 02: ESSPIN	discrete	numeric	
V898	htt21c_01_03	HT21C/TI20C: Training 01 - Organisation 03: GEP/UNICEF	discrete	numeric	
V899	htt21c_01_04	HT21C: Training 01 - Organisation 04: SIP OR TSP	discrete	numeric	
V900	htt21c_01_05	HT21C/TI20C: Training 01 - Organisation 05: SUBEB	discrete	numeric	
V901	htt21c_01_06	HT21C/TI20C: Training 01 - Organisation 06: UBEC	discrete	numeric	
V902	htt21c_01_07	HT21C/TI20C: Training 01 - Organisation 07: NTI	discrete	numeric	
V903	htt21c_01_08	HT21C/TI20C: Training 01 - Organisation 08: Donor organisation	discrete	numeric	
V904	htt21c_01_09	HT21C/TI20C: Training 01 - Organisation 09: Non-government organisation	discrete	numeric	
V905	htt21c_01_10	HT21C/TI20C: Training 01 - Organisation 10: Community organisation	discrete	numeric	
V906	htt21c_01_11	TI20C: Training 01 - Organisation 11: Head Teacher himself	discrete	numeric	
V907	htt21c_01_12	TI20C: Training 01 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	
V908	htt21c_01_othorg	HT21C/TI20C: Training 01 - Other	discrete	numeric	
V909	htt21c_01_oth	HT21C/TI20C: Training 01 - Other - Specify	discrete	character	
V910	htt21c_01_dkr	HT21C/TI20C: Training 01 - Don't know/refusal	discrete	numeric	
V911	htt21c_02_01	HT21C/TI20C: Training 02 - Organisation 01: LGEA	discrete	numeric	
V912	htt21c_02_02	HT21C/TI20C: Training 02 - Organisation 02: ESSPIN	discrete	numeric	
V913	htt21c_02_03	HT21C/TI20C: Training 02 - Organisation 03: GEP/UNICEF	discrete	numeric	
V914	htt21c_02_04	HT21C: Training 02 - Organisation 04: SIP OR TSP	discrete	numeric	
V915	htt21c_02_05	HT21C/TI20C: Training 02 - Organisation 05: SUBEB	discrete	numeric	
V916	htt21c_02_06	HT21C/TI20C: Training 02 - Organisation 06: UBEC	discrete	numeric	
V917	htt21c_02_07	HT21C/TI20C: Training 02 - Organisation 07: NTI	discrete	numeric	
V918	htt21c_02_08	HT21C/TI20C: Training 02 - Organisation 08: Donor organisation	discrete	numeric	
V919	htt21c_02_09	HT21C/TI20C: Training 02 - Organisation 09: Non-government organisation	discrete	numeric	
V920	htt21c_02_10	HT21C/TI20C: Training 02 - Organisation 10: Community organisation	discrete	numeric	
V921	htt21c_02_11	TI20C: Training 02 - Organisation 11: Head Teacher himself	discrete	numeric	
V922	htt21c_02_12	TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	
V923	htt21c_02_othorg	HT21C/TI20C: Training 02 - Other	discrete	numeric	
V924	htt21c_02_oth	HT21C/TI20C: Training 02 - Other - Specify	discrete	character	
V925	htt21c_02_dkr	HT21C/TI20C: Training 02 - Don't know/refusal	discrete	numeric	
V926	htt21c_03_01	HT21C/TI20C: Training 03 - Organisation 01: LGEA	discrete	numeric	
V927	htt21c_03_02	HT21C/TI20C: Training 03 - Organisation 02: ESSPIN	discrete	numeric	
V928	htt21c_03_03	HT21C/TI20C: Training 03 - Organisation 03: GEP/UNICEF	discrete	numeric	
V929	htt21c_03_04	HT21C: Training 03 - Organisation 04: SIP OR TSP	discrete	numeric	
V930	htt21c_03_05	HT21C/TI20C: Training 03 - Organisation 05: SUBEB	discrete	numeric	
V931	htt21c_03_06	HT21C/TI20C: Training 03 - Organisation 06: UBEC	discrete	numeric	
V932	htt21c_03_07	HT21C/TI20C: Training 03 - Organisation 07: NTI	discrete	numeric	
V933	htt21c_03_08	HT21C/TI20C: Training 03 - Organisation 08: Donor organisation	discrete	numeric	

ID	Name	Label	Type	Format	Question
V934	htt21c_03_09	HT21C/TI20C: Training 03 - Organisation 09: Non-government organisation	discrete	numeric	
V935	htt21c_03_10	HT21C/TI20C: Training 03 - Organisation 10: Community organisation	discrete	numeric	
V936	htt21c_03_11	TI20C: Training 03 - Organisation 11: Head Teacher himself	discrete	numeric	
V937	htt21c_03_12	TI20C: Training 03 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	
V938	htt21c_03_othorg	HT21C/TI20C: Training 03 - Other	discrete	numeric	
V939	htt21c_03_oth	HT21C/TI20C: Training 03 - Other - Specify	discrete	character	
V940	htt21c_03_dkr	HT21C/TI20C: Training 03 - Don't know/refusal	discrete	numeric	
V941	htt21c_04_01	HT21C: Training 04 - Organisation 01: LGEA	discrete	numeric	
V942	htt21c_04_02	HT21C: Training 04 - Organisation 02: ESSPIN	discrete	numeric	
V943	htt21c_04_03	HT21C: Training 04 - Organisation 03: GEP/UNICEF	discrete	numeric	
V944	htt21c_04_04	HT21C: Training 04 - Organisation 04: SIP OR TSP	discrete	numeric	
V945	htt21c_04_05	HT21C: Training 04 - Organisation 05: SUBEB	discrete	numeric	
V946	htt21c_04_06	HT21C: Training 04 - Organisation 06: UBEC	discrete	numeric	
V947	htt21c_04_07	HT21C: Training 04 - Organisation 07: NTI	discrete	numeric	
V948	htt21c_04_08	HT21C: Training 04 - Organisation 08: Donor organisation	discrete	numeric	
V949	htt21c_04_09	HT21C: Training 04 - Organisation 09: Non-government organisation	discrete	numeric	
V950	htt21c_04_10	HT21C: Training 04 - Organisation 10: Community organisation	discrete	numeric	
V951	htt21c_04_othorg	HT21C: Training 04 - Other	discrete	numeric	
V952	htt21c_04_oth	HT21C: Training 04 - Other - Specify	discrete	character	
V953	htt21c_04_dkr	HT21C: Training 04 - Don't know/refusal	discrete	numeric	
V954	htt21c_05_01	HT21C: Training 05 - Organisation 01: LGEA	discrete	numeric	
V955	htt21c_05_02	HT21C: Training 05 - Organisation 02: ESSPIN	discrete	numeric	
V956	htt21c_05_03	HT21C: Training 05 - Organisation 03: GEP/UNICEF	discrete	numeric	
V957	htt21c_05_04	HT21C: Training 05 - Organisation 04: SIP OR TSP	discrete	numeric	
V958	htt21c_05_05	HT21C: Training 05 - Organisation 05: SUBEB	discrete	numeric	
V959	htt21c_05_06	HT21C: Training 05 - Organisation 06: UBEC	discrete	numeric	
V960	htt21c_05_07	HT21C: Training 05 - Organisation 07: NTI	discrete	numeric	
V961	htt21c_05_08	HT21C: Training 05 - Organisation 08: Donor organisation	discrete	numeric	
V962	htt21c_05_09	HT21C: Training 05 - Organisation 09: Non-government organisation	discrete	numeric	
V963	htt21c_05_10	HT21C: Training 05 - Organisation 10: Community organisation	discrete	numeric	
V964	htt21c_05_othorg	HT21C: Training 05 - Other	discrete	numeric	
V965	htt21c_05_oth	HT21C: Training 05 - Other - Specify	discrete	character	
V966	htt21c_05_dkr	HT21C: Training 05 - Don't know/refusal	discrete	numeric	
V967	htt21c_06_01	HT21C: Training 06 - Organisation 01: LGEA	discrete	numeric	
V968	htt21c_06_02	HT21C: Training 06 - Organisation 02: ESSPIN	discrete	numeric	
V969	htt21c_06_03	HT21C: Training 06 - Organisation 03: GEP/UNICEF	discrete	numeric	
V970	htt21c_06_04	HT21C: Training 06 - Organisation 04: SIP OR TSP	discrete	numeric	
V971	htt21c_06_05	HT21C: Training 06 - Organisation 05: SUBEB	discrete	numeric	
V972	htt21c_06_06	HT21C: Training 06 - Organisation 06: UBEC	discrete	numeric	

ID	Name	Label	Type	Format	Question
V973	htt21c_06_07	HT21C: Training 06 - Organisation 07: NTI	discrete	numeric	
V974	htt21c_06_08	HT21C: Training 06 - Organisation 08: Donor organisation	discrete	numeric	
V975	htt21c_06_09	HT21C: Training 06 - Organisation 09: Non-government organisation	discrete	numeric	
V976	htt21c_06_10	HT21C: Training 06 - Organisation 10: Community organisation	discrete	numeric	
V977	htt21c_06_othorg	HT21C: Training 06 - Other	discrete	numeric	
V978	htt21c_06_oth	HT21C: Training 06 - Other - Specify	discrete	character	
V979	htt21c_06_dkr	HT21C: Training 06 - Don't know/refusal	discrete	numeric	
V980	htt21c_07_01	HT21C: Training 07 - Organisation 01: LGEA	discrete	numeric	
V981	htt21c_07_02	HT21C: Training 07 - Organisation 02: ESSPIN	discrete	numeric	
V982	htt21c_07_03	HT21C: Training 07 - Organisation 03: GEP/UNICEF	discrete	numeric	
V983	htt21c_07_04	HT21C: Training 07 - Organisation 04: SIP OR TSP	discrete	numeric	
V984	htt21c_07_05	HT21C: Training 07 - Organisation 05: SUBEB	discrete	numeric	
V985	htt21c_07_06	HT21C: Training 07 - Organisation 06: UBEC	discrete	numeric	
V986	htt21c_07_07	HT21C: Training 07 - Organisation 07: NTI	discrete	numeric	
V987	htt21c_07_08	HT21C: Training 07 - Organisation 08: Donor organisation	discrete	numeric	
V988	htt21c_07_09	HT21C: Training 07 - Organisation 09: Non-government organisation	discrete	numeric	
V989	htt21c_07_10	HT21C: Training 07 - Organisation 10: Community organisation	discrete	numeric	
V990	htt21c_07_othorg	HT21C: Training 07 - Other	discrete	numeric	
V991	htt21c_07_oth	HT21C: Training 07 - Other - Specify	discrete	character	
V992	htt21c_07_dkr	HT21C: Training 07 - Don't know/refusal	discrete	numeric	
V993	htt21c_08_01	HT21C: Training 08 - Organisation 01: LGEA	discrete	numeric	
V994	htt21c_08_02	HT21C: Training 08 - Organisation 02: ESSPIN	discrete	numeric	
V995	htt21c_08_03	HT21C: Training 08 - Organisation 03: GEP/UNICEF	discrete	numeric	
V996	htt21c_08_04	HT21C: Training 08 - Organisation 04: SIP OR TSP	discrete	numeric	
V997	htt21c_08_05	HT21C: Training 08 - Organisation 05: SUBEB	discrete	numeric	
V998	htt21c_08_06	HT21C: Training 08 - Organisation 06: UBEC	discrete	numeric	
V999	htt21c_08_07	HT21C: Training 08 - Organisation 07: NTI	discrete	numeric	
V1000	htt21c_08_08	HT21C: Training 08 - Organisation 08: Donor organisation	discrete	numeric	
V1001	htt21c_08_09	HT21C: Training 08 - Organisation 09: Non-government organisation	discrete	numeric	
V1002	htt21c_08_10	HT21C: Training 08 - Organisation 10: Community organisation	discrete	numeric	
V1003	htt21c_08_othorg	HT21C: Training 08 - Other	discrete	numeric	
V1004	htt21c_08_oth	HT21C: Training 08 - Other - Specify	discrete	character	
V1005	htt21c_08_dkr	HT21C: Training 08 - Don't know/refusal	discrete	numeric	
V1006	htt21c_09_01	HT21C: Training 09 - Organisation 01: LGEA	discrete	numeric	
V1007	htt21c_09_02	HT21C: Training 09 - Organisation 02: ESSPIN	discrete	numeric	
V1008	htt21c_09_03	HT21C: Training 09 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1009	htt21c_09_04	HT21C: Training 09 - Organisation 04: SIP OR TSP	discrete	numeric	
V1010	htt21c_09_05	HT21C: Training 09 - Organisation 05: SUBEB	discrete	numeric	
V1011	htt21c_09_06	HT21C: Training 09 - Organisation 06: UBEC	discrete	numeric	
V1012	htt21c_09_07	HT21C: Training 09 - Organisation 07: NTI	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1013	htt21c_09_08	HT21C: Training 09 - Organisation 08: Donor organisation	discrete	numeric	
V1014	htt21c_09_09	HT21C: Training 09 - Organisation 09: Non-government organisation	discrete	numeric	
V1015	htt21c_09_10	HT21C: Training 09 - Organisation 10: Community organisation	discrete	numeric	
V1016	htt21c_09_othorg	HT21C: Training 09 - Other	discrete	numeric	
V1017	htt21c_09_oth	HT21C: Training 09 - Other - Specify	discrete	character	
V1018	htt21c_09_dkr	HT21C: Training 09 - Don't know/refusal	discrete	numeric	
V1019	htt21c_10_01	HT21C: Training 10 - Organisation 01: LGEA	discrete	numeric	
V1020	htt21c_10_02	HT21C: Training 10 - Organisation 02: ESSPIN	discrete	numeric	
V1021	htt21c_10_03	HT21C: Training 10 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1022	htt21c_10_04	HT21C: Training 10 - Organisation 04: SIP OR TSP	discrete	numeric	
V1023	htt21c_10_05	HT21C: Training 10 - Organisation 05: SUBEB	discrete	numeric	
V1024	htt21c_10_06	HT21C: Training 10 - Organisation 06: UBEC	discrete	numeric	
V1025	htt21c_10_07	HT21C: Training 10 - Organisation 07: NTI	discrete	numeric	
V1026	htt21c_10_08	HT21C: Training 10 - Organisation 08: Donor organisation	discrete	numeric	
V1027	htt21c_10_09	HT21C: Training 10 - Organisation 09: Non-government organisation	discrete	numeric	
V1028	htt21c_10_10	HT21C: Training 10 - Organisation 10: Community organisation	discrete	numeric	
V1029	htt21c_10_othorg	HT21C: Training 10 - Other	discrete	numeric	
V1030	htt21c_10_oth	HT21C: Training 10 - Other - Specify	discrete	character	
V1031	htt21c_10_dkr	HT21C: Training 10 - Don't know/refusal	discrete	numeric	
V1032	htt21d_01	HT21D/TI20D: Persons which delivered Training 01	discrete	numeric	
V1033	htt21d_01_oth	HT21D/TI20D: Training 01 - Other - Specify	discrete	character	
V1034	htt21d_02	HT21D/TI20D: Persons which delivered Training 02	discrete	numeric	
V1035	htt21d_02_oth	HT21D/TI20D: Training 02 - Other - Specify	discrete	character	
V1036	htt21d_03	HT21D/TI20D: Persons which delivered Training 03	discrete	numeric	
V1037	htt21d_03_oth	HT21D/TI20D: Training 03 - Other - Specify	discrete	character	
V1038	htt21d_04	HT21D: Persons which delivered Training 04	discrete	numeric	
V1039	htt21d_04_oth	HT21D: Training 04 - Other - Specify	discrete	character	
V1040	htt21d_05	HT21D: Persons which delivered Training 05	discrete	numeric	
V1041	htt21d_05_oth	HT21D: Training 05 - Other - Specify	discrete	character	
V1042	htt21d_06	HT21D: Persons which delivered Training 06	discrete	numeric	
V1043	htt21d_06_oth	HT21D: Training 06 - Other - Specify	discrete	character	
V1044	htt21d_07	HT21D: Persons which delivered Training 07	discrete	numeric	
V1045	htt21d_07_oth	HT21D: Training 07 - Other - Specify	discrete	character	
V1046	htt21d_08	HT21D: Persons which delivered Training 08	discrete	numeric	
V1047	htt21d_08_oth	HT21D: Training 08 - Other - Specify	discrete	character	
V1048	htt21d_09	HT21D: Persons which delivered Training 09	discrete	numeric	
V1049	htt21d_09_oth	HT21D: Training 09 - Other - Specify	discrete	character	
V1050	htt21d_10	HT21D: Persons which delivered Training 10	discrete	numeric	
V1051	htt21d_10_oth	HT21D: Training 10 - Other - Specify	discrete	character	
V1052	htt21e_01	HT21E/TI20E: Length (days) of Training 01	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1053	htt21e_02	HT21E/TI20E: Length (days) of Training 02	discrete	numeric	
V1054	htt21e_03	HT21E/TI20E: Length (days) of Training 03	discrete	numeric	
V1055	htt21e_04	HT21E: Length (days) of Training 04	discrete	numeric	
V1056	htt21e_05	HT21E: Length (days) of Training 05	discrete	numeric	
V1057	htt21e_06	HT21E: Length (days) of Training 06	discrete	numeric	
V1058	htt21e_07	HT21E: Length (days) of Training 07	discrete	numeric	
V1059	htt21e_08	HT21E: Length (days) of Training 08	discrete	numeric	
V1060	htt21e_09	HT21E: Length (days) of Training 09	discrete	numeric	
V1061	htt21e_10	HT21E: Length (days) of Training 10	discrete	numeric	
V1062	htt36	HT36: Any primary class taught?	discrete	numeric	
V1063	htt37_01	HT37/TI25: 01 Primary class taught - Class 1	discrete	numeric	
V1064	htt37_02	HT37/TI25: 02 Primary class taught - Class 2	discrete	numeric	
V1065	htt37_03	HT37/TI25: 03 Primary class taught - Class 3	discrete	numeric	
V1066	htt37_04	HT37/TI25: 04 Primary class taught - Class 4	discrete	numeric	
V1067	htt37_05	HT37/TI25: 05 Primary class taught - Class 5	discrete	numeric	
V1068	htt37_06	HT37/TI25: 06 Primary class taught - Class 6	discrete	numeric	
V1069	htt38_01	HT38/TI26: 01 Subject taught in current school year - English	discrete	numeric	
V1070	htt38_02	HT38/TI26: 02 Subject taught in current school year - Mathematics	discrete	numeric	
V1071	htt38_03	HT38/TI26: 03 Subject taught in current school year - Social studies	discrete	numeric	
V1072	htt38_04	HT38/TI26: 04 Subject taught in current school year - Primary science; basic sci	discrete	numeric	
V1073	htt38_05	HT38/TI26: 05 Subject taught in current school year - Islamic studies	discrete	numeric	
V1074	htt38_06	HT38/TI26: 06 Subject taught in current school year - Christian religious studie	discrete	numeric	
V1075	htt38_07	HT38/TI26: 07 Subject taught in current school year - Home economics	discrete	numeric	
V1076	htt38_08	HT38/TI26: 08 Subject taught in current school year - Agriculture	discrete	numeric	
V1077	htt38_09	HT38/TI26: 09 Subject taught in current school year - Civic education	discrete	numeric	
V1078	htt38_10	HT38/TI26: 10 Subject taught in current school year - Hausa	discrete	numeric	
V1079	htt38_11	HT38: 11 Subject taught in current school year - Arabic	discrete	numeric	
V1080	htt38_12	HT38: 12 Subject taught in current school year - Cultural and creative arts	discrete	numeric	
V1081	htt38_13	TI26: 13 Subject taught in current school year - Health science	discrete	numeric	
V1082	htt38_14	TI26: 14 Subject taught in current school year - Drawing	discrete	numeric	
V1083	htt38_15	TI26: 15 Subject taught in current school year - Writing	discrete	numeric	
V1084	htt38_othsub	HT38/TI26: Other	discrete	numeric	
V1085	htt38_oth	HT38/TI26: Other - Specify	discrete	character	
V1086	htt39	HT39/TI27A: I enjoy teaching very much	discrete	numeric	
V1087	htt40	HT40/TI27B: As a teacher, I perform an important role in society	discrete	numeric	
V1088	htt41	HT41/TI27C: No point trying to teach pupils whose parents cannot read or write	discrete	numeric	
V1089	htt42	HT42/TI27D: Difficult to teach in this school as building is in poor condition	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1090	htt43	HT43/TI27E: It is difficult to manage pupils in my classrooms	discrete	numeric	
V1091	htt44	HT44/TI27F: If I could choose another job today, I would still choose teaching	discrete	numeric	
V1092	htt45	HT45/TI27G: In the past two years, my job has become more satisfying	discrete	numeric	
V1093	htt46	HT46/TI27H: I teach too many classes	discrete	numeric	
V1094	htt47	HT47/TI27I: Teachers at my school have the knowledge and skills to do their jobs	discrete	numeric	
V1095	htt48	HT48/TI27J: Teachers at this school are highly committed to their job	discrete	numeric	
V1096	htt49	HT49/TI27K: I have teachers that I consider my friends at my school	discrete	numeric	
V1097	htt50	HT50/TI27L: Teachers at my school work well together	discrete	numeric	
V1098	htt51	HT51/TI27M: Teaching my class yesterday was boring	discrete	numeric	
V1099	htt52	HT52/TI27N: It is worth working harder to make sure the pupils do well	discrete	numeric	
V1100	htt53	HT53/TI27O: Most pupils in this school are not intelligent enough to do well	discrete	numeric	
V1101	htt54	HT54/TI27P: Teaching is very tiring	discrete	numeric	
V1102	htt55	HT55/TI27Q: Teaching well is important to me	discrete	numeric	
V1103	htt56	HT56/TI27R: Teachers at this school trust each other	discrete	numeric	
V1104	htt57	HT57/TI27S: Pupils work hard in this school and want to succeed	discrete	numeric	
V1105	htt58	HT58/TI27T: I try my best to teach my pupils but their parents do not help	discrete	numeric	
V1106	htt59	HT59/TI27U: Teachers at this school feel responsible to help each other out	discrete	numeric	
V1107	htt60	HT60/TI27V: There are too many pupils in my classroom	discrete	numeric	
V1108	htt61	HT61/TI27W: I don't always have the materials I need to do my job	discrete	numeric	
V1109	htt62	HT62/TI27X: I have all the support I need to teach my pupils well	discrete	numeric	
V1110	htt63	HT63/TI27Y: There is no point in spending a lot of time preparing for a class	discrete	numeric	
V1111	htt71	HT71/TI28: Ownership of a mobile phone?	discrete	numeric	
V1112	htt72	HT72/TI29: Does mobile phone play both video and audio?	discrete	numeric	
V1113	htt73_01	HT73/TI30: 01 Mobile phone use - Voice calls	discrete	numeric	
V1114	htt73_02	HT73/TI30: 02 Mobile phone use - Send/receive SMS/MMS	discrete	numeric	
V1115	htt73_03	HT73/TI30: 03 Mobile phone use - Listen to radio	discrete	numeric	
V1116	htt73_04	HT73/TI30: 04 Mobile phone use - Listen to music (non-radio)	discrete	numeric	
V1117	htt73_05	HT73/TI30: 05 Mobile phone use - Play games	discrete	numeric	
V1118	htt73_06	HT73/TI30: 06 Mobile phone use - Take photos/look at photos	discrete	numeric	
V1119	htt73_07	HT73/TI30: 07 Mobile phone use - Browse internet	discrete	numeric	
V1120	htt73_08	HT73/TI30: 08 Mobile phone use - Read news/stories	discrete	numeric	
V1121	htt73_09	HT73/TI30: 09 Mobile phone use - Calculator	discrete	numeric	
V1122	htt73_10	HT73/TI30: 10 Mobile phone use - Date and/or time	discrete	numeric	
V1123	htt73_11	HT73/TI30: 11 Mobile phone use - Social media	discrete	numeric	
V1124	htt73_12	HT73/TI30: 12 Mobile phone use - Watch video	discrete	numeric	
V1125	htt73_13	HT73/TI30: 13 Mobile phone use - Research/learning	discrete	numeric	
V1126	htt73_othuse	HT73/TI30: Other	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1127	htt73_oth	HT73/TI30: Other - Specify	discrete	character	

bl_v2_1_htt_tch

Content	As stated earlier in the 'Sampling-Weighting' section, further data-files have been compiled for analysis appending data for Head Teachers and teachers, using variables common to both the Head Teacher and Teacher Interview instruments. This data-file includes Head Teachers WHO TEACH (as indicated by the variable ht36) and teachers. The appropriate sampling variables are included, and the variable labels clearly indicate the question numbers from both the Head Teacher and Teacher Interview instruments. The variable names begin with the prefix 'htt' and follow the same numbering as the Head Teacher questionnaire. Please refer to bl_v2_1_ht and to bl_v2_1_ti for the corresponding Pre-question/Literal question/Post-question text. Names of LGAs, schools, and teachers have been removed in the anonymisation process.
Cases	1126
Variable(s)	411
Structure	Type: relational Keys: id_school(School ID), id_teacher(Teacher ID (unique within school))
Version	
Producer	Oxford Policy Management Ltd
Missing Data	-1 Refusal -2 Don't know -9 User-missing (value labeled as 'Missing')

Variables

ID	Name	Label	Type	Format	Question
V1128	surveywave	Survey wave	discrete	numeric	
V1129	id_state	State ID	discrete	numeric	
V1130	id_school	School ID	contin	numeric	
V1131	id_teacher	Teacher ID (unique within school)	discrete	numeric	
V1132	treatment	Treatment/Control	discrete	numeric	
V1133	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V1134	weight_htt	Sampling Weight [Teachers and Head Teachers who teach]	contin	numeric	
V1135	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V1136	htt01	HT01: Role	discrete	numeric	
V1137	htt04	HT04/TI03: Sex	discrete	numeric	
V1138	htt09	HT09/TI09: Age	discrete	numeric	
V1139	htt10	HT10: Years of experience as a teacher	discrete	numeric	
V1140	htt11	HT11/TI10: Year when respondent first became a HT/Teacher of current school	discrete	numeric	
V1141	htt12	HT12/TI11: Year when respondent first became a HT/Teacher of any school	discrete	numeric	
V1142	htt13_01	HT13/TI12: 01 Qualification - SIS/JIS	discrete	numeric	
V1143	htt13_02	HT13/TI12: 02 Qualification - SSCE/WASC/O-level	discrete	numeric	
V1144	htt13_03	HT13/TI12: 03 Qualification - Grade II or equivalent	discrete	numeric	
V1145	htt13_04	HT13/TI12: 04 Qualification - OND/Diploma	discrete	numeric	
V1146	htt13_05	HT13/TI12: 05 Qualification - NCE	discrete	numeric	
V1147	htt13_06	HT13/TI12: 06 Qualification - PGDE	discrete	numeric	
V1148	htt13_07	HT13/TI12: 07 Qualification - B.Ed. or equivalent degree in education	discrete	numeric	
V1149	htt13_08	HT13/TI12: 08 Qualification - BA/BSc/HND/LLB (not in education)	discrete	numeric	
V1150	htt13_09	HT13/TI12: 09 Qualification - MEd or equivalent degree in education	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1151	htt13_10	HT13/TI12: 10 Qualification - MA/MSc (not in education)	discrete	numeric	
V1152	htt13_11	HT13/TI12: 11 Qualification - None	discrete	numeric	
V1153	htt13_othqual	HT13/TI12: Other	discrete	numeric	
V1154	htt13_oth	HT13/TI12: Other - Specify	discrete	character	
V1155	htt13_dkr	HT13/TI12: Don't know/refusal	discrete	numeric	
V1156	htt14	HT14/TI13: Gross monthly salary	discrete	numeric	
V1157	htt15	HT15/TI14: Timeliness of receipt of salary in last academic year	discrete	numeric	
V1158	htt16	HT16/TI15: Absence from school in the last 5 days - number of days	discrete	numeric	
V1159	htt17_01	HT17/TI16: 01 Reason for absence - Elections/campaigning	discrete	numeric	
V1160	htt17_02	HT17/TI16: 02 Reason for absence - Transport	discrete	numeric	
V1161	htt17_03	HT17/TI16: 03 Reason for absence - Teacher strikes	discrete	numeric	
V1162	htt17_04	HT17/TI16: 04 Reason for absence - Other mass strikes	discrete	numeric	
V1163	htt17_05	HT17/TI16: 05 Reason for absence - Own or family illness	discrete	numeric	
V1164	htt17_06	HT17/TI16: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	
V1165	htt17_07	HT17/TI16: 07 Reason for absence - Training	discrete	numeric	
V1166	htt17_08	HT17/TI16: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	
V1167	htt17_09	HT17/TI16: 09 Reason for absence - Social or religious obligations	discrete	numeric	
V1168	htt17_10	HT17/TI16: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	
V1169	htt17_11	HT17/TI16: 11 Reason for absence - Weather related	discrete	numeric	
V1170	htt17_othrea	HT17/TI16: Other	discrete	numeric	
V1171	htt17_oth	HT17/TI16: Other - Specify	discrete	character	
V1172	htt18	HT18/TI17: Absence from school in the last term?	discrete	numeric	
V1173	htt19_01	HT19/TI18: 01 Reason for absence - Elections/campaigning	discrete	numeric	
V1174	htt19_02	HT19/TI18: 02 Reason for absence - Transport	discrete	numeric	
V1175	htt19_03	HT19/TI18: 03 Reason for absence - Teacher strikes	discrete	numeric	
V1176	htt19_04	HT19/TI18: 04 Reason for absence - Other mass strikes	discrete	numeric	
V1177	htt19_05	HT19/TI18: 05 Reason for absence - Own or family illness	discrete	numeric	
V1178	htt19_06	HT19/TI18: 06 Reason for absence - Late or non-payment of salary	discrete	numeric	
V1179	htt19_07	HT19/TI18: 07 Reason for absence - Training	discrete	numeric	
V1180	htt19_08	HT19/TI18: 08 Reason for absence - Meeting or event at LGA/SUBEB	discrete	numeric	
V1181	htt19_09	HT19/TI18: 09 Reason for absence - Social or religious obligations	discrete	numeric	
V1182	htt19_10	HT19/TI18: 10 Reason for absence - Epidemic/disease outbreak	discrete	numeric	
V1183	htt19_11	HT19/TI18: 11 Reason for absence - Weather related	discrete	numeric	
V1184	htt19_othrea	HT19/TI18: Other	discrete	numeric	
V1185	htt19_oth	HT19/TI18: Other - Specify	discrete	character	
V1186	htt20	HT20/TI19: Teacher related training in last 2 years?	discrete	numeric	
V1187	htt21a_01_month	HT21A/TI20A: Start date of Training 01 (month)	discrete	numeric	
V1188	htt21a_02_month	HT21A/TI20A: Start date of Training 02 (month)	discrete	numeric	
V1189	htt21a_03_month	HT21A/TI20A: Start date of Training 03 (month)	discrete	numeric	
V1190	htt21a_04_month	HT21A: Start date of Training 04 (month)	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1191	htt21a_05_month	HT21A: Start date of Training 05 (month)	discrete	numeric	
V1192	htt21a_06_month	HT21A: Start date of Training 06 (month)	discrete	numeric	
V1193	htt21a_07_month	HT21A: Start date of Training 07 (month)	discrete	numeric	
V1194	htt21a_08_month	HT21A: Start date of Training 08 (month)	discrete	numeric	
V1195	htt21a_09_month	HT21A: Start date of Training 09 (month)	discrete	numeric	
V1196	htt21a_10_month	HT21A: Start date of Training 10 (month)	discrete	numeric	
V1197	htt21a_01_year	HT21A/TI20A: Start date of Training 01 (year)	discrete	numeric	
V1198	htt21a_02_year	HT21A/TI20A: Start date of Training 02 (year)	discrete	numeric	
V1199	htt21a_03_year	HT21A/TI20A: Start date of Training 03 (year)	discrete	numeric	
V1200	htt21a_04_year	HT21A: Start date of Training 04 (year)	discrete	numeric	
V1201	htt21a_05_year	HT21A: Start date of Training 05 (year)	discrete	numeric	
V1202	htt21a_06_year	HT21A: Start date of Training 06 (year)	discrete	numeric	
V1203	htt21a_07_year	HT21A: Start date of Training 07 (year)	discrete	numeric	
V1204	htt21a_08_year	HT21A: Start date of Training 08 (year)	discrete	numeric	
V1205	htt21a_09_year	HT21A: Start date of Training 09 (year)	discrete	numeric	
V1206	htt21a_10_year	HT21A: Start date of Training 10 (year)	discrete	numeric	
V1207	htt21b_01_01	HT21B/TI20B: Training 01 - Topic 01: Teaching methods	discrete	numeric	
V1208	htt21b_01_02	HT21B/TI20B: Training 01 - Topic 02: Literacy/numeracy	discrete	numeric	
V1209	htt21b_01_03	HT21B/TI20B: Training 01 - Topic 03: Curriculum subject	discrete	numeric	
V1210	htt21b_01_04	HT21B/TI20B: Training 01 - Topic 04: Extra-curricular	discrete	numeric	
V1211	htt21b_01_05	HT21B: Training 01 - Topic 05: School leadership	discrete	numeric	
V1212	htt21b_01_06	HT21B: Training 01 - Topic 06: Management or school development planning	discrete	numeric	
V1213	htt21b_01_07	HT21B: Training 01 - Topic 07: Development of instructional materials	discrete	numeric	
V1214	htt21b_01_othhttp	HT21B/TI20B: Training 01 - Other	discrete	numeric	
V1215	htt21b_01_oth	HT21B/TI20B: Training 01 - Other - Specify	discrete	character	
V1216	htt21b_01_dkr	HT21B/TI20B: Training 01 - Don't know/refusal	discrete	numeric	
V1217	htt21b_02_01	HT21B/TI20B: Training 02 - Topic 01: Teaching methods	discrete	numeric	
V1218	htt21b_02_02	HT21B/TI20B: Training 02 - Topic 02: Literacy/numeracy	discrete	numeric	
V1219	htt21b_02_03	HT21B/TI20B: Training 02 - Topic 03: Curriculum subject	discrete	numeric	
V1220	htt21b_02_04	HT21B/TI20B: Training 02 - Topic 04: Extra-curricular	discrete	numeric	
V1221	htt21b_02_05	HT21B: Training 02 - Topic 05: School leadership	discrete	numeric	
V1222	htt21b_02_06	HT21B: Training 02 - Topic 06: Management or school development planning	discrete	numeric	
V1223	htt21b_02_07	HT21B: Training 02 - Topic 07: Development of instructional materials	discrete	numeric	
V1224	htt21b_02_othhttp	HT21B/TI20B: Training 02 - Other	discrete	numeric	
V1225	htt21b_02_oth	HT21B/TI20B: Training 02 - Other - Specify	discrete	character	
V1226	htt21b_02_dkr	HT21B/TI20B: Training 02 - Don't know/refusal	discrete	numeric	
V1227	htt21b_03_01	HT21B/TI20B: Training 03 - Topic 01: Teaching methods	discrete	numeric	
V1228	htt21b_03_02	HT21B/TI20B: Training 03 - Topic 02: Literacy/numeracy	discrete	numeric	
V1229	htt21b_03_03	HT21B/TI20B: Training 03 - Topic 03: Curriculum subject	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1230	htt21b_03_04	HT21B/TI20B: Training 03 - Topic 04: Extra-curricular	discrete	numeric	
V1231	htt21b_03_05	HT21B: Training 03 - Topic 05: School leadership	discrete	numeric	
V1232	htt21b_03_06	HT21B: Training 03 - Topic 06: Management or school development planning	discrete	numeric	
V1233	htt21b_03_07	HT21B: Training 03 - Topic 07: Development of instructional materials	discrete	numeric	
V1234	htt21b_03_othhttp	HT21B/TI20B: Training 03 - Other	discrete	numeric	
V1235	htt21b_03_oth	HT21B/TI20B: Training 03 - Other - Specify	discrete	character	
V1236	htt21b_03_dkr	HT21B/TI20B: Training 03 - Don't know/refusal	discrete	numeric	
V1237	htt21b_04_01	HT21B: Training 04 - Topic 01: Teaching methods	discrete	numeric	
V1238	htt21b_04_02	HT21B: Training 04 - Topic 02: Literacy/numeracy	discrete	numeric	
V1239	htt21b_04_03	HT21B: Training 04 - Topic 03: Curriculum subject	discrete	numeric	
V1240	htt21b_04_04	HT21B: Training 04 - Topic 04: Extra-curricular	discrete	numeric	
V1241	htt21b_04_05	HT21B: Training 04 - Topic 05: School leadership	discrete	numeric	
V1242	htt21b_04_06	HT21B: Training 04 - Topic 06: Management or school development planning	discrete	numeric	
V1243	htt21b_04_07	HT21B: Training 04 - Topic 07: Development of instructional materials	discrete	numeric	
V1244	htt21b_04_othhttp	HT21B: Training 04 - Other	discrete	numeric	
V1245	htt21b_04_oth	HT21B: Training 04 - Other - Specify	discrete	character	
V1246	htt21b_04_dkr	HT21B: Training 04 - Don't know/refusal	discrete	numeric	
V1247	htt21b_05_01	HT21B: Training 05 - Topic 01: Teaching methods	discrete	numeric	
V1248	htt21b_05_02	HT21B: Training 05 - Topic 02: Literacy/numeracy	discrete	numeric	
V1249	htt21b_05_03	HT21B: Training 05 - Topic 03: Curriculum subject	discrete	numeric	
V1250	htt21b_05_04	HT21B: Training 05 - Topic 04: Extra-curricular	discrete	numeric	
V1251	htt21b_05_05	HT21B: Training 05 - Topic 05: School leadership	discrete	numeric	
V1252	htt21b_05_06	HT21B: Training 05 - Topic 06: Management or school development planning	discrete	numeric	
V1253	htt21b_05_07	HT21B: Training 05 - Topic 07: Development of instructional materials	discrete	numeric	
V1254	htt21b_05_othhttp	HT21B: Training 05 - Other	discrete	numeric	
V1255	htt21b_05_oth	HT21B: Training 05 - Other - Specify	discrete	character	
V1256	htt21b_05_dkr	HT21B: Training 05 - Don't know/refusal	discrete	numeric	
V1257	htt21b_06_01	HT21B: Training 06 - Topic 01: Teaching methods	discrete	numeric	
V1258	htt21b_06_02	HT21B: Training 06 - Topic 02: Literacy/numeracy	discrete	numeric	
V1259	htt21b_06_03	HT21B: Training 06 - Topic 03: Curriculum subject	discrete	numeric	
V1260	htt21b_06_04	HT21B: Training 06 - Topic 04: Extra-curricular	discrete	numeric	
V1261	htt21b_06_05	HT21B: Training 06 - Topic 05: School leadership	discrete	numeric	
V1262	htt21b_06_06	HT21B: Training 06 - Topic 06: Management or school development planning	discrete	numeric	
V1263	htt21b_06_07	HT21B: Training 06 - Topic 07: Development of instructional materials	discrete	numeric	
V1264	htt21b_06_othhttp	HT21B: Training 06 - Other	discrete	numeric	
V1265	htt21b_06_oth	HT21B: Training 06 - Other - Specify	discrete	character	
V1266	htt21b_06_dkr	HT21B: Training 06 - Don't know/refusal	discrete	numeric	
V1267	htt21b_07_01	HT21B: Training 07 - Topic 01: Teaching methods	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1268	htt21b_07_02	HT21B: Training 07 - Topic 02: Literacy/numeracy	discrete	numeric	
V1269	htt21b_07_03	HT21B: Training 07 - Topic 03: Curriculum subject	discrete	numeric	
V1270	htt21b_07_04	HT21B: Training 07 - Topic 04: Extra-curricular	discrete	numeric	
V1271	htt21b_07_05	HT21B: Training 07 - Topic 05: School leadership	discrete	numeric	
V1272	htt21b_07_06	HT21B: Training 07 - Topic 06: Management or school development planning	discrete	numeric	
V1273	htt21b_07_07	HT21B: Training 07 - Topic 07: Development of instructional materials	discrete	numeric	
V1274	htt21b_07_othttp	HT21B: Training 07 - Other	discrete	numeric	
V1275	htt21b_07_oth	HT21B: Training 07 - Other - Specify	discrete	character	
V1276	htt21b_07_dkr	HT21B: Training 07 - Don't know/refusal	discrete	numeric	
V1277	htt21b_08_01	HT21B: Training 08 - Topic 01: Teaching methods	discrete	numeric	
V1278	htt21b_08_02	HT21B: Training 08 - Topic 02: Literacy/numeracy	discrete	numeric	
V1279	htt21b_08_03	HT21B: Training 08 - Topic 03: Curriculum subject	discrete	numeric	
V1280	htt21b_08_04	HT21B: Training 08 - Topic 04: Extra-curricular	discrete	numeric	
V1281	htt21b_08_05	HT21B: Training 08 - Topic 05: School leadership	discrete	numeric	
V1282	htt21b_08_06	HT21B: Training 08 - Topic 06: Management or school development planning	discrete	numeric	
V1283	htt21b_08_07	HT21B: Training 08 - Topic 07: Development of instructional materials	discrete	numeric	
V1284	htt21b_08_othttp	HT21B: Training 08 - Other	discrete	numeric	
V1285	htt21b_08_oth	HT21B: Training 08 - Other - Specify	discrete	character	
V1286	htt21b_08_dkr	HT21B: Training 08 - Don't know/refusal	discrete	numeric	
V1287	htt21b_09_01	HT21B: Training 09 - Topic 01: Teaching methods	discrete	numeric	
V1288	htt21b_09_02	HT21B: Training 09 - Topic 02: Literacy/numeracy	discrete	numeric	
V1289	htt21b_09_03	HT21B: Training 09 - Topic 03: Curriculum subject	discrete	numeric	
V1290	htt21b_09_04	HT21B: Training 09 - Topic 04: Extra-curricular	discrete	numeric	
V1291	htt21b_09_05	HT21B: Training 09 - Topic 05: School leadership	discrete	numeric	
V1292	htt21b_09_06	HT21B: Training 09 - Topic 06: Management or school development planning	discrete	numeric	
V1293	htt21b_09_07	HT21B: Training 09 - Topic 07: Development of instructional materials	discrete	numeric	
V1294	htt21b_09_othttp	HT21B: Training 09 - Other	discrete	numeric	
V1295	htt21b_09_oth	HT21B: Training 09 - Other - Specify	discrete	character	
V1296	htt21b_09_dkr	HT21B: Training 09 - Don't know/refusal	discrete	numeric	
V1297	htt21b_10_01	HT21B: Training 10 - Topic 01: Teaching methods	discrete	numeric	
V1298	htt21b_10_02	HT21B: Training 10 - Topic 02: Literacy/numeracy	discrete	numeric	
V1299	htt21b_10_03	HT21B: Training 10 - Topic 03: Curriculum subject	discrete	numeric	
V1300	htt21b_10_04	HT21B: Training 10 - Topic 04: Extra-curricular	discrete	numeric	
V1301	htt21b_10_05	HT21B: Training 10 - Topic 05: School leadership	discrete	numeric	
V1302	htt21b_10_06	HT21B: Training 10 - Topic 06: Management or school development planning	discrete	numeric	
V1303	htt21b_10_07	HT21B: Training 10 - Topic 07: Development of instructional materials	discrete	numeric	
V1304	htt21b_10_othttp	HT21B: Training 10 - Other	discrete	numeric	
V1305	htt21b_10_oth	HT21B: Training 10 - Other - Specify	discrete	character	

ID	Name	Label	Type	Format	Question
V1306	htt21b_10_dkr	HT21B: Training 10 - Don't know/refusal	discrete	numeric	
V1307	htt21c_01_01	HT21C/TI20C: Training 01 - Organisation 01: LGEA	discrete	numeric	
V1308	htt21c_01_02	HT21C/TI20C: Training 01 - Organisation 02: ESSPIN	discrete	numeric	
V1309	htt21c_01_03	HT21C/TI20C: Training 01 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1310	htt21c_01_04	HT21C: Training 01 - Organisation 04: SIP OR TSP	discrete	numeric	
V1311	htt21c_01_05	HT21C/TI20C: Training 01 - Organisation 05: SUBEB	discrete	numeric	
V1312	htt21c_01_06	HT21C/TI20C: Training 01 - Organisation 06: UBEC	discrete	numeric	
V1313	htt21c_01_07	HT21C/TI20C: Training 01 - Organisation 07: NTI	discrete	numeric	
V1314	htt21c_01_08	HT21C/TI20C: Training 01 - Organisation 08: Donor organisation	discrete	numeric	
V1315	htt21c_01_09	HT21C/TI20C: Training 01 - Organisation 09: Non-government organisation	discrete	numeric	
V1316	htt21c_01_10	HT21C/TI20C: Training 01 - Organisation 10: Community organisation	discrete	numeric	
V1317	htt21c_01_11	TI20C: Training 01 - Organisation 11: Head Teacher himself	discrete	numeric	
V1318	htt21c_01_12	TI20C: Training 01 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	
V1319	htt21c_01_othorg	HT21C/TI20C: Training 01 - Other	discrete	numeric	
V1320	htt21c_01_oth	HT21C/TI20C: Training 01 - Other - Specify	discrete	character	
V1321	htt21c_01_dkr	HT21C/TI20C: Training 01 - Don't know/refusal	discrete	numeric	
V1322	htt21c_02_01	HT21C/TI20C: Training 02 - Organisation 01: LGEA	discrete	numeric	
V1323	htt21c_02_02	HT21C/TI20C: Training 02 - Organisation 02: ESSPIN	discrete	numeric	
V1324	htt21c_02_03	HT21C/TI20C: Training 02 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1325	htt21c_02_04	HT21C: Training 02 - Organisation 04: SIP OR TSP	discrete	numeric	
V1326	htt21c_02_05	HT21C/TI20C: Training 02 - Organisation 05: SUBEB	discrete	numeric	
V1327	htt21c_02_06	HT21C/TI20C: Training 02 - Organisation 06: UBEC	discrete	numeric	
V1328	htt21c_02_07	HT21C/TI20C: Training 02 - Organisation 07: NTI	discrete	numeric	
V1329	htt21c_02_08	HT21C/TI20C: Training 02 - Organisation 08: Donor organisation	discrete	numeric	
V1330	htt21c_02_09	HT21C/TI20C: Training 02 - Organisation 09: Non-government organisation	discrete	numeric	
V1331	htt21c_02_10	HT21C/TI20C: Training 02 - Organisation 10: Community organisation	discrete	numeric	
V1332	htt21c_02_11	TI20C: Training 02 - Organisation 11: Head Teacher himself	discrete	numeric	
V1333	htt21c_02_12	TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	
V1334	htt21c_02_othorg	HT21C/TI20C: Training 02 - Other	discrete	numeric	
V1335	htt21c_02_oth	HT21C/TI20C: Training 02 - Other - Specify	discrete	character	
V1336	htt21c_02_dkr	HT21C/TI20C: Training 02 - Don't know/refusal	discrete	numeric	
V1337	htt21c_03_01	HT21C/TI20C: Training 03 - Organisation 01: LGEA	discrete	numeric	
V1338	htt21c_03_02	HT21C/TI20C: Training 03 - Organisation 02: ESSPIN	discrete	numeric	
V1339	htt21c_03_03	HT21C/TI20C: Training 03 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1340	htt21c_03_04	HT21C: Training 03 - Organisation 04: SIP OR TSP	discrete	numeric	
V1341	htt21c_03_05	HT21C/TI20C: Training 03 - Organisation 05: SUBEB	discrete	numeric	
V1342	htt21c_03_06	HT21C/TI20C: Training 03 - Organisation 06: UBEC	discrete	numeric	
V1343	htt21c_03_07	HT21C/TI20C: Training 03 - Organisation 07: NTI	discrete	numeric	
V1344	htt21c_03_08	HT21C/TI20C: Training 03 - Organisation 08: Donor organisation	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1345	htt21c_03_09	HT21C/TI20C: Training 03 - Organisation 09: Non-government organisation	discrete	numeric	
V1346	htt21c_03_10	HT21C/TI20C: Training 03 - Organisation 10: Community organisation	discrete	numeric	
V1347	htt21c_03_11	TI20C: Training 03 - Organisation 11: Head Teacher himself	discrete	numeric	
V1348	htt21c_03_12	TI20C: Training 03 - Organisation 12: SSOs/SMOs/SSIT	discrete	numeric	
V1349	htt21c_03_othorg	HT21C/TI20C: Training 03 - Other	discrete	numeric	
V1350	htt21c_03_oth	HT21C/TI20C: Training 03 - Other - Specify	discrete	character	
V1351	htt21c_03_dkr	HT21C/TI20C: Training 03 - Don't know/refusal	discrete	numeric	
V1352	htt21c_04_01	HT21C: Training 04 - Organisation 01: LGEA	discrete	numeric	
V1353	htt21c_04_02	HT21C: Training 04 - Organisation 02: ESSPIN	discrete	numeric	
V1354	htt21c_04_03	HT21C: Training 04 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1355	htt21c_04_04	HT21C: Training 04 - Organisation 04: SIP OR TSP	discrete	numeric	
V1356	htt21c_04_05	HT21C: Training 04 - Organisation 05: SUBEB	discrete	numeric	
V1357	htt21c_04_06	HT21C: Training 04 - Organisation 06: UBEC	discrete	numeric	
V1358	htt21c_04_07	HT21C: Training 04 - Organisation 07: NTI	discrete	numeric	
V1359	htt21c_04_08	HT21C: Training 04 - Organisation 08: Donor organisation	discrete	numeric	
V1360	htt21c_04_09	HT21C: Training 04 - Organisation 09: Non-government organisation	discrete	numeric	
V1361	htt21c_04_10	HT21C: Training 04 - Organisation 10: Community organisation	discrete	numeric	
V1362	htt21c_04_othorg	HT21C: Training 04 - Other	discrete	numeric	
V1363	htt21c_04_oth	HT21C: Training 04 - Other - Specify	discrete	character	
V1364	htt21c_04_dkr	HT21C: Training 04 - Don't know/refusal	discrete	numeric	
V1365	htt21c_05_01	HT21C: Training 05 - Organisation 01: LGEA	discrete	numeric	
V1366	htt21c_05_02	HT21C: Training 05 - Organisation 02: ESSPIN	discrete	numeric	
V1367	htt21c_05_03	HT21C: Training 05 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1368	htt21c_05_04	HT21C: Training 05 - Organisation 04: SIP OR TSP	discrete	numeric	
V1369	htt21c_05_05	HT21C: Training 05 - Organisation 05: SUBEB	discrete	numeric	
V1370	htt21c_05_06	HT21C: Training 05 - Organisation 06: UBEC	discrete	numeric	
V1371	htt21c_05_07	HT21C: Training 05 - Organisation 07: NTI	discrete	numeric	
V1372	htt21c_05_08	HT21C: Training 05 - Organisation 08: Donor organisation	discrete	numeric	
V1373	htt21c_05_09	HT21C: Training 05 - Organisation 09: Non-government organisation	discrete	numeric	
V1374	htt21c_05_10	HT21C: Training 05 - Organisation 10: Community organisation	discrete	numeric	
V1375	htt21c_05_othorg	HT21C: Training 05 - Other	discrete	numeric	
V1376	htt21c_05_oth	HT21C: Training 05 - Other - Specify	discrete	character	
V1377	htt21c_05_dkr	HT21C: Training 05 - Don't know/refusal	discrete	numeric	
V1378	htt21c_06_01	HT21C: Training 06 - Organisation 01: LGEA	discrete	numeric	
V1379	htt21c_06_02	HT21C: Training 06 - Organisation 02: ESSPIN	discrete	numeric	
V1380	htt21c_06_03	HT21C: Training 06 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1381	htt21c_06_04	HT21C: Training 06 - Organisation 04: SIP OR TSP	discrete	numeric	
V1382	htt21c_06_05	HT21C: Training 06 - Organisation 05: SUBEB	discrete	numeric	
V1383	htt21c_06_06	HT21C: Training 06 - Organisation 06: UBEC	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1384	htt21c_06_07	HT21C: Training 06 - Organisation 07: NTI	discrete	numeric	
V1385	htt21c_06_08	HT21C: Training 06 - Organisation 08: Donor organisation	discrete	numeric	
V1386	htt21c_06_09	HT21C: Training 06 - Organisation 09: Non-government organisation	discrete	numeric	
V1387	htt21c_06_10	HT21C: Training 06 - Organisation 10: Community organisation	discrete	numeric	
V1388	htt21c_06_othorg	HT21C: Training 06 - Other	discrete	numeric	
V1389	htt21c_06_oth	HT21C: Training 06 - Other - Specify	discrete	character	
V1390	htt21c_06_dkr	HT21C: Training 06 - Don't know/refusal	discrete	numeric	
V1391	htt21c_07_01	HT21C: Training 07 - Organisation 01: LGEA	discrete	numeric	
V1392	htt21c_07_02	HT21C: Training 07 - Organisation 02: ESSPIN	discrete	numeric	
V1393	htt21c_07_03	HT21C: Training 07 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1394	htt21c_07_04	HT21C: Training 07 - Organisation 04: SIP OR TSP	discrete	numeric	
V1395	htt21c_07_05	HT21C: Training 07 - Organisation 05: SUBEB	discrete	numeric	
V1396	htt21c_07_06	HT21C: Training 07 - Organisation 06: UBEC	discrete	numeric	
V1397	htt21c_07_07	HT21C: Training 07 - Organisation 07: NTI	discrete	numeric	
V1398	htt21c_07_08	HT21C: Training 07 - Organisation 08: Donor organisation	discrete	numeric	
V1399	htt21c_07_09	HT21C: Training 07 - Organisation 09: Non-government organisation	discrete	numeric	
V1400	htt21c_07_10	HT21C: Training 07 - Organisation 10: Community organisation	discrete	numeric	
V1401	htt21c_07_othorg	HT21C: Training 07 - Other	discrete	numeric	
V1402	htt21c_07_oth	HT21C: Training 07 - Other - Specify	discrete	character	
V1403	htt21c_07_dkr	HT21C: Training 07 - Don't know/refusal	discrete	numeric	
V1404	htt21c_08_01	HT21C: Training 08 - Organisation 01: LGEA	discrete	numeric	
V1405	htt21c_08_02	HT21C: Training 08 - Organisation 02: ESSPIN	discrete	numeric	
V1406	htt21c_08_03	HT21C: Training 08 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1407	htt21c_08_04	HT21C: Training 08 - Organisation 04: SIP OR TSP	discrete	numeric	
V1408	htt21c_08_05	HT21C: Training 08 - Organisation 05: SUBEB	discrete	numeric	
V1409	htt21c_08_06	HT21C: Training 08 - Organisation 06: UBEC	discrete	numeric	
V1410	htt21c_08_07	HT21C: Training 08 - Organisation 07: NTI	discrete	numeric	
V1411	htt21c_08_08	HT21C: Training 08 - Organisation 08: Donor organisation	discrete	numeric	
V1412	htt21c_08_09	HT21C: Training 08 - Organisation 09: Non-government organisation	discrete	numeric	
V1413	htt21c_08_10	HT21C: Training 08 - Organisation 10: Community organisation	discrete	numeric	
V1414	htt21c_08_othorg	HT21C: Training 08 - Other	discrete	numeric	
V1415	htt21c_08_oth	HT21C: Training 08 - Other - Specify	discrete	character	
V1416	htt21c_08_dkr	HT21C: Training 08 - Don't know/refusal	discrete	numeric	
V1417	htt21c_09_01	HT21C: Training 09 - Organisation 01: LGEA	discrete	numeric	
V1418	htt21c_09_02	HT21C: Training 09 - Organisation 02: ESSPIN	discrete	numeric	
V1419	htt21c_09_03	HT21C: Training 09 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1420	htt21c_09_04	HT21C: Training 09 - Organisation 04: SIP OR TSP	discrete	numeric	
V1421	htt21c_09_05	HT21C: Training 09 - Organisation 05: SUBEB	discrete	numeric	
V1422	htt21c_09_06	HT21C: Training 09 - Organisation 06: UBEC	discrete	numeric	
V1423	htt21c_09_07	HT21C: Training 09 - Organisation 07: NTI	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1424	htt21c_09_08	HT21C: Training 09 - Organisation 08: Donor organisation	discrete	numeric	
V1425	htt21c_09_09	HT21C: Training 09 - Organisation 09: Non-government organisation	discrete	numeric	
V1426	htt21c_09_10	HT21C: Training 09 - Organisation 10: Community organisation	discrete	numeric	
V1427	htt21c_09_othorg	HT21C: Training 09 - Other	discrete	numeric	
V1428	htt21c_09_oth	HT21C: Training 09 - Other - Specify	discrete	character	
V1429	htt21c_09_dkr	HT21C: Training 09 - Don't know/refusal	discrete	numeric	
V1430	htt21c_10_01	HT21C: Training 10 - Organisation 01: LGEA	discrete	numeric	
V1431	htt21c_10_02	HT21C: Training 10 - Organisation 02: ESSPIN	discrete	numeric	
V1432	htt21c_10_03	HT21C: Training 10 - Organisation 03: GEP/UNICEF	discrete	numeric	
V1433	htt21c_10_04	HT21C: Training 10 - Organisation 04: SIP OR TSP	discrete	numeric	
V1434	htt21c_10_05	HT21C: Training 10 - Organisation 05: SUBEB	discrete	numeric	
V1435	htt21c_10_06	HT21C: Training 10 - Organisation 06: UBEC	discrete	numeric	
V1436	htt21c_10_07	HT21C: Training 10 - Organisation 07: NTI	discrete	numeric	
V1437	htt21c_10_08	HT21C: Training 10 - Organisation 08: Donor organisation	discrete	numeric	
V1438	htt21c_10_09	HT21C: Training 10 - Organisation 09: Non-government organisation	discrete	numeric	
V1439	htt21c_10_10	HT21C: Training 10 - Organisation 10: Community organisation	discrete	numeric	
V1440	htt21c_10_othorg	HT21C: Training 10 - Other	discrete	numeric	
V1441	htt21c_10_oth	HT21C: Training 10 - Other - Specify	discrete	character	
V1442	htt21c_10_dkr	HT21C: Training 10 - Don't know/refusal	discrete	numeric	
V1443	htt21d_01	HT21D/TI20D: Persons which delivered Training 01	discrete	numeric	
V1444	htt21d_01_oth	HT21D/TI20D: Training 01 - Other - Specify	discrete	character	
V1445	htt21d_02	HT21D/TI20D: Persons which delivered Training 02	discrete	numeric	
V1446	htt21d_02_oth	HT21D/TI20D: Training 02 - Other - Specify	discrete	character	
V1447	htt21d_03	HT21D/TI20D: Persons which delivered Training 03	discrete	numeric	
V1448	htt21d_03_oth	HT21D/TI20D: Training 03 - Other - Specify	discrete	character	
V1449	htt21d_04	HT21D: Persons which delivered Training 04	discrete	numeric	
V1450	htt21d_04_oth	HT21D: Training 04 - Other - Specify	discrete	character	
V1451	htt21d_05	HT21D: Persons which delivered Training 05	discrete	numeric	
V1452	htt21d_05_oth	HT21D: Training 05 - Other - Specify	discrete	character	
V1453	htt21d_06	HT21D: Persons which delivered Training 06	discrete	numeric	
V1454	htt21d_06_oth	HT21D: Training 06 - Other - Specify	discrete	character	
V1455	htt21d_07	HT21D: Persons which delivered Training 07	discrete	numeric	
V1456	htt21d_07_oth	HT21D: Training 07 - Other - Specify	discrete	character	
V1457	htt21d_08	HT21D: Persons which delivered Training 08	discrete	numeric	
V1458	htt21d_08_oth	HT21D: Training 08 - Other - Specify	discrete	character	
V1459	htt21d_09	HT21D: Persons which delivered Training 09	discrete	numeric	
V1460	htt21d_09_oth	HT21D: Training 09 - Other - Specify	discrete	character	
V1461	htt21d_10	HT21D: Persons which delivered Training 10	discrete	numeric	
V1462	htt21d_10_oth	HT21D: Training 10 - Other - Specify	discrete	character	
V1463	htt21e_01	HT21E/TI20E: Length (days) of Training 01	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1464	htt21e_02	HT21E/TI20E: Length (days) of Training 02	discrete	numeric	
V1465	htt21e_03	HT21E/TI20E: Length (days) of Training 03	discrete	numeric	
V1466	htt21e_04	HT21E: Length (days) of Training 04	discrete	numeric	
V1467	htt21e_05	HT21E: Length (days) of Training 05	discrete	numeric	
V1468	htt21e_06	HT21E: Length (days) of Training 06	discrete	numeric	
V1469	htt21e_07	HT21E: Length (days) of Training 07	discrete	numeric	
V1470	htt21e_08	HT21E: Length (days) of Training 08	discrete	numeric	
V1471	htt21e_09	HT21E: Length (days) of Training 09	discrete	numeric	
V1472	htt21e_10	HT21E: Length (days) of Training 10	discrete	numeric	
V1473	htt36	HT36: Any primary class taught?	discrete	numeric	
V1474	htt37_01	HT37/TI25: 01 Primary class taught - Class 1	discrete	numeric	
V1475	htt37_02	HT37/TI25: 02 Primary class taught - Class 2	discrete	numeric	
V1476	htt37_03	HT37/TI25: 03 Primary class taught - Class 3	discrete	numeric	
V1477	htt37_04	HT37/TI25: 04 Primary class taught - Class 4	discrete	numeric	
V1478	htt37_05	HT37/TI25: 05 Primary class taught - Class 5	discrete	numeric	
V1479	htt37_06	HT37/TI25: 06 Primary class taught - Class 6	discrete	numeric	
V1480	htt38_01	HT38/TI26: 01 Subject taught in current school year - English	discrete	numeric	
V1481	htt38_02	HT38/TI26: 02 Subject taught in current school year - Mathematics	discrete	numeric	
V1482	htt38_03	HT38/TI26: 03 Subject taught in current school year - Social studies	discrete	numeric	
V1483	htt38_04	HT38/TI26: 04 Subject taught in current school year - Primary science; basic sci	discrete	numeric	
V1484	htt38_05	HT38/TI26: 05 Subject taught in current school year - Islamic studies	discrete	numeric	
V1485	htt38_06	HT38/TI26: 06 Subject taught in current school year - Christian religious studie	discrete	numeric	
V1486	htt38_07	HT38/TI26: 07 Subject taught in current school year - Home economics	discrete	numeric	
V1487	htt38_08	HT38/TI26: 08 Subject taught in current school year - Agriculture	discrete	numeric	
V1488	htt38_09	HT38/TI26: 09 Subject taught in current school year - Civic education	discrete	numeric	
V1489	htt38_10	HT38/TI26: 10 Subject taught in current school year - Hausa	discrete	numeric	
V1490	htt38_11	HT38: 11 Subject taught in current school year - Arabic	discrete	numeric	
V1491	htt38_12	HT38: 12 Subject taught in current school year - Cultural and creative arts	discrete	numeric	
V1492	htt38_13	TI26: 13 Subject taught in current school year - Health science	discrete	numeric	
V1493	htt38_14	TI26: 14 Subject taught in current school year - Drawing	discrete	numeric	
V1494	htt38_15	TI26: 15 Subject taught in current school year - Writing	discrete	numeric	
V1495	htt38_othsub	HT38/TI26: Other	discrete	numeric	
V1496	htt38_oth	HT38/TI26: Other - Specify	discrete	character	
V1497	htt39	HT39/TI27A: I enjoy teaching very much	discrete	numeric	
V1498	htt40	HT40/TI27B: As a teacher, I perform an important role in society	discrete	numeric	
V1499	htt41	HT41/TI27C: No point trying to teach pupils whose parents cannot read or write	discrete	numeric	
V1500	htt42	HT42/TI27D: Difficult to teach in this school as building is in poor condition	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1501	htt43	HT43/TI27E: It is difficult to manage pupils in my classrooms	discrete	numeric	
V1502	htt44	HT44/TI27F: If I could choose another job today, I would still choose teaching	discrete	numeric	
V1503	htt45	HT45/TI27G: In the past two years, my job has become more satisfying	discrete	numeric	
V1504	htt46	HT46/TI27H: I teach too many classes	discrete	numeric	
V1505	htt47	HT47/TI27I: Teachers at my school have the knowledge and skills to do their jobs	discrete	numeric	
V1506	htt48	HT48/TI27J: Teachers at this school are highly committed to their job	discrete	numeric	
V1507	htt49	HT49/TI27K: I have teachers that I consider my friends at my school	discrete	numeric	
V1508	htt50	HT50/TI27L: Teachers at my school work well together	discrete	numeric	
V1509	htt51	HT51/TI27M: Teaching my class yesterday was boring	discrete	numeric	
V1510	htt52	HT52/TI27N: It is worth working harder to make sure the pupils do well	discrete	numeric	
V1511	htt53	HT53/TI27O: Most pupils in this school are not intelligent enough to do well	discrete	numeric	
V1512	htt54	HT54/TI27P: Teaching is very tiring	discrete	numeric	
V1513	htt55	HT55/TI27Q: Teaching well is important to me	discrete	numeric	
V1514	htt56	HT56/TI27R: Teachers at this school trust each other	discrete	numeric	
V1515	htt57	HT57/TI27S: Pupils work hard in this school and want to succeed	discrete	numeric	
V1516	htt58	HT58/TI27T: I try my best to teach my pupils but their parents do not help	discrete	numeric	
V1517	htt59	HT59/TI27U: Teachers at this school feel responsible to help each other out	discrete	numeric	
V1518	htt60	HT60/TI27V: There are too many pupils in my classroom	discrete	numeric	
V1519	htt61	HT61/TI27W: I don't always have the materials I need to do my job	discrete	numeric	
V1520	htt62	HT62/TI27X: I have all the support I need to teach my pupils well	discrete	numeric	
V1521	htt63	HT63/TI27Y: There is no point in spending a lot of time preparing for a class	discrete	numeric	
V1522	htt71	HT71/TI28: Ownership of a mobile phone?	discrete	numeric	
V1523	htt72	HT72/TI29: Does mobile phone play both video and audio?	discrete	numeric	
V1524	htt73_01	HT73/TI30: 01 Mobile phone use - Voice calls	discrete	numeric	
V1525	htt73_02	HT73/TI30: 02 Mobile phone use - Send/receive SMS/MMS	discrete	numeric	
V1526	htt73_03	HT73/TI30: 03 Mobile phone use - Listen to radio	discrete	numeric	
V1527	htt73_04	HT73/TI30: 04 Mobile phone use - Listen to music (non-radio)	discrete	numeric	
V1528	htt73_05	HT73/TI30: 05 Mobile phone use - Play games	discrete	numeric	
V1529	htt73_06	HT73/TI30: 06 Mobile phone use - Take photos/look at photos	discrete	numeric	
V1530	htt73_07	HT73/TI30: 07 Mobile phone use - Browse internet	discrete	numeric	
V1531	htt73_08	HT73/TI30: 08 Mobile phone use - Read news/stories	discrete	numeric	
V1532	htt73_09	HT73/TI30: 09 Mobile phone use - Calculator	discrete	numeric	
V1533	htt73_10	HT73/TI30: 10 Mobile phone use - Date and/or time	discrete	numeric	
V1534	htt73_11	HT73/TI30: 11 Mobile phone use - Social media	discrete	numeric	
V1535	htt73_12	HT73/TI30: 12 Mobile phone use - Watch video	discrete	numeric	
V1536	htt73_13	HT73/TI30: 13 Mobile phone use - Research/learning	discrete	numeric	
V1537	htt73_othuse	HT73/TI30: Other	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1538	htt73_oth	HT73/TI30: Other - Specify	discrete	character	

bl_v2_1_lo

Content	This file contains data at the teacher lesson-observation level and corresponds to the Lesson Observation instrument. It also contains sampling and treatment status variables, and two constructed indicators prefixed by n_ which are included to save data users time (but could be generated by data users if preferred). Names of LGAs, schools, and teachers have been removed in the anonymisation process.
Cases	1070
Variable(s)	69
Structure	Type: relational Keys: id_school(School ID), id_teacher(Teacher ID (unique within school))
Version	
Producer	Oxford Policy Management Ltd
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1539	surveywave	Survey wave	discrete	numeric	
V1540	id_state	State ID	discrete	numeric	
V1541	id_school	School ID	contin	numeric	
V1542	id_teacher	Teacher ID (unique within school)	discrete	numeric	
V1543	treatment	Treatment/Control	discrete	numeric	
V1544	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V1545	weight_lo	Sampling Weight [Lesson Observation]	contin	numeric	
V1546	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V1547	a_3	C04: 3 mins: Teacher talk	discrete	numeric	
V1548	b_3	C04: 3 mins: Teacher language	discrete	numeric	
V1549	c_3	C04: 3 mins: Teacher action	discrete	numeric	
V1550	d_3	C04: 3 mins: Pupil activity	discrete	numeric	
V1551	a_6	C05: 6 mins: Teacher talk	discrete	numeric	
V1552	b_6	C05: 6 mins: Teacher language	discrete	numeric	
V1553	c_6	C05: 6 mins: Teacher action	discrete	numeric	
V1554	d_6	C05: 6 mins: Pupil activity	discrete	numeric	
V1555	a_9	C06: 9 mins: Teacher talk	discrete	numeric	
V1556	b_9	C06: 9 mins: Teacher language	discrete	numeric	
V1557	c_9	C06: 9 mins: Teacher action	discrete	numeric	
V1558	d_9	C06: 9 mins: Pupil activity	discrete	numeric	
V1559	a_12	C07: 12 mins: Teacher talk	discrete	numeric	
V1560	b_12	C07: 12 mins: Teacher language	discrete	numeric	
V1561	c_12	C07: 12 mins: Teacher action	discrete	numeric	
V1562	d_12	C07: 12 mins: Pupil activity	discrete	numeric	
V1563	a_15	C08: 15 mins: Teacher talk	discrete	numeric	
V1564	b_15	C08: 15 mins: Teacher language	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1565	c_15	C08: 15 mins: Teacher action	discrete	numeric	
V1566	d_15	C08: 15 mins: Pupil activity	discrete	numeric	
V1567	a_18	C09: 18 mins: Teacher talk	discrete	numeric	
V1568	b_18	C09: 18 mins: Teacher language	discrete	numeric	
V1569	c_18	C09: 18 mins: Teacher action	discrete	numeric	
V1570	d_18	C09: 18 mins: Pupil activity	discrete	numeric	
V1571	a_21	C10: 21 mins: Teacher talk	discrete	numeric	
V1572	b_21	C10: 21 mins: Teacher language	discrete	numeric	
V1573	c_21	C10: 21 mins: Teacher action	discrete	numeric	
V1574	d_21	C10: 21 mins: Pupil activity	discrete	numeric	
V1575	a_24	C11: 24 mins: Teacher talk	discrete	numeric	
V1576	b_24	C11: 24 mins: Teacher language	discrete	numeric	
V1577	c_24	C11: 24 mins: Teacher action	discrete	numeric	
V1578	d_24	C11: 24 mins: Pupil activity	discrete	numeric	
V1579	a_27	C12: 27 mins: Teacher talk	discrete	numeric	
V1580	b_27	C12: 27 mins: Teacher language	discrete	numeric	
V1581	c_27	C12: 27 mins: Teacher action	discrete	numeric	
V1582	d_27	C12: 27 mins: Pupil activity	discrete	numeric	
V1583	a_30	C13: 30 mins: Teacher talk	discrete	numeric	
V1584	b_30	C13: 30 mins: Teacher language	discrete	numeric	
V1585	c_30	C13: 30 mins: Teacher action	discrete	numeric	
V1586	d_30	C13: 30 mins: Pupil activity	discrete	numeric	
V1587	a_33	C14: 33 mins: Teacher talk	discrete	numeric	
V1588	b_33	C14: 33 mins: Teacher language	discrete	numeric	
V1589	c_33	C14: 33 mins: Teacher action	discrete	numeric	
V1590	d_33	C14: 33 mins: Pupil activity	discrete	numeric	
V1591	a_36	C15: 36 mins: Teacher talk	discrete	numeric	
V1592	b_36	C15: 36 mins: Teacher language	discrete	numeric	
V1593	c_36	C15: 36 mins: Teacher action	discrete	numeric	
V1594	d_36	C15: 36 mins: Pupil activity	discrete	numeric	
V1595	c16	C16: Was the lesson still ongoing when you finished?	discrete	numeric	
V1596	c17	C17: Number of pupils attending this class today	contin	numeric	
V1597	c18	C18: Which of the following actions did you observe at the end of the lesson?	discrete	character	
V1598	c19	C19: Which of the following resources did you observe?	discrete	character	
V1599	c20	C20: What kind of science equipment did you observe?	discrete	character	
V1600	c21	C21: What other kind of equipment did you observe?	discrete	character	
V1601	c22	C22: Class(es) observed	discrete	character	
V1602	c23	C23: Subject observed	discrete	character	
V1603	c24	C24: Did you observe co-teaching in this class?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1604	praise	Number of instances of praise	contin	numeric	
V1605	reprimand	Number of instances of reprimand	contin	numeric	
V1606	n_interval_time	Total duration of observation (minutes)	contin	numeric	
V1607	n_ped_positive	Proportion (%) of lesson time spent by teacher in positive interaction	contin	numeric	

bl_v2_1_tdna

Content	This file contains data at the teacher TDNA level. Since there is a requirement to keep item responses from the TDNA instrument confidential until the completion of the impact evaluation, only calculated teacher TDNA scores for Maths, English, Science and Measuring Pupil Progress (prefixed by n_) are included here. Please refer to a detailed explanation of these indicators in the Final Baseline Report (External Resources) Names of LGAs, schools, and teachers have been removed in the anonymisation process.
Cases	1158
Variable(s)	12
Structure	Type: relational Keys: id_school(School ID), id_teacher(Teacher ID (unique within school))
Version	
Producer	Oxford Policy Management Ltd
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1608	surveywave	Survey wave	discrete	numeric	
V1609	id_state	State ID	discrete	numeric	
V1610	id_school	School ID	contin	numeric	
V1611	id_teacher	Teacher ID (unique within school)	discrete	numeric	
V1612	treatment	Treatment/Control	discrete	numeric	
V1613	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V1614	weight_tdna	Sampling Weight [TDNA]	contin	numeric	
V1615	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V1616	n_tdna_math	Raw TDNA score on 25: Maths	contin	numeric	
V1617	n_tdna_eng	Raw TDNA score on 23: English	contin	numeric	
V1618	n_tdna_sci	Raw TDNA score on 33: Science	contin	numeric	
V1619	n_tdna_progress	Raw TDNA score on 25: Measuring pupil progress	contin	numeric	

bl_v2_1_pt

Content	This file contains data at the pupil level. Since there is a requirement to keep item responses from the Grade 2 Pupil Assessment instrument confidential until the completion of the impact evaluation, only calculated raw pupil scores and Rasch scaled scores for English literacy, numeracy and scientific literacy (prefixed by n_) are included here. Please refer to a detailed explanation of these indicators in the Final Baseline Report (External Resources). The data also include basic variables on pupil background such as age, sex and language spoken at home, as well as household ownership of various assets (photos of these assets were shown to the pupils during the pupil assessment in order to gauge ownership). Based on these, an asset index was created using principal component analysis (PCA), the lowest 20% were categorised as “poor” and the top 20% as the “rich” quintile. Indicators for both the asset index and asset index quintiles are included in the data (prefixed by n_). Names of LGAs, schools, and teachers have been removed in the anonymisation process.				
Cases	2575				
Variable(s)	42				
Structure	Type: relational Keys: id_school(School ID), id_pupil(Pupil ID (unique within school))				
Version					
Producer	Oxford Policy Management Ltd				
Missing Data	-9 User-missing (value labeled as 'Missing')				

Variables

ID	Name	Label	Type	Format	Question
V1620	surveywave	Survey wave	discrete	numeric	
V1621	id_state	State ID	discrete	numeric	
V1622	id_school	School ID	contin	numeric	
V1623	id_pupil	Pupil ID (unique within school)	discrete	numeric	
V1624	treatment	Treatment/Control	discrete	numeric	
V1625	strata	Sampling Strata [State, LGA, T/C]	contin	numeric	
V1626	weight_pupil	Sampling Weight [Pupil]	contin	numeric	
V1627	fpc_school	Sampling FPC [Inverse of school weight]	contin	numeric	
V1628	fpc_pupil	Sampling FPC [Inverse of within-school pupil weight]	contin	numeric	
V1629	pt001	Can pupil hear?	discrete	numeric	
V1630	pt002	Can pupil speak?	discrete	numeric	
V1631	pt003	Sex	discrete	numeric	
V1632	pt004	Age	discrete	numeric	How old are you?
V1633	pt005	Language spoken at home	discrete	numeric	What language do you mostly speak at home?
V1634	pt005_oth	Language spoken at home - Other	discrete	character	
V1635	pt006	Can pupil see?	discrete	numeric	I am going to ask you some questions. I will ask you to write or say the answers. You should try your best but do not worry if you cannot answer. Can you see the book here?

ID	Name	Label	Type	Format	Question
V1636	pt007	Can pupil write?	discrete	numeric	I'm going to draw a line between these two dots. Now, can you do the same and draw a line between these two dots?
V1637	pt233_a	Asset in family home (a) - Sofa	discrete	numeric	
V1638	pt233_b	Asset in family home (b) - Chair	discrete	numeric	
V1639	pt233_c	Asset in family home (c) - Table	discrete	numeric	
V1640	pt233_d	Asset in family home (d) - Mattress/bed	discrete	numeric	
V1641	pt233_e	Asset in family home (e) - Mat	discrete	numeric	
V1642	pt233_f	Asset in family home (f) - Sewing machine	discrete	numeric	
V1643	pt233_g	Asset in family home (g) - Fridge	discrete	numeric	
V1644	pt233_h	Asset in family home (h) - Bicycle	discrete	numeric	
V1645	pt233_i	Asset in family home (i) - Motorbike	discrete	numeric	
V1646	pt233_j	Asset in family home (j) - Car	discrete	numeric	
V1647	pt233_k	Asset in family home (k) - Generator	discrete	numeric	
V1648	pt233_l	Asset in family home (l) - Fan	discrete	numeric	
V1649	pt233_m	Asset in family home (m) - Radio	discrete	numeric	
V1650	pt233_n	Asset in family home (n) - TV	discrete	numeric	
V1651	pt233_o	Asset in family home (o) - Computer	discrete	numeric	
V1652	pt233_p	Asset in family home (p) - Mobile phone	discrete	numeric	
V1653	pt233_q	Asset in family home (q) - Air conditioner	discrete	numeric	
V1654	n_rawscore_lit	Raw pupil score for English literacy	contin	numeric	
V1655	n_rawscore_num	Raw pupil score for numeracy	contin	numeric	
V1656	n_rawscore_sci	Raw pupil score for scientific literacy	contin	numeric	
V1657	n_rasche500_lit	Rasch scaled scores for pupil English literacy test (on 500)	contin	numeric	
V1658	n_rasche500_num	Rasch scaled scores for pupil numeracy test (on 500)	contin	numeric	
V1659	n_rasche500_sci	Rasch scaled scores for pupil scientific literacy test (on 500)	contin	numeric	
V1660	n_statewise_pupil_ai	State-wise pupil household asset index	contin	numeric	
V1661	n_statewise_pupil_aiq	State-wise pupil household asset index quintiles	discrete	numeric	

Survey wave (surveywave)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

State ID (id_state)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

School ID (unique) (id_school)

File: bl_v2_1_ht

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1004

Valid cases: 330
 Invalid: 0
 Minimum: 1
 Maximum: 1004

Teacher ID (unique within school) (id_teacher)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_ht

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 110-3141

Valid cases: 330
Invalid: 0
Minimum: 110
Maximum: 3141

Sampling Weight [School] (weight_school)

File: bl_v2_1_ht

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-5.5

Valid cases: 330
Invalid: 0
Minimum: 1
Maximum: 5.5

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_ht

Overview

Type: Continuous
Format: numeric
Width: 17
Decimals: 0
Range: 0.181818181818182-1

Valid cases: 330
Invalid: 0
Minimum: 0.2
Maximum: 1

ModA HT01: Role (ht01)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Probe whether he/she is a head teacher, an assistant head teacher or an acting head teacher.

Literal question

I will start by asking you about your professional qualifications and other background information. Are you a head teacher or an assistant head teacher or acting head teacher?

ModA HT04: Sex (ht04)

File: bl_v2_1_ht

Overview

ModA HT04: Sex (ht04)

File: bl_v2_1_ht

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

Valid cases: 330
 Invalid: 0

Pre question

Select the sex of the respondent

ModA HT09: Age (ht09)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-60

Valid cases: 330
 Invalid: 0

Pre question

Enter the respondent's age in completed years. Probe if required. Ask for his month and year of birth if age not known. Enter 98 if the response is don't know.

Literal question

What is your age?

ModA HT10: Years of experience as a teacher (ht10)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-34

Valid cases: 330
 Invalid: 0

Pre question

Enter years of experience of the respondent as a teacher including his experience as a head teacher. Enter 98 if the response is 'don't know'. Enter 0 if no previous experience. Probe to exclude years when the respondent was not teaching in between.

Literal question

How many years of experience do you have as a formal teacher including as a head teacher?

ModA HT11: Year when respondent first became a Head Teacher of current school (ht11)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -9-2014

Valid cases: 318
 Invalid: 12

Pre question

ModA HT11: Year when respondent first became a Head Teacher of current school (ht11)

File: bl_v2_1_ht

Ask only if the respondent is a head teacher. Record the year at which the respondent first became the head teacher of this school. Enter 9998 if the response is 'don't know'.

Literal question

In which year did you become head teacher of this school?

ModA HT12: Year in which respondent became Head Teacher in any school (ht12)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -9-2014

Valid cases: 318
Invalid: 12

Pre question

Record the year in which the respondent first became the head teacher of any school. Enter 9998 if the response is 'don't know'.

Literal question

In which year were you first appointed to a head teacher post (in any school including this current school)?

ModA HT13: 01 Qualification - SIS/JIS (ht13_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 02 Qualification - SSCE/WASC/O-level (ht13_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

ModA HT13: 02 Qualification - SSCE/WASC/O-level (ht13_02)

File: bl_v2_1_ht

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 03 Qualification - Grade II or equivalent (ht13_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 04 Qualification - OND/Diploma (ht13_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 05 Qualification - NCE (ht13_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 06 Qualification - PGDE (ht13_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 07 Qualification - B.Ed. or equivalent degree in education (ht13_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 08 Qualification - BA/BSc/HND/LLB (not in education) (ht13_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 09 Qualification - MEd or equivalent degree in education (ht13_09)

File: bl_v2_1_ht

ModA HT13: 09 Qualification - MEd or equivalent degree in education (ht13_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 10 Qualification - MA/MSc (not in education) (ht13_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: 11 Qualification - None (ht13_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: Other (ht13_othqual)

File: bl_v2_1_ht

Overview

ModA HT13: Other (ht13_othqual)

File: bl_v2_1_ht

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT13: Other - Specify (ht13_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 4
 Invalid: 0

ModA HT13: Don't know/refusal (ht13_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA HT14: Gross monthly salary (ht14)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 6
 Decimals: 0
 Range: -9-244893

Valid cases: 330
 Invalid: 0

Pre question

Enter the value in Naira. Probe their answer, asking about their gross salary per month - the amount of money they receive, before any payroll taxes, deductions etc. Enter 98 if the respondent doesn't know the answer or 99 if the respondent refuses to answer.

Literal question

What is your current gross monthly salary as a head teacher?

ModA HT15: Timeliness of receipt of salary in last academic year (ht15)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 330
Invalid: 0

Pre question

Prompt and probe if necessary.

Literal question

For the last academic year from September 2013 to July 2014, did you get your salary on time?

ModA HT16: Absence from school in the last 5 days - number of days (ht16)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-5

Valid cases: 330
Invalid: 0

Pre question

Enter in days. Write 0 if they were not absent at all. Enter 98 if the respondent does not know and enter 99 if the respondent refuses to answer.

Literal question

How many days were you absent from school in the last 5 days when the school was open?

Post question

Skip to HT18 if 0, 98 or 99

ModA HT17: 01 Reason for absence - Elections/campaigning (ht17_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 02 Reason for absence - Transport (ht17_02)

File: bl_v2_1_ht

ModA HT17: 02 Reason for absence - Transport (ht17_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
 Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 03 Reason for absence - Teacher strikes (ht17_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
 Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 04 Reason for absence - Other mass strikes (ht17_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
 Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 05 Reason for absence - Own or family illness (ht17_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
 Invalid: 284

ModA HT17: 05 Reason for absence - Own or family illness (ht17_05)

File: bl_v2_1_ht

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 06 Reason for absence - Late or non-payment of salary (ht17_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 07 Reason for absence - Training (ht17_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 08 Reason for absence - Meeting or event at LGA/SUBEB (ht17_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

ModA HT17: 08 Reason for absence - Meeting or event at LGA/SUBEB (ht17_08)

File: bl_v2_1_ht

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 09 Reason for absence - Social or religious obligations (ht17_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 10 Reason for absence - Epidemic/disease outbreak (ht17_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: 11 Reason for absence - Weather related (ht17_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: Other (ht17_othrea)

File: bl_v2_1_ht

Overview

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

Valid cases: 46
 Invalid: 284

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA HT17: Other - Specify (ht17_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 10
 Invalid: 0

ModA HT18: Absence from school in the last term? (ht18)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Literal question

Were you absent from school for at least 1 day during the days when school was open last term (from April to July 2014)?

Post question

If No, 98 or 99, skip to HT20

ModA HT19: 01 Reason for absence - Elections/campaigning (ht19_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
 Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 02 Reason for absence - Transport (ht19_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
 Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 03 Reason for absence - Teacher strikes (ht19_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
 Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 04 Reason for absence - Other mass strikes (ht19_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
 Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 05 Reason for absence - Own or family illness (ht19_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
 Invalid: 165

ModA HT19: 05 Reason for absence - Own or family illness (ht19_05)

File: bl_v2_1_ht

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 06 Reason for absence - Late or non-payment of salary (ht19_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 07 Reason for absence - Training (ht19_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: 08 Reason for absence - Meeting or event at LGA/SUBEB (ht19_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

ModA HT19: 08 Reason for absence - Meeting or event at LGA/SUBEB (ht19_08)

File: bl_v2_1_ht

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA HT19: 09 Reason for absence - Social or religious obligations (ht19_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
Invalid: 165

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA HT19: 10 Reason for absence - Epidemic/disease outbreak (ht19_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
Invalid: 165

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA HT19: 11 Reason for absence - Weather related (ht19_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
Invalid: 165

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA HT19: Other (ht19_othrea)

File: bl_v2_1_ht

Overview

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

Valid cases: 165
 Invalid: 165

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA HT19: Other - Specify (ht19_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 17
 Invalid: 0

ModB HT20: Teacher related training in last 2 years? (ht20)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Training includes any workshop or seminar related to teaching as well.

Literal question

I will now ask you about the trainings related to teaching that you have received in the past 2 years (September 2012 to July 2014). In the past two years (September 2012 to July 2014), have you attended any training related to teaching while being employed as a teacher or a head teacher, either in the school or anywhere else (including other schools or educational settings)?

Post question

If No, skip to HT22

ModB HT21A: Start date of Training 01 (month) (ht21a_01_month)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 260
 Invalid: 70

Literal question

When did the training begin - give the month?

ModB HT21A: Start date of Training 01 (month) (ht21a_01_month)

File: bl_v2_1_ht

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 02 (month) (ht21a_02_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 105
Invalid: 225

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 03 (month) (ht21a_03_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 39
Invalid: 291

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 04 (month) (ht21a_04_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 16
Invalid: 314

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 05 (month) (ht21a_05_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 12
Invalid: 318

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 06 (month) (ht21a_06_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 7
Invalid: 323

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 07 (month) (ht21a_07_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 2
Invalid: 328

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 08 (month) (ht21a_08_month)

File: bl_v2_1_ht

Overview

ModB HT21A: Start date of Training 08 (month) (ht21a_08_month)

File: bl_v2_1_ht

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 2
Invalid: 328

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 09 (month) (ht21a_09_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 1
Invalid: 329

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 10 (month) (ht21a_10_month)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 1
Invalid: 329

Literal question

When did the training begin - give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB HT21A: Start date of Training 01 (year) (ht21a_01_year)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-3

Valid cases: 260
Invalid: 70

ModB HT21A: Start date of Training 01 (year) (ht21a_01_year)

File: bl_v2_1_ht

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 02 (year) (ht21a_02_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 105
 Invalid: 225

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 03 (year) (ht21a_03_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 39
 Invalid: 291

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 04 (year) (ht21a_04_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 16
 Invalid: 314

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 05 (year) (ht21a_05_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 12
 Invalid: 318

ModB HT21A: Start date of Training 05 (year) (ht21a_05_year)

File: bl_v2_1_ht

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 06 (year) (ht21a_06_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 7
 Invalid: 323

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 07 (year) (ht21a_07_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 2
 Invalid: 328

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 08 (year) (ht21a_08_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 2
 Invalid: 328

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 09 (year) (ht21a_09_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 329

ModB HT21A: Start date of Training 09 (year) (ht21a_09_year)

File: bl_v2_1_ht

Literal question

When did the training begin - give the year?

ModB HT21A: Start date of Training 10 (year) (ht21a_10_year)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 329

Literal question

When did the training begin - give the year?

ModB HT21B: Training 01 - Topic 01: Teaching methods (ht21b_01_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
 Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Topic 02: Literacy/numeracy (ht21b_01_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
 Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Topic 03: Curriculum subject (ht21b_01_03) File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Topic 04: Extra-curricular (ht21b_01_04) File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Topic 05: School leadership (ht21b_01_05) File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Topic 06: Management or school development planning (ht21b_01_06) File: bl_v2_1_ht

Overview

ModB HT21B: Training 01 - Topic 06: Management or school development planning (ht21b_01_06)

File: bl_v2_1_ht

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Topic 07: Development of instructional materials (ht21b_01_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Other (ht21b_01_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 01 - Other - Specify (ht21b_01_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 29
Invalid: 0

ModB HT21B: Training 01 - Don't know/refusal (ht21b_01_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 01: Teaching methods (ht21b_02_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 02: Literacy/numeracy (ht21b_02_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 03: Curriculum subject (ht21b_02_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 02 - Topic 03: Curriculum subject (ht21b_02_03)

File: bl_v2_1_ht

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 04: Extra-curricular (ht21b_02_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 05: School leadership (ht21b_02_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 06: Management or school development planning (ht21b_02_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 02 - Topic 06: Management or school development planning (ht21b_02_06)

File: bl_v2_1_ht

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Topic 07: Development of instructional materials (ht21b_02_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Other (ht21b_02_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 02 - Other - Specify (ht21b_02_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 29

Valid cases: 14
Invalid: 0

ModB HT21B: Training 02 - Don't know/refusal (ht21b_02_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 01: Teaching methods (ht21b_03_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 02: Literacy/numeracy (ht21b_03_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 03: Curriculum subject (ht21b_03_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 03 - Topic 03: Curriculum subject (ht21b_03_03)

File: bl_v2_1_ht

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 04: Extra-curricular (ht21b_03_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 05: School leadership (ht21b_03_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 06: Management or school development planning (ht21b_03_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 03 - Topic 06: Management or school development planning (ht21b_03_06)

File: bl_v2_1_ht

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Topic 07: Development of instructional materials (ht21b_03_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Other (ht21b_03_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 03 - Other - Specify (ht21b_03_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 3
Invalid: 0

ModB HT21B: Training 03 - Don't know/refusal (ht21b_03_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 01: Teaching methods (ht21b_04_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 02: Literacy/numeracy (ht21b_04_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 03: Curriculum subject (ht21b_04_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 04 - Topic 03: Curriculum subject (ht21b_04_03)

File: bl_v2_1_ht

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 04: Extra-curricular (ht21b_04_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 05: School leadership (ht21b_04_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 06: Management or school development planning (ht21b_04_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 04 - Topic 06: Management or school development planning (ht21b_04_06)

File: bl_v2_1_ht

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Topic 07: Development of instructional materials (ht21b_04_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Other (ht21b_04_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 04 - Other - Specify (ht21b_04_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21B: Training 04 - Don't know/refusal (ht21b_04_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 01: Teaching methods (ht21b_05_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 02: Literacy/numeracy (ht21b_05_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 03: Curriculum subject (ht21b_05_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 05 - Topic 03: Curriculum subject (ht21b_05_03)

File: bl_v2_1_ht

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 04: Extra-curricular (ht21b_05_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 05: School leadership (ht21b_05_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 06: Management or school development planning (ht21b_05_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 05 - Topic 06: Management or school development planning (ht21b_05_06)

File: bl_v2_1_ht

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Topic 07: Development of instructional materials (ht21b_05_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Other (ht21b_05_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 05 - Other - Specify (ht21b_05_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 1
Invalid: 0

ModB HT21B: Training 05 - Don't know/refusal (ht21b_05_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 01: Teaching methods (ht21b_06_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 02: Literacy/numeracy (ht21b_06_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 03: Curriculum subject (ht21b_06_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 06 - Topic 03: Curriculum subject (ht21b_06_03)

File: bl_v2_1_ht

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 04: Extra-curricular (ht21b_06_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 05: School leadership (ht21b_06_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 06: Management or school development planning (ht21b_06_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 06 - Topic 06: Management or school development planning (ht21b_06_06)

File: bl_v2_1_ht

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Topic 07: Development of instructional materials (ht21b_06_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Other (ht21b_06_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 06 - Other - Specify (ht21b_06_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21B: Training 06 - Don't know/refusal (ht21b_06_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 01: Teaching methods (ht21b_07_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 02: Literacy/numeracy (ht21b_07_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 03: Curriculum subject (ht21b_07_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 07 - Topic 03: Curriculum subject (ht21b_07_03)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 04: Extra-curricular (ht21b_07_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 05: School leadership (ht21b_07_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 06: Management or school development planning (ht21b_07_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 07 - Topic 06: Management or school development planning (ht21b_07_06)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Topic 07: Development of instructional materials (ht21b_07_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Other (ht21b_07_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 07 - Other - Specify (ht21b_07_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21B: Training 07 - Don't know/refusal (ht21b_07_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 01: Teaching methods (ht21b_08_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 02: Literacy/numeracy (ht21b_08_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 03: Curriculum subject (ht21b_08_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 08 - Topic 03: Curriculum subject (ht21b_08_03)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 04: Extra-curricular (ht21b_08_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 05: School leadership (ht21b_08_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 06: Management or school development planning (ht21b_08_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 08 - Topic 06: Management or school development planning (ht21b_08_06)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Topic 07: Development of instructional materials (ht21b_08_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Other (ht21b_08_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 08 - Other - Specify (ht21b_08_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21B: Training 08 - Don't know/refusal (ht21b_08_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 01: Teaching methods (ht21b_09_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 02: Literacy/numeracy (ht21b_09_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 03: Curriculum subject (ht21b_09_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 09 - Topic 03: Curriculum subject (ht21b_09_03)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 04: Extra-curricular (ht21b_09_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 05: School leadership (ht21b_09_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 06: Management or school development planning (ht21b_09_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 09 - Topic 06: Management or school development planning (ht21b_09_06)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Topic 07: Development of instructional materials (ht21b_09_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Other (ht21b_09_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 09 - Other - Specify (ht21b_09_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21B: Training 09 - Don't know/refusal (ht21b_09_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 01: Teaching methods (ht21b_10_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 02: Literacy/numeracy (ht21b_10_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 03: Curriculum subject (ht21b_10_03)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 10 - Topic 03: Curriculum subject (ht21b_10_03)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 04: Extra-curricular (ht21b_10_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 05: School leadership (ht21b_10_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 06: Management or school development planning (ht21b_10_06)

File: bl_v2_1_ht

Overview

ModB HT21B: Training 10 - Topic 06: Management or school development planning (ht21b_10_06)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Topic 07: Development of instructional materials (ht21b_10_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Other (ht21b_10_othtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21B: Training 10 - Other - Specify (ht21b_10_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21B: Training 10 - Don't know/refusal (ht21b_10_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 01: LGEA (ht21c_01_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 02: ESSPIN (ht21c_01_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 03: GEP/UNICEF (ht21c_01_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 01 - Organisation 03: GEP/UNICEF (ht21c_01_03)

File: bl_v2_1_ht

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 04: SIP OR TSP (ht21c_01_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 05: SUBEB (ht21c_01_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 06: UBEC (ht21c_01_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 01 - Organisation 06: UBEC (ht21c_01_06)

File: bl_v2_1_ht

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 07: NTI (ht21c_01_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 08: Donor organisation (ht21c_01_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 09: Non-government organisation (ht21c_01_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

ModB HT21C: Training 01 - Organisation 09: Non-government organisation (ht21c_01_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Organisation 10: Community organisation (ht21c_01_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Other (ht21c_01_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 01 - Other - Specify (ht21c_01_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 18
Invalid: 0

ModB HT21C: Training 01 - Don't know/refusal (ht21c_01_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 01 - Don't know/refusal (ht21c_01_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 260
Invalid: 70

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 01: LGEA (ht21c_02_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 02: ESSPIN (ht21c_02_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 03: GEP/UNICEF (ht21c_02_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 02 - Organisation 03: GEP/UNICEF (ht21c_02_03)

File: bl_v2_1_ht

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 04: SIP OR TSP (ht21c_02_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 05: SUBEB (ht21c_02_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 06: UBEC (ht21c_02_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 02 - Organisation 06: UBEC (ht21c_02_06)

File: bl_v2_1_ht

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 07: NTI (ht21c_02_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 08: Donor organisation (ht21c_02_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 09: Non-government organisation (ht21c_02_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

ModB HT21C: Training 02 - Organisation 09: Non-government organisation (ht21c_02_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Organisation 10: Community organisation (ht21c_02_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Other (ht21c_02_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 02 - Other - Specify (ht21c_02_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 26

Valid cases: 6
Invalid: 0

ModB HT21C: Training 02 - Don't know/refusal (ht21c_02_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 02 - Don't know/refusal (ht21c_02_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
Invalid: 225

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 01: LGEA (ht21c_03_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 02: ESSPIN (ht21c_03_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 03: GEP/UNICEF (ht21c_03_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 03 - Organisation 03: GEP/UNICEF (ht21c_03_03)

File: bl_v2_1_ht

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 04: SIP OR TSP (ht21c_03_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 05: SUBEB (ht21c_03_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 06: UBEC (ht21c_03_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 03 - Organisation 06: UBEC (ht21c_03_06)

File: bl_v2_1_ht

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 07: NTI (ht21c_03_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 08: Donor organisation (ht21c_03_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 09: Non-government organisation (ht21c_03_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

ModB HT21C: Training 03 - Organisation 09: Non-government organisation (ht21c_03_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Organisation 10: Community organisation (ht21c_03_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Other (ht21c_03_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 03 - Other - Specify (ht21c_03_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21C: Training 03 - Don't know/refusal (ht21c_03_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 03 - Don't know/refusal (ht21c_03_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
Invalid: 291

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 01: LGEA (ht21c_04_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 02: ESSPIN (ht21c_04_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 03: GEP/UNICEF (ht21c_04_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 04 - Organisation 03: GEP/UNICEF (ht21c_04_03)

File: bl_v2_1_ht

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 04: SIP OR TSP (ht21c_04_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 05: SUBEB (ht21c_04_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 06: UBEC (ht21c_04_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 04 - Organisation 06: UBEC (ht21c_04_06)

File: bl_v2_1_ht

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 07: NTI (ht21c_04_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 08: Donor organisation (ht21c_04_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 09: Non-government organisation (ht21c_04_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

ModB HT21C: Training 04 - Organisation 09: Non-government organisation (ht21c_04_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Organisation 10: Community organisation (ht21c_04_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Other (ht21c_04_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 04 - Other - Specify (ht21c_04_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21C: Training 04 - Don't know/refusal (ht21c_04_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 04 - Don't know/refusal (ht21c_04_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 16
Invalid: 314

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 01: LGEA (ht21c_05_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 02: ESSPIN (ht21c_05_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 03: GEP/UNICEF (ht21c_05_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 05 - Organisation 03: GEP/UNICEF (ht21c_05_03)

File: bl_v2_1_ht

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 04: SIP OR TSP (ht21c_05_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 05: SUBEB (ht21c_05_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 06: UBEC (ht21c_05_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 05 - Organisation 06: UBEC (ht21c_05_06)

File: bl_v2_1_ht

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 07: NTI (ht21c_05_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 08: Donor organisation (ht21c_05_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 09: Non-government organisation (ht21c_05_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

ModB HT21C: Training 05 - Organisation 09: Non-government organisation (ht21c_05_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Organisation 10: Community organisation (ht21c_05_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Other (ht21c_05_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 05 - Other - Specify (ht21c_05_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 13

Valid cases: 1
Invalid: 0

ModB HT21C: Training 05 - Don't know/refusal (ht21c_05_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 05 - Don't know/refusal (ht21c_05_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 12
Invalid: 318

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 01: LGEA (ht21c_06_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 02: ESSPIN (ht21c_06_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 03: GEP/UNICEF (ht21c_06_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 06 - Organisation 03: GEP/UNICEF (ht21c_06_03)

File: bl_v2_1_ht

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 04: SIP OR TSP (ht21c_06_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 05: SUBEB (ht21c_06_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 06: UBEC (ht21c_06_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 06 - Organisation 06: UBEC (ht21c_06_06)

File: bl_v2_1_ht

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 07: NTI (ht21c_06_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 08: Donor organisation (ht21c_06_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 09: Non-government organisation (ht21c_06_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

ModB HT21C: Training 06 - Organisation 09: Non-government organisation (ht21c_06_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Organisation 10: Community organisation (ht21c_06_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Other (ht21c_06_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 06 - Other - Specify (ht21c_06_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21C: Training 06 - Don't know/refusal (ht21c_06_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 06 - Don't know/refusal (ht21c_06_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 7
Invalid: 323

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 01: LGEA (ht21c_07_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 02: ESSPIN (ht21c_07_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 03: GEP/UNICEF (ht21c_07_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 07 - Organisation 03: GEP/UNICEF (ht21c_07_03)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 04: SIP OR TSP (ht21c_07_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 05: SUBEB (ht21c_07_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 06: UBEC (ht21c_07_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 07 - Organisation 06: UBEC (ht21c_07_06)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 07: NTI (ht21c_07_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 08: Donor organisation (ht21c_07_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 09: Non-government organisation (ht21c_07_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

ModB HT21C: Training 07 - Organisation 09: Non-government organisation (ht21c_07_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Organisation 10: Community organisation (ht21c_07_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Other (ht21c_07_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 07 - Other - Specify (ht21c_07_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 13

Valid cases: 1
Invalid: 0

ModB HT21C: Training 07 - Don't know/refusal (ht21c_07_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 07 - Don't know/refusal (ht21c_07_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 01: LGEA (ht21c_08_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 02: ESSPIN (ht21c_08_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 03: GEP/UNICEF (ht21c_08_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 08 - Organisation 03: GEP/UNICEF (ht21c_08_03)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 04: SIP OR TSP (ht21c_08_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 05: SUBEB (ht21c_08_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 06: UBEC (ht21c_08_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 08 - Organisation 06: UBEC (ht21c_08_06)

File: bl_v2_1_ht

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 07: NTI (ht21c_08_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 08: Donor organisation (ht21c_08_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 09: Non-government organisation (ht21c_08_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

ModB HT21C: Training 08 - Organisation 09: Non-government organisation (ht21c_08_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Organisation 10: Community organisation (ht21c_08_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Other (ht21c_08_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 08 - Other - Specify (ht21c_08_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21C: Training 08 - Don't know/refusal (ht21c_08_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 08 - Don't know/refusal (ht21c_08_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 2
Invalid: 328

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 01: LGEA (ht21c_09_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 02: ESSPIN (ht21c_09_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 03: GEP/UNICEF (ht21c_09_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 09 - Organisation 03: GEP/UNICEF (ht21c_09_03)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 04: SIP OR TSP (ht21c_09_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 05: SUBEB (ht21c_09_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 06: UBEC (ht21c_09_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 09 - Organisation 06: UBEC (ht21c_09_06)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 07: NTI (ht21c_09_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 08: Donor organisation (ht21c_09_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 09: Non-government organisation (ht21c_09_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

ModB HT21C: Training 09 - Organisation 09: Non-government organisation (ht21c_09_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Organisation 10: Community organisation (ht21c_09_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Other (ht21c_09_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 09 - Other - Specify (ht21c_09_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21C: Training 09 - Don't know/refusal (ht21c_09_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 09 - Don't know/refusal (ht21c_09_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
 Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 01: LGEA (ht21c_10_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
 Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 02: ESSPIN
(ht21c_10_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
 Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 03: GEP/UNICEF
(ht21c_10_03)

File: bl_v2_1_ht

Overview

ModB HT21C: Training 10 - Organisation 03: GEP/UNICEF (ht21c_10_03)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 04: SIP OR TSP (ht21c_10_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 05: SUBEB (ht21c_10_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 06: UBEC (ht21c_10_06) File: bl_v2_1_ht

Overview

ModB HT21C: Training 10 - Organisation 06: UBEC (ht21c_10_06)

File: bl_v2_1_ht

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 07: NTI (ht21c_10_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 08: Donor organisation (ht21c_10_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 09: Non-government organisation (ht21c_10_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

ModB HT21C: Training 10 - Organisation 09: Non-government organisation (ht21c_10_09)

File: bl_v2_1_ht

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Organisation 10: Community organisation (ht21c_10_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Other (ht21c_10_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21C: Training 10 - Other - Specify (ht21c_10_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21C: Training 10 - Don't know/refusal (ht21c_10_dkr)

File: bl_v2_1_ht

ModB HT21C: Training 10 - Don't know/refusal (ht21c_10_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 1
Invalid: 329

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB HT21D: Persons which delivered Training 01 (ht21d_01)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-96

Valid cases: 260
Invalid: 70

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 01 - Other - Specify (ht21d_01_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 8
Invalid: 0

ModB HT21D: Persons which delivered Training 02 (ht21d_02)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-96

Valid cases: 105
Invalid: 225

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 02 - Other - Specify (ht21d_02_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 4
 Invalid: 0

ModB HT21D: Persons which delivered Training 03 (ht21d_03)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 39
 Invalid: 291

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 03 - Other - Specify (ht21d_03_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 1
 Invalid: 0

ModB HT21D: Persons which delivered Training 04 (ht21d_04)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 16
 Invalid: 314

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 04 - Other - Specify (ht21d_04_oth)

File: bl_v2_1_ht

Overview

ModB HT21D: Training 04 - Other - Specify (ht21d_04_oth)

File: bl_v2_1_ht

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21D: Persons which delivered Training 05 (ht21d_05)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-96

Valid cases: 12
Invalid: 318

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 05 - Other - Specify (ht21d_05_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 19

Valid cases: 1
Invalid: 0

ModB HT21D: Persons which delivered Training 06 (ht21d_06)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-96

Valid cases: 7
Invalid: 323

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 06 - Other - Specify (ht21d_06_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB HT21D: Persons which delivered Training 07 (ht21d_07)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 2
 Invalid: 328

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 07 - Other - Specify (ht21d_07_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 19

Valid cases: 1
 Invalid: 0

ModB HT21D: Persons which delivered Training 08 (ht21d_08)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 2
 Invalid: 328

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 08 - Other - Specify (ht21d_08_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

ModB HT21D: Persons which delivered Training 09 (ht21d_09)

File: bl_v2_1_ht

Overview

ModB HT21D: Persons which delivered Training 09 (ht21d_09)

File: bl_v2_1_ht

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 329

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 09 - Other - Specify (ht21d_09_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

ModB HT21D: Persons which delivered Training 10 (ht21d_10)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 329

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB HT21D: Training 10 - Other - Specify (ht21d_10_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

ModB HT21E: Length (days) of Training 01 (ht21e_01)

File: bl_v2_1_ht

Overview

ModB HT21E: Length (days) of Training 01 (ht21e_01)

File: bl_v2_1_ht

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-28

Valid cases: 260
 Invalid: 70

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 02 (ht21e_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 105
 Invalid: 225

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 03 (ht21e_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 39
 Invalid: 291

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 04 (ht21e_04)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 16
 Invalid: 314

ModB HT21E: Length (days) of Training 04 (ht21e_04)

File: bl_v2_1_ht

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 05 (ht21e_05)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-5

Valid cases: 12
 Invalid: 318

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 06 (ht21e_06)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 7
 Invalid: 323

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 07 (ht21e_07)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-5

Valid cases: 2
 Invalid: 328

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 08 (ht21e_08)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-5

Valid cases: 2
 Invalid: 328

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 09 (ht21e_09)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-1

Valid cases: 1
 Invalid: 329

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB HT21E: Length (days) of Training 10 (ht21e_10)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1
 Invalid: 329

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModC HT22: 01 Issue with pupil attendance - Income generating activities (ht22_01)

File: bl_v2_1_ht

Overview

ModC HT22: 01 Issue with pupil attendance - Income generating activities (ht22_01)

File: bl_v2_1_ht

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: 02 Issue with pupil attendance - Lack of uniform (ht22_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: 03 Issue with pupil attendance - Informal payments not affordable (ht22_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: 04 Issue with pupil attendance - Bullying (ht22_04)

File: bl_v2_1_ht

Overview

ModC HT22: 04 Issue with pupil attendance - Bullying (ht22_04)

File: bl_v2_1_ht

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT22: 05 Issue with pupil attendance - Corporal punishment (ht22_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT22: 06 Issue with pupil attendance - Child abuse (ht22_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT22: 07 Issue with pupil attendance - Social or religious obligations (ht22_07)

File: bl_v2_1_ht

Overview

ModC HT22: 07 Issue with pupil attendance - Social or religious obligations (ht22_07)

File: bl_v2_1_ht

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT22: 08 Issue with pupil attendance - Quality of teaching and learning (ht22_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT22: 09 Issue with pupil attendance - Unsupportive parents (ht22_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT22: 10 Issue with pupil attendance - Disease/illness (ht22_10)

File: bl_v2_1_ht

ModC HT22: 10 Issue with pupil attendance - Disease/illness (ht22_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: 11 Issue with pupil attendance - Epidemic/disease outbreak (ht22_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: 12 Issue with pupil attendance - Security and safety related issue (ht22_12)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: 13 Issue with pupil attendance - None (ht22_13)

File: bl_v2_1_ht

ModC HT22: 13 Issue with pupil attendance - None (ht22_13)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: Other (ht22_othiss)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Do not prompt. Record all issues that apply with pupil attendance. Write 'none' if there are no issues.

Literal question

I will now ask you about work you may have done to improve the school. In your view, what problems prevented pupils from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT22: Other - Specify (ht22_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 60
 Invalid: 0

ModC HT23: Action taken to improve pupil attendance? (ht23)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Literal question

Have you done anything to improve pupil attendance in the last school year (September 2013 – July 2014)?

Post question

If no, Skip to HT25

ModC HT24: 01 Action taken - Involve SBMC (ht24_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 02 Action taken - Discuss with teachers, pupils or parents (ht24_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 03 Action taken - Provide financial support (ht24_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 04 Action taken - Provide uniforms (ht24_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

ModC HT24: 04 Action taken - Provide uniforms (ht24_04)

File: bl_v2_1_ht

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 05 Action taken - Provide textbooks, exercise books and stationeries (ht24_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 06 Action taken - Address bullying (ht24_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 07 Action taken - Address corporal punishment (ht24_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: 08 Action taken - Improve quality of teaching and learning (ht24_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: Other (ht24_othact)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT24: Other - Specify (ht24_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 39
Invalid: 0

ModC HT24: Don't know/refusal (ht24_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What are the things you have done to improve pupil attendance during the last school year?

ModC HT25: Any lesson observations in the past two weeks? (ht25)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Exclude school holidays and day of interview from the time period. Lesson observation does not mean passing or stopping by a classroom casually.

Literal question

Did you carry out any lesson observations in the past two weeks (past 10 working days)?

ModC HT26: Frequency of formal meetings with teachers (ht26)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Literal question

How often do you formally meet with your teachers?

Post question

Probe if necessary. The question refers to any formal meetings with all of the teachers present, or with a group of them. This does not include casual or formal one-to-one meetings or lunches together with a group of teachers. If Never, skip to HT28

ModC HT27: 01 Discussion topic - Teacher absenteeism/lateness (ht27_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 02 Discussion topic - Pupil attendance (ht27_02)

File: bl_v2_1_ht

Overview

ModC HT27: 02 Discussion topic - Pupil attendance (ht27_02)

File: bl_v2_1_ht

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 03 Discussion topic - Pay/salary (ht27_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 04 Discussion topic - Materials (ht27_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 05 Discussion topic - School building conditions/repairs (ht27_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

ModC HT27: 05 Discussion topic - School building conditions/repairs (ht27_05)

File: bl_v2_1_ht

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 06 Discussion topic - Teaching practice/pedagogy (ht27_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 07 Discussion topic - Individual students' needs (ht27_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 08 Discussion topic - Parents/community (ht27_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

ModC HT27: 08 Discussion topic - Parents/community (ht27_08)

File: bl_v2_1_ht

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 09 Discussion topic - Training (ht27_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: 10 Discussion topic - Professional development (ht27_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: Other (ht27_ohtop)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
 Invalid: 4

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT27: Other - Specify (ht27_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 28
Invalid: 0

ModC HT27: Don't know/refusal (ht27_dkr)

File: bl_v2_1_ht

Overview

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

Valid cases: 326
Invalid: 4

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

When you meet the teachers, what are the main things you discuss with them?

ModC HT28: 01 Issue with teacher attendance - Security and safety (ht28_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 02 Issue with teacher attendance - Pay/Salary (ht28_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

ModC HT28: 02 Issue with teacher attendance - Pay/Salary (ht28_02)

File: bl_v2_1_ht

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 03 Issue with teacher attendance - Low motivation/laziness (ht28_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 04 Issue with teacher attendance - Social or religious obligations (ht28_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 05 Issue with teacher attendance - Training (ht28_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

ModC HT28: 05 Issue with teacher attendance - Training (ht28_05)

File: bl_v2_1_ht

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT28: 06 Issue with teacher attendance - Own or family illness/disease (ht28_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT28: 07 Issue with teacher attendance - Childcare/maternity/paternity leave (ht28_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT28: 08 Issue with teacher attendance - Epidemic/disease outbreak (ht28_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

ModC HT28: 08 Issue with teacher attendance - Epidemic/disease outbreak (ht28_08)

File: bl_v2_1_ht

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 09 Issue with teacher attendance - Weather related (ht28_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 10 Issue with teacher attendance - Lack of supervision (ht28_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 11 Issue with teacher attendance - Political activities/strikes (ht28_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

ModC HT28: 11 Issue with teacher attendance - Political activities/strikes (ht28_11)

File: bl_v2_1_ht

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 12 Issue with teacher attendance - Other income generating activities (ht28_12)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 13 Issue with teacher attendance - Bad school infrastructure (ht28_13)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: 14 Issue with teacher attendance - Lack of teaching materials (ht28_14)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

ModC HT28: 14 Issue with teacher attendance - Lack of teaching materials (ht28_14)

File: bl_v2_1_ht

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT28: 15 Issue with teacher attendance - Distance/Travel time (ht28_15)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT28: 16 Issue with teacher attendance - None (ht28_16)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 - July 2014)?

ModC HT28: Other (ht28_othiss)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Pre question

Do not prompt. Record all issues that apply to teacher attendance. Write 'none' if there are no issues.

Literal question

ModC HT28: Other (ht28_othiss)

File: bl_v2_1_ht

In your view, what problems prevented teachers from attending school regularly in the last school year (September 2013 – July 2014)?

ModC HT28: Other - Specify (ht28_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 23
 Invalid: 0

ModC HT29: Action taken to improve teacher attendance? (ht29)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Literal question

Have you done anything to improve teacher attendance during the last school year (September 2013 – July 2014)?

Post question

If No, skip to HT31

ModC HT30: 01 Action taken - Attendance book at opening time/follow up absences (ht30_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 312
 Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 – July 2014)?

ModC HT30: 02 Action taken - Insist on written absence requests (ht30_02)

File: bl_v2_1_ht

Overview

ModC HT30: 02 Action taken - Insist on written absence requests (ht30_02)

File: bl_v2_1_ht

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: 03 Action taken - Complete movement book during school hours (ht30_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: 04 Action taken - Discuss with teachers about attendance (ht30_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: 05 Action taken - Address pay/salary related grievances (ht30_05)

File: bl_v2_1_ht

Overview

ModC HT30: 05 Action taken - Address pay/salary related grievances (ht30_05)

File: bl_v2_1_ht

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: 06 Action taken - Address childcare/maternity/paternity issues (ht30_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: 07 Action taken - Address issues related to school infrastructure (ht30_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: 08 Action taken - Address lack of teaching materials (ht30_08)

File: bl_v2_1_ht

Overview

ModC HT30: 08 Action taken - Address lack of teaching materials (ht30_08)

File: bl_v2_1_ht

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: Other (ht30_othact)

File: bl_v2_1_ht

Overview

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

Valid cases: 312
Invalid: 18

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What have you done to improve teacher attendance during the last school year (September 2013 - July 2014)?

ModC HT30: Other - Specify (ht30_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 31
Invalid: 0

ModC HT31: Number of class 1-6 teachers employed (ht31)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-93

Valid cases: 330
Invalid: 0

Pre question

Enter 998 if the response is 'don't know'. Probe the response by explaining that you are only asking about teachers who teach class 1 to 6, and excluding teachers who only teach religious studies. Ask to see the list of teachers or teacher attendance record, and probe the respondent if the list does not match their answer.

Literal question

How many teachers are currently employed at this school who teach class 1 to 6?

ModC HT32: Number of class 1-6 pupils registered (ht32)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -9-5053

Valid cases: 330
 Invalid: 0

Pre question

Enter 99998 if the response is 'don't know'. Ask to see the pupil attendance record if available.

Literal question

How many pupils are currently registered at this school in class 1 to 6?

ModC HT33: Teacher attendance record available? (ht33)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Ask to see a record of teacher attendance (sometimes called a timesheet or time book) for the primary classes 1 to 6. Record whether the teacher attendance record is available. Is the teacher attendance record available?

Post question

If the teacher attendance record is available then please record the date and the number of absent teachers from the attendance record. Start with the most recent working day (excluding today) and work backwards. If the attendance record is not available then ask the respondent to give an estimate of the number of teachers absent for the last 5 days when the school was open.

ModC HT34: Day 01 - Date (of previous school day) (ht34_01_date)

File: bl_v2_1_ht

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 20140929-20141117

Valid cases: 328
 Invalid: 2
 Minimum: 20140929
 Maximum: 20141117

Pre question

Select the date of the previous school day.

ModC HT34: Day 01 - Number of absent teachers (ht34_01_num)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-17

Valid cases: 328
 Invalid: 2

ModC HT34: Day 01 - Number of absent teachers (ht34_01_num)

File: bl_v2_1_ht

Pre question

Record how many teachers were absent on (date in ht34_01_date) - Enter 98 if it is not clear.

ModC HT34: Day 02 - Date (ht34_02_date)

File: bl_v2_1_ht

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 20140928-20141114

Valid cases: 328

Invalid: 2

Minimum: 20140928

Maximum: 20141114

Pre question

Select the date of the school day before (ht34_01_date)

ModC HT34: Day 02 - Number of absent teachers (ht34_02_num)

File: bl_v2_1_ht

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: -9-22

Valid cases: 328

Invalid: 2

Pre question

Record how many teachers were absent on (date in ht34_02_date) - Enter 98 if it is not clear.

ModC HT34: Day 03 - Date (ht34_03_date)

File: bl_v2_1_ht

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 20140927-20141113

Valid cases: 328

Invalid: 2

Minimum: 20140927

Maximum: 20141113

Pre question

Select the date of the school day before (ht34_02_date)

ModC HT34: Day 03 - Number of absent teachers (ht34_03_num)

File: bl_v2_1_ht

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: -9-24

Valid cases: 328

Invalid: 2

ModC HT34: Day 03 - Number of absent teachers (ht34_03_num)

File: bl_v2_1_ht

Pre question

Record how many teachers were absent on (date in ht34_03_date) - Enter 98 if it is not clear.

ModC HT34: Day 04 - Date (ht34_04_date)

File: bl_v2_1_ht

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 20131028-20141112

Valid cases: 328

Invalid: 2

Minimum: 20131028

Maximum: 20141112

Pre question

Select the date of the school day before (ht34_03_date)

ModC HT34: Day 04 - Number of absent teachers (ht34_04_num)

File: bl_v2_1_ht

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: -9-24

Valid cases: 328

Invalid: 2

Pre question

Record how many teachers were absent on (date in ht34_04_date) - Enter 98 if it is not clear.

ModC HT34: Day 05 - Date (ht34_05_date)

File: bl_v2_1_ht

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 20130927-20141111

Valid cases: 328

Invalid: 2

Minimum: 20130927

Maximum: 20141111

Pre question

Select the date of the school day before (ht34_04_date)

ModC HT34: Day 05 - Number of absent teachers (ht34_05_num)

File: bl_v2_1_ht

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: -9-28

Valid cases: 328

Invalid: 2

ModC HT34: Day 05 - Number of absent teachers (ht34_05_num)

File: bl_v2_1_ht

Pre question

Record how many teachers were absent on (date in ht34_05_date) - Enter 98 if it is not clear.

ModC HT35: Frequency of supervisor visits in last school year (ht35)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 330
 Invalid: 0

Pre question

The inspection/support visit could be from either a SUBEB or an LGA supervisor.

Literal question

How often did a supervisor visit the school for inspection or support during the last school year?

ModD HT36: Any primary class taught? (ht36)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
 Invalid: 0

Pre question

Primary class means class 1 to 6. Do not include any class that the head teacher may cover due to temporary absence of a teacher. Probe if the head teacher regularly teaches any primary class.

Literal question

I will now ask you some questions about teaching. Do you regularly teach any primary class in the current school year?

Post question

If No, Skip to Module F on school infrastructure

ModD HT37: 01 Primary class taught - Class 1 (ht37_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

Probe the primary classes that the head teacher teaches. It's a multiple response question - select all that apply.

Literal question

Which classes do you teach in the current school year?

ModD HT37: 02 Primary class taught - Class 2 (ht37_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

Probe the primary classes that the head teacher teaches. It's a multiple response question - select all that apply.

Literal question

Which classes do you teach in the current school year?

ModD HT37: 03 Primary class taught - Class 3 (ht37_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

Probe the primary classes that the head teacher teaches. It's a multiple response question - select all that apply.

Literal question

Which classes do you teach in the current school year?

ModD HT37: 04 Primary class taught - Class 4 (ht37_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

Probe the primary classes that the head teacher teaches. It's a multiple response question - select all that apply.

Literal question

Which classes do you teach in the current school year?

ModD HT37: 05 Primary class taught - Class 5 (ht37_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

ModD HT37: 05 Primary class taught - Class 5 (ht37_05)

File: bl_v2_1_ht

Probe the primary classes that the head teacher teaches. It's a multiple response question - select all that apply.

Literal question

Which classes do you teach in the current school year?

ModD HT37: 06 Primary class taught - Class 6 (ht37_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

Probe the primary classes that the head teacher teaches. It's a multiple response question - select all that apply.

Literal question

Which classes do you teach in the current school year?

ModD HT38: 01 Subject taught - English (ht38_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 02 Subject taught - Mathematics (ht38_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 03 Subject taught - Social studies (ht38_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 04 Subject taught - Primary science; basic science and technology (ht38_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 05 Subject taught - Islamic studies (ht38_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 06 Subject taught - Christian religious studies (ht38_06)

File: bl_v2_1_ht

Overview

ModD HT38: 06 Subject taught - Christian religious studies (ht38_06)

File: bl_v2_1_ht

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

Valid cases: 218
Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 07 Subject taught - Home economics (ht38_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 08 Subject taught - Agriculture (ht38_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 09 Subject taught - Civic education (ht38_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
Invalid: 112

Pre question

ModD HT38: 09 Subject taught - Civic education (ht38_09)

File: bl_v2_1_ht

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 10 Subject taught - Hausa (ht38_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 11 Subject taught - Arabic (ht38_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: 12 Subject taught - Cultural and creative arts (ht38_12)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: Other (ht38_othsub)

File: bl_v2_1_ht

Overview

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

Valid cases: 218
 Invalid: 112

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD HT38: Other - Specify (ht38_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 19

Valid cases: 5
 Invalid: 0

ModE HT39: I enjoy teaching very much (ht39)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 218
 Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
 I enjoy teaching very much

ModE HT40: As a teacher, I perform an important role in society (ht40)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 218
 Invalid: 112

Pre question

ModE HT40: As a teacher, I perform an important role in society (ht40)

File: bl_v2_1_ht

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

As a teacher, I perform an important role in society

ModE HT41: No point trying to teach pupils whose parents cannot read or write (ht41)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

There is no point trying to teach pupils whose parents cannot read or write

ModE HT42: Difficult to teach in this school as building is in poor condition (ht42)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

It is difficult to teach in this school because the building is in poor condition

ModE HT43: It is difficult to manage pupils in my classrooms (ht43)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
It is difficult to manage pupils in my classrooms

ModE HT44: If I could choose another job today, I would still choose teaching (ht44)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
If I could choose another job today, I would still choose teaching

ModE HT45: In the past two years, my job has become more satisfying (ht45)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

ModE HT45: In the past two years, my job has become more satisfying (ht45)

File: bl_v2_1_ht

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

In the past two years, my job has become more satisfying

ModE HT46: I teach too many classes (ht46)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I teach too many classes

ModE HT47: Teachers at my school have knowledge and skills to do their jobs well (ht47)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teachers at my school have the knowledge and skills to do their jobs well

ModE HT48: Teachers at this school are highly committed to their job (ht48)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teachers at this school are highly committed to their job

ModE HT49: I have teachers that I consider my friends at my school (ht49)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
I have teachers that I consider my friends at my school

ModE HT50: Teachers at my school work well together (ht50)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

ModE HT50: Teachers at my school work well together (ht50)

File: bl_v2_1_ht

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teachers at my school work well together

ModE HT51: Teaching my class yesterday was boring (ht51)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teaching my class yesterday was boring

ModE HT52: It is worth working harder to make sure the pupils do well (ht52)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

It is worth working harder to make sure the pupils do well

ModE HT53: Most pupils in this school are not intelligent enough to do well (ht53)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Most of the pupils in this school are not intelligent enough to do well

ModE HT54: Teaching is very tiring (ht54)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teaching is very tiring

ModE HT55: Teaching well is important to me (ht55)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

ModE HT55: Teaching well is important to me (ht55)

File: bl_v2_1_ht

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teaching well is important to me

ModE HT56: Teachers at this school trust each other (ht56)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teachers at this school trust each other

ModE HT57: Pupils work hard in this school and want to succeed (ht57)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Pupils work hard in this school and want to succeed

ModE HT58: I try my best to teach my pupils but their parents do not help (ht58)

File: bl_v2_1_ht

ModE HT58: I try my best to teach my pupils but their parents do not help (ht58)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
I try my best to teach my pupils but their parents do not help

ModE HT59: Teachers at this school feel responsible to help each other out (ht59)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teachers at this school feel responsible to help each other out

ModE HT60: There are too many pupils in my classroom (ht60)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

ModE HT60: There are too many pupils in my classroom (ht60)

File: bl_v2_1_ht

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

There are too many pupils in my classroom

ModE HT61: I don't always have the materials I need to do my job (ht61)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I don't always have the materials I need to do my job

ModE HT62: I have all the support I need to teach my pupils well (ht62)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I have all the support I need to teach my pupils well

ModE HT63: There is no point in spending a lot of time preparing for a class (ht63)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 218
Invalid: 112

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
There is no point in spending a lot of time preparing for a class

ModF HT64: Support from other organisations or programmes? (ht64)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Literal question

Thank you. We are approaching the end of the interview. I will now ask you a few questions related to this school and its infrastructure. Does this school currently receive support in cash or kind from any other organisation or programmes (such as NGOs, mosques, foreign projects, GEP, ESSPIN, private, etc.)?

Post question

If No, skip to HT66

ModF HT65: 01 Support from - NGO (ht65_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: 02 Support from - Religious institutions (ht65_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
 Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: 03 Support from - UNICEF/GEP (ht65_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
 Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: 04 Support from - ESSPIN/DFID (ht65_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
 Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: 05 Support from - Foreign donor (other than UNICEF/DFID) (ht65_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
 Invalid: 93

ModF HT65: 05 Support from - Foreign donor (other than UNICEF/DFID) (ht65_05)

File: bl_v2_1_ht

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: 06 Support from - Private individual (ht65_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: 07 Support from - Private company (ht65_07)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: Other (ht65_othorg)

File: bl_v2_1_ht

Overview

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

Valid cases: 237
Invalid: 93

Literal question

Who does the school receive external support from?

Post question

Probe if necessary (multiple choice)

ModF HT65: Other - Specify (ht65_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 61
Invalid: 0

ModF HT66: Electricity in school? If yes, regular or irregular supply? (ht66)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-3

Valid cases: 330
Invalid: 0

Pre question

First ask if there is electricity in the school and then probe how regular the electricity supply is. Electricity supply also includes electricity from generator or solar power.

Literal question

Does the school have electricity? If yes then, is the electricity supply regular or irregular?

ModF HT67: Does the school need major repairs? (ht67)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Literal question

Does the school need major repairs?

Post question

If No, skip to HT69

ModF HT68: 01 Repair needed - Broken windows (ht68_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
Invalid: 41

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: 02 Repair needed - Roof or ceiling (ht68_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
 Invalid: 41

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: 03 Repair needed - Classroom walls (ht68_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
 Invalid: 41

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: 04 Repair needed - Outside school walls in disrepair (ht68_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
 Invalid: 41

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: 05 Repair needed - Playgrounds (ht68_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
 Invalid: 41

ModF HT68: 05 Repair needed - Playgrounds (ht68_05)

File: bl_v2_1_ht

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: 06 Repair needed - Toilets/Hygiene conditions (ht68_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
 Invalid: 41

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: Other (ht68_othrep)

File: bl_v2_1_ht

Overview

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

Valid cases: 289
 Invalid: 41

Pre question

Do not prompt but probe if required. It's a multiple response question - select all that apply.

Literal question

What major works are needed in the school?

ModF HT68: Other - Specify (ht68_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 126
 Invalid: 0

ModF HT69: School has a School-Based Management Committee or SBMC? (ht69)

File: bl_v2_1_ht

ModF HT69: School has a School-Based Management Committee or SBMC? (ht69)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Literal question

Does the school have a School-Based Management Committee or SBMC?

Post question

If No, skip to Module G

ModF HT70: Last meeting of SBMC (ht70)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 327
Invalid: 3

Literal question

When did the SBMC last meet?

ModG HT71: Ownership of a mobile phone? (ht71)

File: bl_v2_1_ht

Overview

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

Valid cases: 330
Invalid: 0

Literal question

Thank you. This is the last part of the interview. I will ask you about your use of mobile phones. Do you own a working mobile phone?

Post question

If No, skip to skip to HT74

ModG HT72: Does mobile phone play both video and audio? (ht72)

File: bl_v2_1_ht

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-3

Valid cases: 329
Invalid: 1

Literal question

ModG HT72: Does mobile phone play both video and audio? (ht72)

File: bl_v2_1_ht

Do you have a phone that can play both video and audio?

Post question

Ask to see the phone and probe if the respondent doesn't understand.

ModG HT73: 01 Mobile phone use - Voice calls (ht73_01)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 02 Mobile phone use - Send/receive SMS/MMS (ht73_02)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 03 Mobile phone use - Listen to radio (ht73_03)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 04 Mobile phone use - Listen to music (non-radio) (ht73_04)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 05 Mobile phone use - Play games (ht73_05)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 06 Mobile phone use - Take photos/look at photos (ht73_06)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 07 Mobile phone use - Browse internet (ht73_07)

File: bl_v2_1_ht

Overview

ModG HT73: 07 Mobile phone use - Browse internet (ht73_07)

File: bl_v2_1_ht

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 08 Mobile phone use - Read news/stories (ht73_08)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 09 Mobile phone use - Calculator (ht73_09)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 10 Mobile phone use - Date and/or time (ht73_10)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

ModG HT73: 10 Mobile phone use - Date and/or time (ht73_10)

File: bl_v2_1_ht

What do you use your mobile phone for?

ModG HT73: 11 Mobile phone use - Social media (ht73_11)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 12 Mobile phone use - Watch video (ht73_12)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: 13 Mobile phone use - Research/learning (ht73_13)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: Other (ht73_othuse)

File: bl_v2_1_ht

ModG HT73: Other (ht73_othuse)

File: bl_v2_1_ht

Overview

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

Valid cases: 329
 Invalid: 1

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModG HT73: Other - Specify (ht73_oth)

File: bl_v2_1_ht

Overview

Type: Discrete
 Format: character
 Width: 23

Valid cases: 5
 Invalid: 0

Pupil-teacher ratio (n_ptr)

File: bl_v2_1_ht

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.833333313465118-327.666656494141

Valid cases: 328
 Invalid: 2
 Minimum: 0.8
 Maximum: 327.7

Description

This is the constructed indicator 'Pupil-teacher ratio (PTR)' - defined as (total pupils registered grades 1-6/total registered teachers grades 1-6) using variables ht31 and ht32

Teacher absenteeism last 5 working days (% of contracted days): school records (n_tchabsenteeism_sr)

File: bl_v2_1_ht

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-70

Valid cases: 330
 Invalid: 0
 Minimum: 0
 Maximum: 70

Description

This is the constructed indicator 'Teacher absenteeism last 5 working days (% of contracted days)' - derived from ht31 and variables with prefix ht34

Survey wave (surveywave)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

State ID (id_state)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

School ID (id_school)

File: bl_v2_1_ti

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1004

Valid cases: 908
 Invalid: 0
 Minimum: 1
 Maximum: 1004

Teacher ID (unique within school) (id_teacher)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 2-4

Valid cases: 908
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_ti

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 110-3141

Valid cases: 908
 Invalid: 0
 Minimum: 110
 Maximum: 3141

Sampling Weight [Teacher Interview] (weight_teacher)

File: bl_v2_1_ti

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-16.5

Valid cases: 908
 Invalid: 0
 Minimum: 1
 Maximum: 16.5

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_ti

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.181818181818182-1

Valid cases: 908
 Invalid: 0
 Minimum: 0.2
 Maximum: 1

ModA TI03: Sex (ti03)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

Select the sex of the respondent

ModA TI08: Type of role (ti08)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 908
 Invalid: 0

Pre question

ModA TI08: Type of role (ti08)

File: bl_v2_1_ti

Probe if the respondent is currently posted in this school as a teacher. Select only one response.

Literal question

Are you officially posted/employed as a teacher in this school?

ModA TI08: Other - Specify (ti08_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 21

Valid cases: 1
Invalid: 0

ModA TI09: Age (ti09)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-64

Valid cases: 908
Invalid: 0

Pre question

Enter the respondent's age in completed years. Probe if required. Ask for his month and year of birth if age not known.
Enter 98 if the response is don't know.

Literal question

What is your age?

ModA TI10: Year when respondent first became a teacher of current school (ti10)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -9-2014

Valid cases: 908
Invalid: 0

Pre question

Record the year when the respondent first officially became the teacher of this school. Enter 9998 if the response is 'don't know'.

Literal question

In which year did you officially start teaching at this school?

ModA TI11: Year when respondent first became a teacher of any school (ti11)

File: bl_v2_1_ti

ModA TI11: Year when respondent first became a teacher of any school (ti11)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -9-2014

Valid cases: 908
Invalid: 0

Pre question

Record the year at which the respondent first officially became the teacher of any school i.e. the year the respondent first started her career as a teacher. Probe if necessary. Enter 9998 if the response is 'don't know'.

Literal question

In which year did you first officially start teaching (at any school including this school)?

ModA TI12: 01 Qualification - SIS/JIS (ti12_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 02 Qualification - SSCE/WASC/O-level (ti12_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 03 Qualification - Grade II or equivalent (ti12_03)

File: bl_v2_1_ti

Overview

ModA TI12: 03 Qualification - Grade II or equivalent (ti12_03)

File: bl_v2_1_ti

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

Valid cases: 908
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 04 Qualification - OND/Diploma (ti12_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 05 Qualification - NCE (ti12_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 06 Qualification - PGDE (ti12_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

ModA TI12: 06 Qualification - PGDE (ti12_06)

File: bl_v2_1_ti

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 07 Qualification - B.Ed. or equivalent degree in education (ti12_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 08 Qualification - BA/BSc/HND/LLB (not in education) (ti12_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 09 Qualification - MEd or equivalent degree in education (ti12_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

ModA TI12: 09 Qualification - MEd or equivalent degree in education (ti12_09)

File: bl_v2_1_ti

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 10 Qualification - MA/MSc (not in education) (ti12_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: 11 Qualification - None (ti12_11)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: Other (ti12_othqual)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

ModA TI12: Other (ti12_othqual)

File: bl_v2_1_ti

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI12: Other - Specify (ti12_oth)

File: bl_v2_1_ti

Overview

Type: Discrete

Format: character

Width: 50

Valid cases: 15

Invalid: 0

ModA TI12: Don't know/refusal (ti12_dkr)

File: bl_v2_1_ti

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: -9-2

Valid cases: 908

Invalid: 0

Pre question

Prompt and probe if necessary. It's a multiple response question - select all that apply. Prompt specifically for NCE qualification.

Literal question

Which academic qualifications do you have (including any teaching qualification)?

ModA TI13: Gross monthly salary (ti13)

File: bl_v2_1_ti

Overview

Type: Discrete

Format: numeric

Width: 5

Decimals: 0

Range: -9-96800

Valid cases: 908

Invalid: 0

Pre question

Enter the value in Naira. Probe their answer, asking about their gross salary per month - the amount of money they receive, before any payroll taxes, deductions etc. Enter 98 if respondent doesn't know and 99 if the respondent refuses to answer.

Literal question

What is your current gross monthly salary as a teacher?

ModA TI14: Timeliness of receipt of salary in last academic year (ti14)

File: bl_v2_1_ti

Overview

ModA TI14: Timeliness of receipt of salary in last academic year (ti14)

File: bl_v2_1_ti

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Prompt and probe if necessary.

Literal question

For the last academic year from September 2013 to July 2014, did you get your salary on time?

ModA TI15: Absence from school in the last 5 days - number of days (ti15)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-5

Valid cases: 908
Invalid: 0

Pre question

Enter in days. Write 0 if they were not absent at all. Enter 98 if the respondent does not know and enter 99 if the respondent refuses to answer.

Literal question

How many days were you absent from school in the last 5 days when the school was open?

Post question

Skip to T17 if 0, 98 or 99

ModA TI16: 01 Reason for absence - Elections/campaigning (ti16_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 02 Reason for absence - Transport (ti16_02)

File: bl_v2_1_ti

Overview

ModA TI16: 02 Reason for absence - Transport (ti16_02)

File: bl_v2_1_ti

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 03 Reason for absence - Teacher strikes (ti16_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 04 Reason for absence - Other mass strikes (ti16_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 05 Reason for absence - Own or family illness (ti16_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

ModA TI16: 05 Reason for absence - Own or family illness (ti16_05)

File: bl_v2_1_ti

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 06 Reason for absence - Late or non-payment of salary (ti16_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 07 Reason for absence - Training (ti16_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 08 Reason for absence - Meeting or event at LGA/SUBEB (ti16_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 09 Reason for absence - Social or religious obligations (ti16_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 10 Reason for absence - Epidemic/disease outbreak (ti16_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: 11 Reason for absence - Weather related (ti16_11)

File: bl_v2_1_ti

Overview

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

Valid cases: 228
Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: Other (ti16_othrea)

File: bl_v2_1_ti

Overview

ModA TI16: Other (ti16_othrea)

File: bl_v2_1_ti

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

Valid cases: 228
 Invalid: 680

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the last 5 days when the school was open?

ModA TI16: Other - Specify (ti16_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 43
 Invalid: 0

ModA TI17: Absence from school in the last term? (ti17)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Literal question

Were you absent from school for at least 1 day during the days when school was open last term (from April to July 2014)?

Post question

If No, 98 or 99, skip to T19

ModA TI18: 01 Reason for absence - Elections/campaigning (ti18_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 02 Reason for absence - Transport (ti18_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 03 Reason for absence - Teacher strikes (ti18_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 04 Reason for absence - Other mass strikes (ti18_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 05 Reason for absence - Own or family illness (ti18_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

ModA TI18: 05 Reason for absence - Own or family illness (ti18_05)

File: bl_v2_1_ti

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 06 Reason for absence - Late or non-payment of salary (ti18_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 07 Reason for absence - Training (ti18_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 08 Reason for absence - Meeting or event at LGA/SUBEB (ti18_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question - select all that apply.

Literal question

What were the main reasons for your absence in the third term - from April to July 2014?

ModA TI18: 09 Reason for absence - Social or religious obligations (ti18_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
Invalid: 426

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA TI18: 10 Reason for absence - Epidemic/disease outbreak (ti18_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
Invalid: 426

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA TI18: 11 Reason for absence - Weather related (ti18_11)

File: bl_v2_1_ti

Overview

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

Valid cases: 482
Invalid: 426

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA TI18: Other (ti18_othrea)

File: bl_v2_1_ti

Overview

ModA TI18: Other (ti18_othrea)

File: bl_v2_1_ti

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

Valid cases: 482
 Invalid: 426

Pre question

Do not prompt. It's a multiple response question – select all that apply.

Literal question

What were the main reasons for your absence in the third term – from April to July 2014?

ModA TI18: Other - Specify (ti18_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 43
 Invalid: 0

ModB TI19: Teacher related training in last 2 years? (ti19)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

Training includes any workshop or seminar related to teaching as well. Probe and confirm the number, date and agenda of the training first.

Literal question

I will now ask you about the trainings related to teaching that you have received in the past 2 years (September 2012 to July 2014). In the past two years (September 2012 to July 2014), have you attended any training related to teaching while being employed as a teacher or a head teacher, either in the school or anywhere else (including other schools or educational settings)?

Post question

If No or 98, skip to T21

ModB TI20A: Start date of Training 01 (month) (ti20a_01_month)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

Literal question

When did the training begin – give the month?

Post question

ModB TI20A: Start date of Training 01 (month) (ti20a_01_month)

File: bl_v2_1_ti

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB TI20A: Start date of Training 02 (month) (ti20a_02_month)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

When did the training begin – give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB TI20A: Start date of Training 03 (month) (ti20a_03_month)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

When did the training begin – give the month?

Post question

Probe whether the training was split over several sessions or workshops. If so, first record the month and then the year. If month unknown, enter 98.

ModB TI20A: Start date of Training 01 (year) (ti20a_01_year)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

When did the training begin – give the year?

ModB TI20A: Start date of Training 02 (year) (ti20a_02_year)

File: bl_v2_1_ti

ModB TI20A: Start date of Training 02 (year) (ti20a_02_year)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
 Invalid: 767

Literal question

When did the training begin - give the year?

ModB TI20A: Start date of Training 03 (year) (ti20a_03_year)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
 Invalid: 873

Literal question

When did the training begin - give the year?

ModB TI20B: Training 01 - Topic 01: Teaching methods
(ti20b_01_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 01 - Topic 02: Literacy/numeracy
(ti20b_01_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

Literal question

What was the training mainly about?

ModB TI20B: Training 01 - Topic 02: Literacy/numeracy (ti20b_01_02)

File: bl_v2_1_ti

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 01 - Topic 03: Curriculum subject (ti20b_01_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 01 - Topic 04: Extra-curricular (ti20b_01_04) File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 01 - Other (ti20b_01_othtop) File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 01 - Other - Specify (ti20b_01_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 41
Invalid: 0

ModB TI20B: Training 01 - Don't know/refusal (ti20b_01_dkr)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 02 - Topic 01: Teaching methods (ti20b_02_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 02 - Topic 02: Literacy/numeracy (ti20b_02_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 02 - Topic 03: Curriculum subject (ti20b_02_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 02 - Topic 04: Extra-curricular (ti20b_02_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 02 - Other (ti20b_02_othtop)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 02 - Other - Specify (ti20b_02_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 17
Invalid: 0

ModB TI20B: Training 02 - Don't know/refusal (ti20b_02_dkr)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 03 - Topic 01: Teaching methods (ti20b_03_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 03 - Topic 02: Literacy/numeracy (ti20b_03_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 03 - Topic 03: Curriculum subject (ti20b_03_03)

File: bl_v2_1_ti

Overview

ModB TI20B: Training 03 - Topic 03: Curriculum subject (ti20b_03_03)

File: bl_v2_1_ti

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

Valid cases: 35
Invalid: 873

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 03 - Topic 04: Extra-curricular (ti20b_03_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 03 - Other (ti20b_03_othtop)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20B: Training 03 - Other - Specify (ti20b_03_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 25

Valid cases: 3
Invalid: 0

ModB TI20B: Training 03 - Don't know/refusal (ti20b_03_dkr)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
 Invalid: 873

Literal question

What was the training mainly about?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 01: LGEA (ti20c_01_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 02: ESSPIN (ti20c_01_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 03: GEP/UNICEF (ti20c_01_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

ModB TI20C: Training 01 - Organisation 03: GEP/UNICEF (ti20c_01_03)

File: bl_v2_1_ti

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 05: SUBEB (ti20c_01_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 06: UBEC (ti20c_01_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 07: NTI (ti20c_01_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 08: Donor organisation (ti20c_01_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 09: Non-government organisation (ti20c_01_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 10: Community organisation (ti20c_01_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 11: Head Teacher himself (ti20c_01_11)

File: bl_v2_1_ti

Overview

ModB TI20C: Training 01 - Organisation 11: Head Teacher himself (ti20c_01_11)

File: bl_v2_1_ti

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Organisation 12: SSOs/SMOs/SSIT (ti20c_01_12)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Other (ti20c_01_othorg)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 01 - Other - Specify (ti20c_01_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 29

Valid cases: 19
Invalid: 0

ModB TI20C: Training 01 - Don't know/refusal (ti20c_01_dkr)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
 Invalid: 476

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 01: LGEA (ti20c_02_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
 Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 02: ESSPIN (ti20c_02_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
 Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 03: GEP/UNICEF (ti20c_02_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
 Invalid: 767

ModB TI20C: Training 02 - Organisation 03: GEP/UNICEF (ti20c_02_03)

File: bl_v2_1_ti

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 05: SUBEB (ti20c_02_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 06: UBEC (ti20c_02_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 07: NTI (ti20c_02_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 08: Donor organisation (ti20c_02_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 09: Non-government organisation (ti20c_02_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 10: Community organisation (ti20c_02_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 11: Head Teacher himself (ti20c_02_11)

File: bl_v2_1_ti

Overview

ModB TI20C: Training 02 - Organisation 11: Head Teacher himself (ti20c_02_11)

File: bl_v2_1_ti

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT (ti20c_02_12)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Other (ti20c_02_othorg)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 02 - Other - Specify (ti20c_02_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 9
Invalid: 0

ModB TI20C: Training 02 - Don't know/refusal (ti20c_02_dkr)

File: bl_v2_1_ti

Overview

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

Valid cases: 141
 Invalid: 767

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 01: LGEA (ti20c_03_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
 Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 02: ESSPIN (ti20c_03_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
 Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 03: GEP/UNICEF (ti20c_03_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
 Invalid: 873

ModB TI20C: Training 03 - Organisation 03: GEP/UNICEF (ti20c_03_03)

File: bl_v2_1_ti

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 05: SUBEB (ti20c_03_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 06: UBEC (ti20c_03_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 07: NTI (ti20c_03_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 08: Donor organisation (ti20c_03_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 09: Non-government organisation (ti20c_03_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 10: Community organisation (ti20c_03_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 11: Head Teacher himself (ti20c_03_11)

File: bl_v2_1_ti

Overview

ModB TI20C: Training 03 - Organisation 11: Head Teacher himself (ti20c_03_11)

File: bl_v2_1_ti

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Organisation 12: SSOs/SMOs/SSIT (ti20c_03_12)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Other (ti20c_03_othorg)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20C: Training 03 - Other - Specify (ti20c_03_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 1
Invalid: 0

ModB TI20C: Training 03 - Don't know/refusal (ti20c_03_dkr)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
 Invalid: 873

Literal question

Who (which organisation) organised the training?

Post question

Do not prompt but probe if necessary. It's a multiple response question - select all that apply.

ModB TI20D: Persons which delivered Training 01 (ti20d_01)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-96

Valid cases: 432
 Invalid: 476

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB TI20D: Training 01 - Other - Specify (ti20d_01_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 11
 Invalid: 0

ModB TI20D: Persons which delivered Training 02 (ti20d_02)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-96

Valid cases: 141
 Invalid: 767

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB TI20D: Training 02 - Other - Specify (ti20d_02_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 3
Invalid: 0

ModB TI20D: Persons which delivered Training 03 (ti20d_03)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-96

Valid cases: 35
Invalid: 873

Literal question

Who (which persons) actually delivered the training?

Post question

Do not prompt but probe if necessary whether the person was from the organisation or from somewhere else.

ModB TI20D: Training 03 - Other - Specify (ti20d_03_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

ModB TI20E: Length (days) of Training 01 (ti20e_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 432
Invalid: 476

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB TI20E: Length (days) of Training 02 (ti20e_02)

File: bl_v2_1_ti

Overview

ModB TI20E: Length (days) of Training 02 (ti20e_02)

File: bl_v2_1_ti

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-24

Valid cases: 141
Invalid: 767

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModB TI20E: Length (days) of Training 03 (ti20e_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 35
Invalid: 873

Literal question

How many days did the training last for?

Post question

If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. Enter 98 if don't know.

ModC TI21: Meeting with Head Teacher last term? (ti21)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Probe if necessary. The question refers to any formal meetings with all of the teachers present, or with a group of them. This does not include casual or formal one-to-one meetings or lunches together with a group of teachers.

Literal question

I am now going to ask you about the meetings that you have attended as well as supervision from the head teacher. Did you attend a formal meeting led by the head teacher to discuss teaching and student learning last term (third term) – April to July 2014?

Post question

If No, skip to T23

ModC TI22: Number of meetings with the Head Teacher (ti22)

File: bl_v2_1_ti

Overview

ModC TI22: Number of meetings with the Head Teacher (ti22)

File: bl_v2_1_ti

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-95

Valid cases: 860
Invalid: 48

Pre question

Enter 98 if the response is don't know and 99 if refused to answer. If required, probe for the number of times the meeting is held in a week. Record the number. For more than 16 meetings, enter 95. Enter 98 if don't know.

Literal question

How many such meetings did you attend last term (third term) - April to July 2014?

ModC TI23: Lesson observation by Head Teacher? (ti23)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

If the head teacher briefly passed by the lesson this does not count.

Literal question

Did the head teacher sit in any of your lessons and observe the lesson throughout last term (third term) - April to July 2014?

Post question

If No, DK, or refused, skip to T25

ModC TI24: Number of lessons observed by Head Teacher last term (ti24)

File: bl_v2_1_ti

Overview

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

Valid cases: 706
Invalid: 202

Literal question

How many of your lessons did the head teacher observe in the last term (third term) -- April to July 2014?

ModD TI25: 01 Primary class taught - Class 1 (ti25_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

ModD TI25: 01 Primary class taught - Class 1 (ti25_01)

File: bl_v2_1_ti

Pre question

Probe whether the teacher teaches in each class. It's a multiple response question - select all that apply.

Literal question

I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?

ModD TI25: 02 Primary class taught - Class 2 (ti25_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Probe whether the teacher teaches in each class. It's a multiple response question - select all that apply.

Literal question

I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?

ModD TI25: 03 Primary class taught - Class 3 (ti25_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Probe whether the teacher teaches in each class. It's a multiple response question - select all that apply.

Literal question

I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?

ModD TI25: 04 Primary class taught - Class 4 (ti25_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

Probe whether the teacher teaches in each class. It's a multiple response question - select all that apply.

Literal question

I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?

ModD TI25: 05 Primary class taught - Class 5 (ti25_05)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

Probe whether the teacher teaches in each class. It's a multiple response question - select all that apply.

Literal question

I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?

ModD TI25: 06 Primary class taught - Class 6 (ti25_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

Probe whether the teacher teaches in each class. It's a multiple response question - select all that apply.

Literal question

I will now ask you some questions about the classes and subjects you teach. Which classes do you teach in the current school year?

ModD TI26: 01 Subject taught in current school year - English (ti26_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
 Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 02 Subject taught in current school year - Mathematics (ti26_02)

File: bl_v2_1_ti

Overview

ModD TI26: 02 Subject taught in current school year - Mathematics (ti26_02)

File: bl_v2_1_ti

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 03 Subject taught in current school year - Social studies (ti26_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 04 Subject taught in current school year - Primary science; basic sci (ti26_04)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 05 Subject taught in current school year - Islamic studies (ti26_05)

File: bl_v2_1_ti

Overview

ModD TI26: 05 Subject taught in current school year - Islamic studies (ti26_05)

File: bl_v2_1_ti

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 06 Subject taught in current school year - Christian religious studie (ti26_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 07 Subject taught in current school year - Home economics (ti26_07)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 08 Subject taught in current school year - Agriculture (ti26_08)

File: bl_v2_1_ti

Overview

ModD TI26: 08 Subject taught in current school year - Agriculture (ti26_08)

File: bl_v2_1_ti

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 09 Subject taught in current school year - Civic education (ti26_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 10 Subject taught in current school year - Hausa (ti26_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 13 Subject taught in current school year - Health science (ti26_13)

File: bl_v2_1_ti

Overview

ModD TI26: 13 Subject taught in current school year - Health science (ti26_13)

File: bl_v2_1_ti

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 14 Subject taught in current school year - Drawing (ti26_14)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: 15 Subject taught in current school year - Writing (ti26_15)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: Other (ti26_othersub)

File: bl_v2_1_ti

Overview

ModD TI26: Other (ti26_othsub)

File: bl_v2_1_ti

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

Valid cases: 908
 Invalid: 0

Pre question

It's a multiple response question - select all that apply. Probe if necessary.

Literal question

What subjects do you teach in the current school year?

ModD TI26: Other - Specify (ti26_oth)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 71
 Invalid: 0

ModE TI27A: I enjoy teaching very much (ti27a)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 908
 Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I enjoy teaching very much

ModE TI27B: As a teacher, I perform an important role in society (ti27b)

File: bl_v2_1_ti

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 908
 Invalid: 0

Pre question

ModE TI27B: As a teacher, I perform an important role in society (ti27b)

File: bl_v2_1_ti

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

As a teacher, I perform an important role in society

ModE TI27C: No point trying to teach pupils whose parents cannot read or write (ti27c)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

There is no point trying to teach pupils whose parents cannot read or write

ModE TI27D: Difficult to teach in this school as building is in poor condition (ti27d)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

It is difficult to teach in this school because the building is in poor condition

ModE TI27E: It is difficult to manage pupils in my classrooms (ti27e)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
It is difficult to manage pupils in my classrooms

ModE TI27F: If I could choose another job today, I would still choose teaching (ti27f)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
If I could choose another job today, I would still choose teaching

ModE TI27G: In the past two years, my job has become more satisfying (ti27g)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

ModE TI27G: In the past two years, my job has become more satisfying (ti27g)

File: bl_v2_1_ti

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

In the past two years, my job has become more satisfying

ModE TI27H: I teach too many classes (ti27h)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I teach too many classes

ModE TI27I: Teachers at my school have the knowledge and skills to do their jobs (ti27i)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teachers at my school have the knowledge and skills to do their jobs well

ModE TI27J: Teachers at this school are highly committed to their job (ti27j)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teachers at this school are highly committed to their job

ModE TI27K: I have teachers that I consider my friends at my school (ti27k)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
I have teachers that I consider my friends at my school

ModE TI27L: Teachers at my school work well together (ti27l)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

ModE TI27L: Teachers at my school work well together (ti27l)

File: bl_v2_1_ti

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teachers at my school work well together

ModE TI27M: Teaching my class yesterday was boring (ti27m)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teaching my class yesterday was boring

ModE TI27N: It is worth working harder to make sure the pupils do well (ti27n)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

It is worth working harder to make sure the pupils do well

ModE TI27O: Most pupils in this school are not intelligent enough to do well (ti27o)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Most of the pupils in this school are not intelligent enough to do well

ModE TI27P: Teaching is very tiring (ti27p)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teaching is very tiring

ModE TI27Q: Teaching well is important to me (ti27q)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

ModE TI27Q: Teaching well is important to me (ti27q)

File: bl_v2_1_ti

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

Teaching well is important to me

ModE TI27R: Teachers at this school trust each other (ti27r)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teachers at this school trust each other

ModE TI27S: Pupils work hard in this school and want to succeed (ti27s)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Pupils work hard in this school and want to succeed

ModE TI27T: I try my best to teach my pupils but their parents do not help (ti27t)

File: bl_v2_1_ti

ModE TI27T: I try my best to teach my pupils but their parents do not help (ti27t)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
I try my best to teach my pupils but their parents do not help

ModE TI27U: Teachers at this school feel responsible to help each other out (ti27u)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
Teachers at this school feel responsible to help each other out

ModE TI27V: There are too many pupils in my classroom (ti27v)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

ModE TI27V: There are too many pupils in my classroom (ti27v)

File: bl_v2_1_ti

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

There are too many pupils in my classroom

ModE TI27W: I don't always have the materials I need to do my job (ti27w)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I don't always have the materials I need to do my job

ModE TI27X: I have all the support I need to teach my pupils well (ti27x)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -

I have all the support I need to teach my pupils well

ModE TI27Y: There is no point in spending a lot of time preparing for a class (ti27y)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 908
Invalid: 0

Pre question

Read each statement in turn. If the teacher hesitates or provides a response that is not on the scale, remind them of the instructions: Do you strongly agree, agree, disagree, or strongly disagree, with each one. Do not discuss or explain the statement to the teacher. Ask the respondent to determine the answer without any help, The respondent can refuse to answer if he/she feels uncomfortable answering a question.

Literal question

I will now ask you how you feel about some aspects of teaching. I am going to read you some statements, and I want you to point at one of the circles in front of you to guide me on how strongly do you agree or disagree, with each one. You can also refuse to answer if you feel uncomfortable answering a question -
There is no point in spending a lot of time preparing for a class

ModF TI28: Ownership of a mobile phone? (ti28)

File: bl_v2_1_ti

Overview

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

Valid cases: 908
Invalid: 0

Literal question

Thank you. This is the last part of the interview. I will ask you about your use of mobile phones. Do you own a working mobile phone?

Post question

If No, skip to T31

ModF TI29: Does mobile phone play both video and audio? (ti29)

File: bl_v2_1_ti

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-3

Valid cases: 891
Invalid: 17

Literal question

Do you have a phone that can play both video and audio?

Post question

Ask to see the phone and probe if the respondent doesn't understand.

ModF TI30: 01 Mobile phone use - Voice calls (ti30_01)

File: bl_v2_1_ti

ModF TI30: 01 Mobile phone use - Voice calls (ti30_01)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 02 Mobile phone use - Send/receive SMS/MMS (ti30_02)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 03 Mobile phone use - Listen to radio (ti30_03)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 04 Mobile phone use - Listen to music (non-radio) (ti30_04)

File: bl_v2_1_ti

Overview

ModF TI30: 04 Mobile phone use - Listen to music (non-radio) (ti30_04)

File: bl_v2_1_ti

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

Valid cases: 891
Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 05 Mobile phone use - Play games (ti30_05) File: bl_v2_1_ti

Overview

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

Valid cases: 891
Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 06 Mobile phone use - Take photos/look at photos (ti30_06)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 07 Mobile phone use - Browse internet (ti30_07) File: bl_v2_1_ti

Overview

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

Valid cases: 891
Invalid: 17

ModF TI30: 07 Mobile phone use - Browse internet (ti30_07)

File: bl_v2_1_ti

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 08 Mobile phone use - Read news/stories (ti30_08)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 09 Mobile phone use - Calculator (ti30_09)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 10 Mobile phone use - Date and/or time (ti30_10)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 11 Mobile phone use - Social media (ti30_11)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 12 Mobile phone use - Watch video (ti30_12)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: 13 Mobile phone use - Research/learning (ti30_13)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: Other (ti30_othuse)

File: bl_v2_1_ti

Overview

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

Valid cases: 891
 Invalid: 17

Pre question

ModF TI30: Other (ti30_othuse)

File: bl_v2_1_ti

Prompt if required. It's a multiple response question - select all that apply.

Literal question

What do you use your mobile phone for?

ModF TI30: Other - Specify (ti30_oth)

File: bl_v2_1_ti

Overview

Type: Discrete

Format: character

Width: 30

Valid cases: 27

Invalid: 0

Teacher absenteeism last 5 working days (% of contracted days): self-reported (n_tchabsenteeism_self)

File: bl_v2_1_ti

Overview

Type: Continuous

Format: numeric

Width: 3

Decimals: 0

Range: 0-100

Valid cases: 884

Invalid: 24

Minimum: 0

Maximum: 100

Description

This is the constructed indicator 'Self-reported teacher absenteeism' using variable ti15

Survey wave (surveywave)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

State ID (id_state)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

School ID (id_school)

File: bl_v2_1_htt_all

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1004

Valid cases: 1238
 Invalid: 0
 Minimum: 1
 Maximum: 1004

Teacher ID (unique within school) (id_teacher)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_htt_all

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 110-3141

Valid cases: 1238
 Invalid: 0
 Minimum: 110
 Maximum: 3141

Sampling Weight [Teachers and Head Teachers] (weight_httall)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0
 Minimum: 1
 Maximum: 12

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_htt_all

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.181818181818182-1

Valid cases: 1238
 Invalid: 0
 Minimum: 0.2
 Maximum: 1

HT01: Role (htt01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 330
 Invalid: 908

HT04/TI03: Sex (htt04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT09/TI09: Age (htt09)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-64

Valid cases: 1238
 Invalid: 0

HT10: Years of experience as a teacher (htt10)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-34

Valid cases: 330
 Invalid: 908

HT11/TI10: Year when respondent first became a HT/Teacher of current school (htt11)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -9-2014

Valid cases: 1226
 Invalid: 12

HT12/TI11: Year when respondent first became a HT/Teacher of any school (htt12)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -9-2014

Valid cases: 1226
 Invalid: 12

HT13/TI12: 01 Qualification - SIS/JIS (htt13_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: 02 Qualification - SSCE/WASC/O-level (htt13_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: 03 Qualification - Grade II or equivalent (htt13_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: 04 Qualification - OND/Diploma (htt13_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: 05 Qualification - NCE (htt13_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: 06 Qualification - PGDE (htt13_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: 07 Qualification - B.Ed. or equivalent degree in education (htt13_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
Invalid: 0

HT13/TI12: 08 Qualification - BA/BSc/HND/LLB (not in education) (htt13_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
Invalid: 0

HT13/TI12: 09 Qualification - MEd or equivalent degree in education (htt13_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
Invalid: 0

HT13/TI12: 10 Qualification - MA/MSc (not in education) (htt13_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
Invalid: 0

HT13/TI12: 11 Qualification - None (htt13_11)

File: bl_v2_1_htt_all

Overview

HT13/TI12: 11 Qualification - None (htt13_11)

File: bl_v2_1_htt_all

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: Other (htt13_othqual)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT13/TI12: Other - Specify (htt13_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 50

Valid cases: 19
 Invalid: 0

HT13/TI12: Don't know/refusal (htt13_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT14/TI13: Gross monthly salary (htt14)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 6
 Decimals: 0
 Range: -9-244893

Valid cases: 1238
 Invalid: 0

HT15/TI14: Timeliness of receipt of salary in last academic year (htt15)

File: bl_v2_1_htt_all

HT15/TI14: Timeliness of receipt of salary in last academic year (htt15)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1238
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-4	

HT16/TI15: Absence from school in the last 5 days - number of days (htt16)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1238
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-5	

HT17/TI16: 01 Reason for absence - Elections/campaigning (htt17_01)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 964
Width: 2	
Decimals: 0	
Range: -9-2	

HT17/TI16: 02 Reason for absence - Transport (htt17_02)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 274
Format: numeric	Invalid: 964
Width: 2	
Decimals: 0	
Range: -9-2	

HT17/TI16: 03 Reason for absence - Teacher strikes (htt17_03)

File: bl_v2_1_htt_all

Overview

HT17/TI16: 03 Reason for absence - Teacher strikes (htt17_03)

File: bl_v2_1_htt_all

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

Valid cases: 274
 Invalid: 964

HT17/TI16: 04 Reason for absence - Other mass strikes (htt17_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
 Invalid: 964

HT17/TI16: 05 Reason for absence - Own or family illness (htt17_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
 Invalid: 964

HT17/TI16: 06 Reason for absence - Late or non-payment of salary (htt17_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
 Invalid: 964

HT17/TI16: 07 Reason for absence - Training (htt17_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
 Invalid: 964

HT17/TI16: 08 Reason for absence - Meeting or event at LGA/SUBEB (htt17_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
Invalid: 964

HT17/TI16: 09 Reason for absence - Social or religious obligations (htt17_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
Invalid: 964

HT17/TI16: 10 Reason for absence - Epidemic/disease outbreak (htt17_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
Invalid: 964

HT17/TI16: 11 Reason for absence - Weather related (htt17_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 274
Invalid: 964

HT17/TI16: Other (htt17_othrea)

File: bl_v2_1_htt_all

Overview

HT17/TI16: Other (htt17_othrea)

File: bl_v2_1_htt_all

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

Valid cases: 274
 Invalid: 964

HT17/TI16: Other - Specify (htt17_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 53
 Invalid: 0

HT18/TI17: Absence from school in the last term? (htt18)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT19/TI18: 01 Reason for absence - Elections/campaigning (htt19_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 02 Reason for absence - Transport (htt19_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 03 Reason for absence - Teacher strikes (htt19_03)

File: bl_v2_1_htt_all

HT19/TI18: 03 Reason for absence - Teacher strikes (htt19_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 04 Reason for absence - Other mass strikes (htt19_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 05 Reason for absence - Own or family illness (htt19_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 06 Reason for absence - Late or non-payment of salary (htt19_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 07 Reason for absence - Training (htt19_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
 Invalid: 591

HT19/TI18: 08 Reason for absence - Meeting or event at LGA/SUBEB (htt19_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
Invalid: 591

HT19/TI18: 09 Reason for absence - Social or religious obligations (htt19_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
Invalid: 591

HT19/TI18: 10 Reason for absence - Epidemic/disease outbreak (htt19_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
Invalid: 591

HT19/TI18: 11 Reason for absence - Weather related (htt19_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 647
Invalid: 591

HT19/TI18: Other (htt19_othrea)

File: bl_v2_1_htt_all

Overview

HT19/TI18: Other (htt19_othrea)

File: bl_v2_1_htt_all

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

Valid cases: 647
 Invalid: 591

HT19/TI18: Other - Specify (htt19_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 60
 Invalid: 0

HT20/TI19: Teacher related training in last 2 years? (htt20)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
 Invalid: 0

HT21A/TI20A: Start date of Training 01 (month)

(htt21a_01_month)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21A/TI20A: Start date of Training 02 (month)

(htt21a_02_month)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
 Invalid: 992

HT21A/TI20A: Start date of Training 03 (month)
 (htt21a_03_month)
 File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 74
Format: numeric	Invalid: 1164
Width: 2	
Decimals: 0	
Range: -2-12	

HT21A: Start date of Training 04 (month) (htt21a_04_month)
 File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 1222
Width: 2	
Decimals: 0	
Range: -9-12	

HT21A: Start date of Training 05 (month) (htt21a_05_month)
 File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 12
Format: numeric	Invalid: 1226
Width: 2	
Decimals: 0	
Range: -9-12	

HT21A: Start date of Training 06 (month) (htt21a_06_month)
 File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-12	

HT21A: Start date of Training 07 (month) (htt21a_07_month)
 File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 1236
Width: 2	
Decimals: 0	
Range: -9-12	

HT21A: Start date of Training 08 (month) (htt21a_08_month)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 2
 Invalid: 1236

HT21A: Start date of Training 09 (month) (htt21a_09_month)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 1
 Invalid: 1237

HT21A: Start date of Training 10 (month) (htt21a_10_month)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 1
 Invalid: 1237

HT21A/TI20A: Start date of Training 01 (year) (htt21a_01_year)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21A/TI20A: Start date of Training 02 (year) (htt21a_02_year)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
 Invalid: 992

HT21A/TI20A: Start date of Training 03 (year) (htt21a_03_year)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
 Invalid: 1164

HT21A: Start date of Training 04 (year) (htt21a_04_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 16
 Invalid: 1222

HT21A: Start date of Training 05 (year) (htt21a_05_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 12
 Invalid: 1226

HT21A: Start date of Training 06 (year) (htt21a_06_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 7
 Invalid: 1231

HT21A: Start date of Training 07 (year) (htt21a_07_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 2
 Invalid: 1236

HT21A: Start date of Training 08 (year) (htt21a_08_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 2
 Invalid: 1236

HT21A: Start date of Training 09 (year) (htt21a_09_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 1237

HT21A: Start date of Training 10 (year) (htt21a_10_year)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 1237

HT21B/TI20B: Training 01 - Topic 01: Teaching methods
(htt21b_01_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21B/TI20B: Training 01 - Topic 02: Literacy/numeracy
(htt21b_01_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21B/TI20B: Training 01 - Topic 03: Curriculum subject (htt21b_01_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
Invalid: 546

HT21B/TI20B: Training 01 - Topic 04: Extra-curricular (htt21b_01_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
Invalid: 546

HT21B: Training 01 - Topic 05: School leadership (htt21b_01_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 260
Invalid: 978

HT21B: Training 01 - Topic 06: Management or school development planning (htt21b_01_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 260
Invalid: 978

HT21B: Training 01 - Topic 07: Development of instructional materials (htt21b_01_07)

File: bl_v2_1_htt_all

Overview

HT21B: Training 01 - Topic 07: Development of instructional materials (htt21b_01_07)

File: bl_v2_1_htt_all

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

Valid cases: 260
Invalid: 978

HT21B/TI20B: Training 01 - Other (htt21b_01_othttp)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
Invalid: 546

HT21B/TI20B: Training 01 - Other - Specify (htt21b_01_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 70
Invalid: 0

HT21B/TI20B: Training 01 - Don't know/refusal (htt21b_01_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
Invalid: 546

HT21B/TI20B: Training 02 - Topic 01: Teaching methods (htt21b_02_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21B/TI20B: Training 02 - Topic 02: Literacy/numeracy (htt21b_02_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21B/TI20B: Training 02 - Topic 03: Curriculum subject (htt21b_02_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21B/TI20B: Training 02 - Topic 04: Extra-curricular (htt21b_02_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21B: Training 02 - Topic 05: School leadership (htt21b_02_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 105
Invalid: 1133

HT21B: Training 02 - Topic 06: Management or school development planning (htt21b_02_06)

File: bl_v2_1_htt_all

Overview

HT21B: Training 02 - Topic 06: Management or school development planning (htt21b_02_06)

File: bl_v2_1_htt_all

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

Valid cases: 105
Invalid: 1133

HT21B: Training 02 - Topic 07: Development of instructional materials (htt21b_02_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 105
Invalid: 1133

HT21B/TI20B: Training 02 - Other (htt21b_02_othttp)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21B/TI20B: Training 02 - Other - Specify (htt21b_02_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 31
Invalid: 0

HT21B/TI20B: Training 02 - Don't know/refusal (htt21b_02_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21B/TI20B: Training 03 - Topic 01: Teaching methods (htt21b_03_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21B/TI20B: Training 03 - Topic 02: Literacy/numeracy (htt21b_03_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21B/TI20B: Training 03 - Topic 03: Curriculum subject (htt21b_03_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21B/TI20B: Training 03 - Topic 04: Extra-curricular (htt21b_03_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21B: Training 03 - Topic 05: School leadership (htt21b_03_05) File: bl_v2_1_htt_all

Overview

HT21B: Training 03 - Topic 05: School leadership (htt21b_03_05)

File: bl_v2_1_htt_all

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

Valid cases: 39
 Invalid: 1199

HT21B: Training 03 - Topic 06: Management or school development planning (htt21b_03_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 39
 Invalid: 1199

HT21B: Training 03 - Topic 07: Development of instructional materials (htt21b_03_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 39
 Invalid: 1199

HT21B/TI20B: Training 03 - Other (htt21b_03_othttp)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
 Invalid: 1164

HT21B/TI20B: Training 03 - Other - Specify (htt21b_03_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 6
 Invalid: 0

HT21B/TI20B: Training 03 - Don't know/refusal (htt21b_03_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
 Invalid: 1164

HT21B: Training 04 - Topic 01: Teaching methods (htt21b_04_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21B: Training 04 - Topic 02: Literacy/numeracy (htt21b_04_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21B: Training 04 - Topic 03: Curriculum subject (htt21b_04_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21B: Training 04 - Topic 04: Extra-curricular (htt21b_04_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21B: Training 04 - Topic 05: School leadership (htt21b_04_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
Invalid: 1222

HT21B: Training 04 - Topic 06: Management or school development planning (htt21b_04_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
Invalid: 1222

HT21B: Training 04 - Topic 07: Development of instructional materials (htt21b_04_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
Invalid: 1222

HT21B: Training 04 - Other (htt21b_04_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
Invalid: 1222

HT21B: Training 04 - Other - Specify (htt21b_04_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21B: Training 04 - Don't know/refusal (htt21b_04_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21B: Training 05 - Topic 01: Teaching methods (htt21b_05_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21B: Training 05 - Topic 02: Literacy/numeracy (htt21b_05_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21B: Training 05 - Topic 03: Curriculum subject (htt21b_05_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21B: Training 05 - Topic 04: Extra-curricular (htt21b_05_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21B: Training 05 - Topic 05: School leadership (htt21b_05_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
Invalid: 1226

HT21B: Training 05 - Topic 06: Management or school development planning (htt21b_05_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
Invalid: 1226

HT21B: Training 05 - Topic 07: Development of instructional materials (htt21b_05_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
Invalid: 1226

HT21B: Training 05 - Other (htt21b_05_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
Invalid: 1226

HT21B: Training 05 - Other - Specify (htt21b_05_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 1
Invalid: 0

HT21B: Training 05 - Don't know/refusal (htt21b_05_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21B: Training 06 - Topic 01: Teaching methods (htt21b_06_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Topic 02: Literacy/numeracy (htt21b_06_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Topic 03: Curriculum subject (htt21b_06_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Topic 04: Extra-curricular (htt21b_06_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Topic 05: School leadership (htt21b_06_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Topic 06: Management or school development planning (htt21b_06_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Topic 07: Development of instructional materials (htt21b_06_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Other (htt21b_06_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 06 - Other - Specify (htt21b_06_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21B: Training 06 - Don't know/refusal (htt21b_06_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21B: Training 07 - Topic 01: Teaching methods (htt21b_07_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 07 - Topic 02: Literacy/numeracy (htt21b_07_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 07 - Topic 03: Curriculum subject (htt21b_07_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 07 - Topic 04: Extra-curricular (htt21b_07_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 07 - Topic 05: School leadership (htt21b_07_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21B: Training 07 - Topic 06: Management or school development planning (htt21b_07_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21B: Training 07 - Topic 07: Development of instructional materials (htt21b_07_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21B: Training 07 - Other (htt21b_07_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21B: Training 07 - Other - Specify (htt21b_07_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21B: Training 07 - Don't know/refusal (htt21b_07_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 01: Teaching methods (htt21b_08_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 02: Literacy/numeracy (htt21b_08_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 03: Curriculum subject (htt21b_08_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 04: Extra-curricular (htt21b_08_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 05: School leadership (htt21b_08_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 06: Management or school development planning (htt21b_08_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Topic 07: Development of instructional materials (htt21b_08_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Other (htt21b_08_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 08 - Other - Specify (htt21b_08_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21B: Training 08 - Don't know/refusal (htt21b_08_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21B: Training 09 - Topic 01: Teaching methods (htt21b_09_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Topic 02: Literacy/numeracy (htt21b_09_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Topic 03: Curriculum subject (htt21b_09_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Topic 04: Extra-curricular (htt21b_09_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Topic 05: School leadership (htt21b_09_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Topic 06: Management or school development planning (htt21b_09_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Topic 07: Development of instructional materials (htt21b_09_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Other (htt21b_09_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 09 - Other - Specify (htt21b_09_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21B: Training 09 - Don't know/refusal (htt21b_09_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 10 - Topic 01: Teaching methods (htt21b_10_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 10 - Topic 02: Literacy/numeracy (htt21b_10_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 10 - Topic 03: Curriculum subject (htt21b_10_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 10 - Topic 04: Extra-curricular (htt21b_10_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21B: Training 10 - Topic 05: School leadership (htt21b_10_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
Invalid: 1237

HT21B: Training 10 - Topic 06: Management or school development planning (htt21b_10_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
Invalid: 1237

HT21B: Training 10 - Topic 07: Development of instructional materials (htt21b_10_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
Invalid: 1237

HT21B: Training 10 - Other (htt21b_10_othttop)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
Invalid: 1237

HT21B: Training 10 - Other - Specify (htt21b_10_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21B: Training 10 - Don't know/refusal (htt21b_10_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C/TI20C: Training 01 - Organisation 01: LGEA (htt21c_01_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21C/TI20C: Training 01 - Organisation 02: ESSPIN
(htt21c_01_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21C/TI20C: Training 01 - Organisation 03: GEP/UNICEF
(htt21c_01_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21C: Training 01 - Organisation 04: SIP OR TSP (htt21c_01_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 260
 Invalid: 978

HT21C/TI20C: Training 01 - Organisation 05: SUBEB (htt21c_01_05)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 692
Format: numeric	Invalid: 546
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 06: UBEC (htt21c_01_06)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 692
Format: numeric	Invalid: 546
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 07: NTI (htt21c_01_07)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 692
Format: numeric	Invalid: 546
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 08: Donor organisation (htt21c_01_08)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 692
Format: numeric	Invalid: 546
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 09: Non-government organisation (htt21c_01_09)

File: bl_v2_1_htt_all

Overview

HT21C/TI20C: Training 01 - Organisation 09: Non-government organisation (htt21c_01_09)

File: bl_v2_1_htt_all

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

Valid cases: 692
Invalid: 546

HT21C/TI20C: Training 01 - Organisation 10: Community organisation (htt21c_01_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
Invalid: 546

TI20C: Training 01 - Organisation 11: Head Teacher himself (htt21c_01_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 432
Invalid: 806

TI20C: Training 01 - Organisation 12: SSOs/SMOs/SSIT (htt21c_01_12)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 432
Invalid: 806

HT21C/TI20C: Training 01 - Other (htt21c_01_othorg)

File: bl_v2_1_htt_all

Overview

HT21C/TI20C: Training 01 - Other (htt21c_01_othorg)

File: bl_v2_1_htt_all

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

Valid cases: 692
 Invalid: 546

HT21C/TI20C: Training 01 - Other - Specify (htt21c_01_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 37
 Invalid: 0

HT21C/TI20C: Training 01 - Don't know/refusal (htt21c_01_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21C/TI20C: Training 02 - Organisation 01: LGEA (htt21c_02_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
 Invalid: 992

HT21C/TI20C: Training 02 - Organisation 02: ESSPIN (htt21c_02_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
 Invalid: 992

HT21C/TI20C: Training 02 - Organisation 03: GEP/UNICEF (htt21c_02_03)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 246
Format: numeric	Invalid: 992
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C: Training 02 - Organisation 04: SIP OR TSP (htt21c_02_04)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 105
Format: numeric	Invalid: 1133
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C/TI20C: Training 02 - Organisation 05: SUBEB (htt21c_02_05)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 246
Format: numeric	Invalid: 992
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 02 - Organisation 06: UBEC (htt21c_02_06)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 246
Format: numeric	Invalid: 992
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 02 - Organisation 07: NTI (htt21c_02_07)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 246
Format: numeric	Invalid: 992
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 02 - Organisation 08: Donor organisation (htt21c_02_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21C/TI20C: Training 02 - Organisation 09: Non-government organisation (htt21c_02_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21C/TI20C: Training 02 - Organisation 10: Community organisation (htt21c_02_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

TI20C: Training 02 - Organisation 11: Head Teacher himself (htt21c_02_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 141
Invalid: 1097

TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT (htt21c_02_12)

File: bl_v2_1_htt_all

Overview

TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT (htt21c_02_12)

File: bl_v2_1_htt_all

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

Valid cases: 141
Invalid: 1097

HT21C/TI20C: Training 02 - Other (htt21c_02_othorg)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21C/TI20C: Training 02 - Other - Specify (htt21c_02_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 15
Invalid: 0

HT21C/TI20C: Training 02 - Don't know/refusal (htt21c_02_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 246
Invalid: 992

HT21C/TI20C: Training 03 - Organisation 01: LGEA (htt21c_03_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21C/TI20C: Training 03 - Organisation 02: ESSPIN (htt21c_03_02) File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 74
Format: numeric	Invalid: 1164
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 03 - Organisation 03: GEP/UNICEF (htt21c_03_03) File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 74
Format: numeric	Invalid: 1164
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C: Training 03 - Organisation 04: SIP OR TSP (htt21c_03_04) File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 39
Format: numeric	Invalid: 1199
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C/TI20C: Training 03 - Organisation 05: SUBEB (htt21c_03_05) File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 74
Format: numeric	Invalid: 1164
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 03 - Organisation 06: UBEC (htt21c_03_06) File: bl_v2_1_htt_all

Overview

HT21C/TI20C: Training 03 - Organisation 06: UBEC (htt21c_03_06)

File: bl_v2_1_htt_all

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

Valid cases: 74
Invalid: 1164

HT21C/TI20C: Training 03 - Organisation 07: NTI (htt21c_03_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21C/TI20C: Training 03 - Organisation 08: Donor organisation (htt21c_03_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21C/TI20C: Training 03 - Organisation 09: Non-government organisation (htt21c_03_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21C/TI20C: Training 03 - Organisation 10: Community organisation (htt21c_03_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

TI20C: Training 03 - Organisation 11: Head Teacher himself (htt21c_03_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 35
Invalid: 1203

TI20C: Training 03 - Organisation 12: SSOs/SMOs/SSIT (htt21c_03_12)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 35
Invalid: 1203

HT21C/TI20C: Training 03 - Other (htt21c_03_othorg)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21C/TI20C: Training 03 - Other - Specify (htt21c_03_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 1
Invalid: 0

HT21C/TI20C: Training 03 - Don't know/refusal (htt21c_03_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
Invalid: 1164

HT21C: Training 04 - Organisation 01: LGEA (htt21c_04_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 02: ESSPIN (htt21c_04_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 03: GEP/UNICEF
(htt21c_04_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 04: SIP OR TSP (htt21c_04_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 05: SUBEB (htt21c_04_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 06: UBEC (htt21c_04_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 07: NTI (htt21c_04_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 08: Donor organisation (htt21c_04_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 09: Non-government organisation (htt21c_04_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
 Invalid: 1222

HT21C: Training 04 - Organisation 10: Community organisation (htt21c_04_10)

File: bl_v2_1_htt_all

Overview

HT21C: Training 04 - Organisation 10: Community organisation (htt21c_04_10)

File: bl_v2_1_htt_all

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

Valid cases: 16
Invalid: 1222

HT21C: Training 04 - Other (htt21c_04_othorg)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
Invalid: 1222

HT21C: Training 04 - Other - Specify (htt21c_04_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21C: Training 04 - Don't know/refusal (htt21c_04_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 16
Invalid: 1222

HT21C: Training 05 - Organisation 01: LGEA (htt21c_05_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
Invalid: 1226

HT21C: Training 05 - Organisation 02: ESSPIN (htt21c_05_02)

File: bl_v2_1_htt_all

HT21C: Training 05 - Organisation 02: ESSPIN (htt21c_05_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 03: GEP/UNICEF (htt21c_05_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 04: SIP OR TSP (htt21c_05_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 05: SUBEB (htt21c_05_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 06: UBEC (htt21c_05_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 07: NTI (htt21c_05_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 08: Donor organisation (htt21c_05_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 09: Non-government organisation (htt21c_05_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Organisation 10: Community organisation (htt21c_05_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Other (htt21c_05_othorg)

File: bl_v2_1_htt_all

Overview

HT21C: Training 05 - Other (htt21c_05_othorg)

File: bl_v2_1_htt_all

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 05 - Other - Specify (htt21c_05_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 13

Valid cases: 1
 Invalid: 0

HT21C: Training 05 - Don't know/refusal (htt21c_05_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 12
 Invalid: 1226

HT21C: Training 06 - Organisation 01: LGEA (htt21c_06_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21C: Training 06 - Organisation 02: ESSPIN (htt21c_06_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21C: Training 06 - Organisation 03: GEP/UNICEF
(htt21c_06_03)

File: bl_v2_1_htt_all

HT21C: Training 06 - Organisation 03: GEP/UNICEF (htt21c_06_03)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 04: SIP OR TSP (htt21c_06_04)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 05: SUBEB (htt21c_06_05)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 06: UBEC (htt21c_06_06)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 07: NTI (htt21c_06_07)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 08: Donor organisation (htt21c_06_08)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 09: Non-government organisation (htt21c_06_09)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 10: Community organisation (htt21c_06_10)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Other (htt21c_06_othorg)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 1231
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Other - Specify (htt21c_06_oth)

File: bl_v2_1_htt_all

Overview

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

HT21C: Training 06 - Don't know/refusal (htt21c_06_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 7
 Invalid: 1231

HT21C: Training 07 - Organisation 01: LGEA (htt21c_07_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 02: ESSPIN (htt21c_07_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 03: GEP/UNICEF
(htt21c_07_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 04: SIP OR TSP (htt21c_07_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 05: SUBEB (htt21c_07_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 06: UBEC (htt21c_07_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 07: NTI (htt21c_07_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 08: Donor organisation (htt21c_07_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 09: Non-government organisation (htt21c_07_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 07 - Organisation 10: Community organisation (htt21c_07_10)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 1236
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 07 - Other (htt21c_07_othorg)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 1236
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 07 - Other - Specify (htt21c_07_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 13	

HT21C: Training 07 - Don't know/refusal (htt21c_07_dkr)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 1236
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 08 - Organisation 01: LG EA (htt21c_08_01)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 1236
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 08 - Organisation 02: ESSPIN (htt21c_08_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21C: Training 08 - Organisation 03: GEP/UNICEF (htt21c_08_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21C: Training 08 - Organisation 04: SIP OR TSP (htt21c_08_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21C: Training 08 - Organisation 05: SUBEB (htt21c_08_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21C: Training 08 - Organisation 06: UBEC (htt21c_08_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
Invalid: 1236

HT21C: Training 08 - Organisation 07: NTI (htt21c_08_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 08 - Organisation 08: Donor organisation (htt21c_08_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 08 - Organisation 09: Non-government organisation (htt21c_08_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 08 - Organisation 10: Community organisation (htt21c_08_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 08 - Other (htt21c_08_othorg)

File: bl_v2_1_htt_all

Overview

HT21C: Training 08 - Other (htt21c_08_othorg)

File: bl_v2_1_htt_all

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 08 - Other - Specify (htt21c_08_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21C: Training 08 - Don't know/refusal (htt21c_08_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 2
 Invalid: 1236

HT21C: Training 09 - Organisation 01: LGEA (htt21c_09_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 09 - Organisation 02: ESSPIN (htt21c_09_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 09 - Organisation 03: GEP/UNICEF
(htt21c_09_03)

File: bl_v2_1_htt_all

HT21C: Training 09 - Organisation 03: GEP/UNICEF (htt21c_09_03)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 04: SIP OR TSP (htt21c_09_04)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 05: SUBEB (htt21c_09_05)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 06: UBEC (htt21c_09_06)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 07: NTI (htt21c_09_07)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 08: Donor organisation (htt21c_09_08)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 09: Non-government organisation (htt21c_09_09)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 10: Community organisation (htt21c_09_10)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Other (htt21c_09_othorg)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Other - Specify (htt21c_09_oth)

File: bl_v2_1_htt_all

Overview

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

HT21C: Training 09 - Don't know/refusal (htt21c_09_dkr)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 01: LGEA (htt21c_10_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 02: ESSPIN (htt21c_10_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 03: GEP/UNICEF
(htt21c_10_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 04: SIP OR TSP (htt21c_10_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 05: SUBEB (htt21c_10_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 06: UBEC (htt21c_10_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 07: NTI (htt21c_10_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 08: Donor organisation (htt21c_10_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 09: Non-government organisation (htt21c_10_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1
 Invalid: 1237

HT21C: Training 10 - Organisation 10: Community organisation (htt21c_10_10)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 10 - Other (htt21c_10_othorg)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 10 - Other - Specify (htt21c_10_oth)

File: bl_v2_1_htt_all

Overview

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

HT21C: Training 10 - Don't know/refusal (htt21c_10_dkr)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1237
Width: 2	
Decimals: 0	
Range: -9-2	

HT21D/TI20D: Persons which delivered Training 01 (htt21d_01)

File: bl_v2_1_htt_all

Overview

Type: Discrete	Valid cases: 692
Format: numeric	Invalid: 546
Width: 2	
Decimals: 0	
Range: -2-96	

HT21D/TI20D: Training 01 - Other - Specify (htt21d_01_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 19
 Invalid: 0

HT21D/TI20D: Persons which delivered Training 02 (htt21d_02)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-96

Valid cases: 246
 Invalid: 992

HT21D/TI20D: Training 02 - Other - Specify (htt21d_02_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 7
 Invalid: 0

HT21D/TI20D: Persons which delivered Training 03 (htt21d_03)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-96

Valid cases: 74
 Invalid: 1164

HT21D/TI20D: Training 03 - Other - Specify (htt21d_03_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 1
 Invalid: 0

HT21D: Persons which delivered Training 04 (htt21d_04)

File: bl_v2_1_htt_all

Overview

HT21D: Persons which delivered Training 04 (htt21d_04)

File: bl_v2_1_htt_all

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 16
 Invalid: 1222

HT21D: Training 04 - Other - Specify (htt21d_04_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 05 (htt21d_05)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 12
 Invalid: 1226

HT21D: Training 05 - Other - Specify (htt21d_05_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 19

Valid cases: 1
 Invalid: 0

HT21D: Persons which delivered Training 06 (htt21d_06)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 7
 Invalid: 1231

HT21D: Training 06 - Other - Specify (htt21d_06_oth)

File: bl_v2_1_htt_all

Overview

HT21D: Training 06 - Other - Specify (htt21d_06_oth)

File: bl_v2_1_htt_all

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 07 (htt21d_07)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 2
 Invalid: 1236

HT21D: Training 07 - Other - Specify (htt21d_07_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 19

Valid cases: 1
 Invalid: 0

HT21D: Persons which delivered Training 08 (htt21d_08)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 2
 Invalid: 1236

HT21D: Training 08 - Other - Specify (htt21d_08_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 09 (htt21d_09)

File: bl_v2_1_htt_all

Overview

HT21D: Persons which delivered Training 09 (htt21d_09)

File: bl_v2_1_htt_all

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 1237

HT21D: Training 09 - Other - Specify (htt21d_09_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 10 (htt21d_10)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 1237

HT21D: Training 10 - Other - Specify (htt21d_10_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21E/TI20E: Length (days) of Training 01 (htt21e_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 692
 Invalid: 546

HT21E/TI20E: Length (days) of Training 02 (htt21e_02)

File: bl_v2_1_htt_all

Overview

HT21E/TI20E: Length (days) of Training 02 (htt21e_02)

File: bl_v2_1_htt_all

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-24

Valid cases: 246
 Invalid: 992

HT21E/TI20E: Length (days) of Training 03 (htt21e_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 74
 Invalid: 1164

HT21E: Length (days) of Training 04 (htt21e_04)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 16
 Invalid: 1222

HT21E: Length (days) of Training 05 (htt21e_05)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-5

Valid cases: 12
 Invalid: 1226

HT21E: Length (days) of Training 06 (htt21e_06)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 7
 Invalid: 1231

HT21E: Length (days) of Training 07 (htt21e_07)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-5

Valid cases: 2
 Invalid: 1236

HT21E: Length (days) of Training 08 (htt21e_08)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-5

Valid cases: 2
 Invalid: 1236

HT21E: Length (days) of Training 09 (htt21e_09)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-1

Valid cases: 1
 Invalid: 1237

HT21E: Length (days) of Training 10 (htt21e_10)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1
 Invalid: 1237

HT36: Any primary class taught? (htt36)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 330
 Invalid: 908

HT37/TI25: 01 Primary class taught - Class 1 (htt37_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT37/TI25: 02 Primary class taught - Class 2 (htt37_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT37/TI25: 03 Primary class taught - Class 3 (htt37_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT37/TI25: 04 Primary class taught - Class 4 (htt37_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT37/TI25: 05 Primary class taught - Class 5 (htt37_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT37/TI25: 06 Primary class taught - Class 6 (htt37_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT38/TI26: 01 Subject taught in current school year - English (htt38_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT38/TI26: 02 Subject taught in current school year - Mathematics (htt38_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT38/TI26: 03 Subject taught in current school year - Social studies (htt38_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
 Invalid: 112

HT38/TI26: 04 Subject taught in current school year - Primary science; basic sci (htt38_04)

File: bl_v2_1_htt_all

Overview

HT38/TI26: 04 Subject taught in current school year - Primary science; basic sci (htt38_04)

File: bl_v2_1_htt_all

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

Valid cases: 1126
Invalid: 112

HT38/TI26: 05 Subject taught in current school year - Islamic studies (htt38_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
Invalid: 112

HT38/TI26: 06 Subject taught in current school year - Christian religious studie (htt38_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
Invalid: 112

HT38/TI26: 07 Subject taught in current school year - Home economics (htt38_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
Invalid: 112

HT38/TI26: 08 Subject taught in current school year - Agriculture (htt38_08)

File: bl_v2_1_htt_all

Overview

HT38/TI26: 08 Subject taught in current school year - Agriculture (htt38_08)

File: bl_v2_1_htt_all

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

Valid cases: 1126
Invalid: 112

HT38/TI26: 09 Subject taught in current school year - Civic education (htt38_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
Invalid: 112

HT38/TI26: 10 Subject taught in current school year - Hausa (htt38_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
Invalid: 112

HT38: 11 Subject taught in current school year - Arabic (htt38_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 218
Invalid: 1020

HT38: 12 Subject taught in current school year - Cultural and creative arts (htt38_12)

File: bl_v2_1_htt_all

Overview

HT38: 12 Subject taught in current school year - Cultural and creative arts (htt38_12)

File: bl_v2_1_htt_all

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

Valid cases: 218
Invalid: 1020

TI26: 13 Subject taught in current school year - Health science (htt38_13)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 908
Invalid: 330

TI26: 14 Subject taught in current school year - Drawing (htt38_14)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 908
Invalid: 330

TI26: 15 Subject taught in current school year - Writing (htt38_15)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 908
Invalid: 330

HT38/TI26: Other (htt38_othsub)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1126
Invalid: 112

HT38/TI26: Other - Specify (htt38_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 76
Invalid: 0

HT39/TI27A: I enjoy teaching very much (htt39)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT40/TI27B: As a teacher, I perform an important role in society (htt40)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT41/TI27C: No point trying to teach pupils whose parents cannot read or write (htt41)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT42/TI27D: Difficult to teach in this school as building is in poor condition (htt42)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT43/TI27E: It is difficult to manage pupils in my classrooms (htt43)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT44/TI27F: If I could choose another job today, I would still choose teaching (htt44)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT45/TI27G: In the past two years, my job has become more satisfying (htt45)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT46/TI27H: I teach too many classes (htt46)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT47/TI27I: Teachers at my school have the knowledge and skills to do their jobs (htt47)

File: bl_v2_1_htt_all

Overview

HT47/TI27I: Teachers at my school have the knowledge and skills to do their jobs (htt47)

File: bl_v2_1_htt_all

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT48/TI27J: Teachers at this school are highly committed to their job (htt48)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT49/TI27K: I have teachers that I consider my friends at my school (htt49)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT50/TI27L: Teachers at my school work well together (htt50)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT51/TI27M: Teaching my class yesterday was boring (htt51)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT52/TI27N: It is worth working harder to make sure the pupils do well (htt52)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT53/TI27O: Most pupils in this school are not intelligent enough to do well (htt53)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT54/TI27P: Teaching is very tiring (htt54)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT55/TI27Q: Teaching well is important to me (htt55)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT56/TI27R: Teachers at this school trust each other (htt56)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT57/TI27S: Pupils work hard in this school and want to succeed (htt57)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT58/TI27T: I try my best to teach my pupils but their parents do not help (htt58)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT59/TI27U: Teachers at this school feel responsible to help each other out (htt59)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT60/TI27V: There are too many pupils in my classroom (htt60)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT61/TI27W: I don't always have the materials I need to do my job (htt61)

File: bl_v2_1_htt_all

Overview

HT61/TI27W: I don't always have the materials I need to do my job (htt61)

File: bl_v2_1_htt_all

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT62/TI27X: I have all the support I need to teach my pupils well (htt62)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT63/TI27Y: There is no point in spending a lot of time preparing for a class (htt63)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 112

HT71/TI28: Ownership of a mobile phone? (htt71)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1238
Invalid: 0

HT72/TI29: Does mobile phone play both video and audio? (htt72)

File: bl_v2_1_htt_all

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-3

Valid cases: 1220
Invalid: 18

HT73/TI30: 01 Mobile phone use - Voice calls (htt73_01)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 02 Mobile phone use - Send/receive SMS/MMS (htt73_02)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 03 Mobile phone use - Listen to radio (htt73_03)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 04 Mobile phone use - Listen to music (non-radio) (htt73_04)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 05 Mobile phone use - Play games (htt73_05)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 06 Mobile phone use - Take photos/look at photos (htt73_06)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
Invalid: 18

HT73/TI30: 07 Mobile phone use - Browse internet (htt73_07)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
Invalid: 18

HT73/TI30: 08 Mobile phone use - Read news/stories (htt73_08)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
Invalid: 18

HT73/TI30: 09 Mobile phone use - Calculator (htt73_09)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
Invalid: 18

HT73/TI30: 10 Mobile phone use - Date and/or time (htt73_10)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
Invalid: 18

HT73/TI30: 11 Mobile phone use - Social media (htt73_11)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 12 Mobile phone use - Watch video (htt73_12)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: 13 Mobile phone use - Research/learning (htt73_13)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: Other (htt73_othuse)

File: bl_v2_1_htt_all

Overview

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

Valid cases: 1220
 Invalid: 18

HT73/TI30: Other - Specify (htt73_oth)

File: bl_v2_1_htt_all

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 32
 Invalid: 0

Survey wave (surveywave)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0

State ID (id_state)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0

School ID (id_school)

File: bl_v2_1_htt_tch

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1004

Valid cases: 1126
 Invalid: 0
 Minimum: 1
 Maximum: 1004

Teacher ID (unique within school) (id_teacher)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_htt_tch

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 110-3141

Valid cases: 1126
 Invalid: 0
 Minimum: 110
 Maximum: 3141

Sampling Weight [Teachers and Head Teachers who teach]
(weight_htt)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0
 Minimum: 1
 Maximum: 12

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_htt_tch

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.181818181818182-1

Valid cases: 1126
 Invalid: 0
 Minimum: 0.2
 Maximum: 1

HT01: Role (htt01)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 218
 Invalid: 908

HT04/TI03: Sex (htt04)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0

HT09/TI09: Age (htt09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-64

Valid cases: 1126
 Invalid: 0

HT10: Years of experience as a teacher (htt10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-34

Valid cases: 218
 Invalid: 908

HT11/TI10: Year when respondent first became a HT/Teacher of current school (htt11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -9-2014

Valid cases: 1116
 Invalid: 10

HT12/TI11: Year when respondent first became a HT/Teacher of any school (htt12)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -9-2014

Valid cases: 1116
 Invalid: 10

HT13/TI12: 01 Qualification - SIS/JIS (htt13_01)

File: bl_v2_1_htt_tch

Overview

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

Valid cases: 1126
 Invalid: 0

HT13/TI12: 02 Qualification - SSCE/WASC/O-level (htt13_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: 03 Qualification - Grade II or equivalent (htt13_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: 04 Qualification - OND/Diploma (htt13_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: 05 Qualification - NCE (htt13_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: 06 Qualification - PGDE (htt13_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: 07 Qualification - B.Ed. or equivalent degree in education (htt13_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT13/TI12: 08 Qualification - BA/BSc/HND/LLB (not in education) (htt13_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT13/TI12: 09 Qualification - MEd or equivalent degree in education (htt13_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT13/TI12: 10 Qualification - MA/MSc (not in education) (htt13_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT13/TI12: 11 Qualification - None (htt13_11)

File: bl_v2_1_htt_tch

Overview

HT13/TI12: 11 Qualification - None (htt13_11)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: Other (htt13_othqual)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT13/TI12: Other - Specify (htt13_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 50

Valid cases: 19
 Invalid: 0

HT13/TI12: Don't know/refusal (htt13_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT14/TI13: Gross monthly salary (htt14)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 6
 Decimals: 0
 Range: -9-218001

Valid cases: 1126
 Invalid: 0

HT15/TI14: Timeliness of receipt of salary in last academic year (htt15)

File: bl_v2_1_htt_tch

HT15/TI14: Timeliness of receipt of salary in last academic year (htt15)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-4	

HT16/TI15: Absence from school in the last 5 days - number of days (htt16)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -9-5	

HT17/TI16: 01 Reason for absence - Elections/campaigning (htt17_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 264
Format: numeric	Invalid: 862
Width: 2	
Decimals: 0	
Range: -9-2	

HT17/TI16: 02 Reason for absence - Transport (htt17_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 264
Format: numeric	Invalid: 862
Width: 2	
Decimals: 0	
Range: -9-2	

HT17/TI16: 03 Reason for absence - Teacher strikes (htt17_03)

File: bl_v2_1_htt_tch

Overview

HT17/TI16: 03 Reason for absence - Teacher strikes (htt17_03)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 264
 Invalid: 862

HT17/TI16: 04 Reason for absence - Other mass strikes (htt17_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 264
 Invalid: 862

HT17/TI16: 05 Reason for absence - Own or family illness (htt17_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 264
 Invalid: 862

HT17/TI16: 06 Reason for absence - Late or non-payment of salary (htt17_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 264
 Invalid: 862

HT17/TI16: 07 Reason for absence - Training (htt17_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 264
 Invalid: 862

HT17/TI16: 08 Reason for absence - Meeting or event at LGA/SUBEB (htt17_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 264
Invalid: 862

HT17/TI16: 09 Reason for absence - Social or religious obligations (htt17_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 264
Invalid: 862

HT17/TI16: 10 Reason for absence - Epidemic/disease outbreak (htt17_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 264
Invalid: 862

HT17/TI16: 11 Reason for absence - Weather related (htt17_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 264
Invalid: 862

HT17/TI16: Other (htt17_othrea)

File: bl_v2_1_htt_tch

Overview

HT17/TI16: Other (htt17_othrea)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 264
 Invalid: 862

HT17/TI16: Other - Specify (htt17_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 51
 Invalid: 0

HT18/TI17: Absence from school in the last term? (htt18)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT19/TI18: 01 Reason for absence - Elections/campaigning (htt19_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 02 Reason for absence - Transport (htt19_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 03 Reason for absence - Teacher strikes (htt19_03)

File: bl_v2_1_htt_tch

HT19/TI18: 03 Reason for absence - Teacher strikes (htt19_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 04 Reason for absence - Other mass strikes (htt19_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 05 Reason for absence - Own or family illness (htt19_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 06 Reason for absence - Late or non-payment of salary (htt19_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 07 Reason for absence - Training (htt19_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: 08 Reason for absence - Meeting or event at LGA/SUBEB (htt19_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 595
Format: numeric	Invalid: 531
Width: 2	
Decimals: 0	
Range: -9-2	

HT19/TI18: 09 Reason for absence - Social or religious obligations (htt19_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 595
Format: numeric	Invalid: 531
Width: 2	
Decimals: 0	
Range: -9-2	

HT19/TI18: 10 Reason for absence - Epidemic/disease outbreak (htt19_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 595
Format: numeric	Invalid: 531
Width: 2	
Decimals: 0	
Range: -9-2	

HT19/TI18: 11 Reason for absence - Weather related (htt19_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 595
Format: numeric	Invalid: 531
Width: 2	
Decimals: 0	
Range: -9-2	

HT19/TI18: Other (htt19_othrea)

File: bl_v2_1_htt_tch

Overview

HT19/TI18: Other (htt19_othrea)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 595
 Invalid: 531

HT19/TI18: Other - Specify (htt19_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 54
 Invalid: 0

HT20/TI19: Teacher related training in last 2 years? (htt20)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT21A/TI20A: Start date of Training 01 (month)

(htt21a_01_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-12

Valid cases: 610
 Invalid: 516

HT21A/TI20A: Start date of Training 02 (month)

(htt21a_02_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-12

Valid cases: 212
 Invalid: 914

HT21A/TI20A: Start date of Training 03 (month) (htt21a_03_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-12

Valid cases: 61
Invalid: 1065

HT21A: Start date of Training 04 (month) (htt21a_04_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 10
Invalid: 1116

HT21A: Start date of Training 05 (month) (htt21a_05_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 7
Invalid: 1119

HT21A: Start date of Training 06 (month) (htt21a_06_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 4
Invalid: 1122

HT21A: Start date of Training 07 (month) (htt21a_07_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-12

Valid cases: 1
Invalid: 1125

HT21A: Start date of Training 08 (month) (htt21a_08_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 1
 Invalid: 1125

HT21A: Start date of Training 09 (month) (htt21a_09_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 1
 Invalid: 1125

HT21A: Start date of Training 10 (month) (htt21a_10_month)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-12

Valid cases: 1
 Invalid: 1125

HT21A/TI20A: Start date of Training 01 (year) (htt21a_01_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 610
 Invalid: 516

HT21A/TI20A: Start date of Training 02 (year) (htt21a_02_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 212
 Invalid: 914

HT21A/TI20A: Start date of Training 03 (year) (htt21a_03_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 61
 Invalid: 1065

HT21A: Start date of Training 04 (year) (htt21a_04_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 10
 Invalid: 1116

HT21A: Start date of Training 05 (year) (htt21a_05_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 7
 Invalid: 1119

HT21A: Start date of Training 06 (year) (htt21a_06_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 4
 Invalid: 1122

HT21A: Start date of Training 07 (year) (htt21a_07_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 1125

HT21A: Start date of Training 08 (year) (htt21a_08_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 1125

HT21A: Start date of Training 09 (year) (htt21a_09_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 1125

HT21A: Start date of Training 10 (year) (htt21a_10_year)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 1
 Invalid: 1125

HT21B/TI20B: Training 01 - Topic 01: Teaching methods (htt21b_01_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21B/TI20B: Training 01 - Topic 02: Literacy/numeracy (htt21b_01_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21B/TI20B: Training 01 - Topic 03: Curriculum subject (htt21b_01_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 610
Invalid: 516

HT21B/TI20B: Training 01 - Topic 04: Extra-curricular (htt21b_01_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 610
Invalid: 516

HT21B: Training 01 - Topic 05: School leadership (htt21b_01_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 178
Invalid: 948

HT21B: Training 01 - Topic 06: Management or school development planning (htt21b_01_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 178
Invalid: 948

HT21B: Training 01 - Topic 07: Development of instructional materials (htt21b_01_07)

File: bl_v2_1_htt_tch

Overview

HT21B: Training 01 - Topic 07: Development of instructional materials (htt21b_01_07)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 178
Invalid: 948

HT21B/TI20B: Training 01 - Other (htt21b_01_othttp)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 610
Invalid: 516

HT21B/TI20B: Training 01 - Other - Specify (htt21b_01_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 60
Invalid: 0

HT21B/TI20B: Training 01 - Don't know/refusal (htt21b_01_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 610
Invalid: 516

HT21B/TI20B: Training 02 - Topic 01: Teaching methods (htt21b_02_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21B/TI20B: Training 02 - Topic 02: Literacy/numeracy (htt21b_02_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21B/TI20B: Training 02 - Topic 03: Curriculum subject (htt21b_02_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21B/TI20B: Training 02 - Topic 04: Extra-curricular (htt21b_02_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21B: Training 02 - Topic 05: School leadership (htt21b_02_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 71
Invalid: 1055

HT21B: Training 02 - Topic 06: Management or school development planning (htt21b_02_06)

File: bl_v2_1_htt_tch

Overview

HT21B: Training 02 - Topic 06: Management or school development planning (htt21b_02_06)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 71
Invalid: 1055

HT21B: Training 02 - Topic 07: Development of instructional materials (htt21b_02_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 71
Invalid: 1055

HT21B/TI20B: Training 02 - Other (htt21b_02_othttp)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21B/TI20B: Training 02 - Other - Specify (htt21b_02_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 25
Invalid: 0

HT21B/TI20B: Training 02 - Don't know/refusal (htt21b_02_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21B/TI20B: Training 03 - Topic 01: Teaching methods (htt21b_03_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21B/TI20B: Training 03 - Topic 02: Literacy/numeracy (htt21b_03_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21B/TI20B: Training 03 - Topic 03: Curriculum subject (htt21b_03_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21B/TI20B: Training 03 - Topic 04: Extra-curricular (htt21b_03_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21B: Training 03 - Topic 05: School leadership (htt21b_03_05) File: bl_v2_1_htt_tch

Overview

HT21B: Training 03 - Topic 05: School leadership (htt21b_03_05)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 26
 Invalid: 1100

HT21B: Training 03 - Topic 06: Management or school development planning (htt21b_03_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 26
 Invalid: 1100

HT21B: Training 03 - Topic 07: Development of instructional materials (htt21b_03_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 26
 Invalid: 1100

HT21B/TI20B: Training 03 - Other (htt21b_03_othttp)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 61
 Invalid: 1065

HT21B/TI20B: Training 03 - Other - Specify (htt21b_03_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 6
 Invalid: 0

HT21B/TI20B: Training 03 - Don't know/refusal (htt21b_03_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 61
 Invalid: 1065

HT21B: Training 04 - Topic 01: Teaching methods (htt21b_04_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21B: Training 04 - Topic 02: Literacy/numeracy (htt21b_04_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21B: Training 04 - Topic 03: Curriculum subject (htt21b_04_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21B: Training 04 - Topic 04: Extra-curricular (htt21b_04_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21B: Training 04 - Topic 05: School leadership (htt21b_04_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21B: Training 04 - Topic 06: Management or school development planning (htt21b_04_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21B: Training 04 - Topic 07: Development of instructional materials (htt21b_04_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21B: Training 04 - Other (htt21b_04_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21B: Training 04 - Other - Specify (htt21b_04_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21B: Training 04 - Don't know/refusal (htt21b_04_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21B: Training 05 - Topic 01: Teaching methods (htt21b_05_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21B: Training 05 - Topic 02: Literacy/numeracy (htt21b_05_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21B: Training 05 - Topic 03: Curriculum subject (htt21b_05_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21B: Training 05 - Topic 04: Extra-curricular (htt21b_05_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21B: Training 05 - Topic 05: School leadership (htt21b_05_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 7
Invalid: 1119

HT21B: Training 05 - Topic 06: Management or school development planning (htt21b_05_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 7
Invalid: 1119

HT21B: Training 05 - Topic 07: Development of instructional materials (htt21b_05_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 7
Invalid: 1119

HT21B: Training 05 - Other (htt21b_05_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 7
Invalid: 1119

HT21B: Training 05 - Other - Specify (htt21b_05_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21B: Training 05 - Don't know/refusal (htt21b_05_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21B: Training 06 - Topic 01: Teaching methods (htt21b_06_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21B: Training 06 - Topic 02: Literacy/numeracy (htt21b_06_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21B: Training 06 - Topic 03: Curriculum subject (htt21b_06_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21B: Training 06 - Topic 04: Extra-curricular (htt21b_06_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21B: Training 06 - Topic 05: School leadership (htt21b_06_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 4
Invalid: 1122

HT21B: Training 06 - Topic 06: Management or school development planning (htt21b_06_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 4
Invalid: 1122

HT21B: Training 06 - Topic 07: Development of instructional materials (htt21b_06_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 4
Invalid: 1122

HT21B: Training 06 - Other (htt21b_06_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 4
Invalid: 1122

HT21B: Training 06 - Other - Specify (htt21b_06_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21B: Training 06 - Don't know/refusal (htt21b_06_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21B: Training 07 - Topic 01: Teaching methods (htt21b_07_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 07 - Topic 02: Literacy/numeracy (htt21b_07_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 07 - Topic 03: Curriculum subject (htt21b_07_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 07 - Topic 04: Extra-curricular (htt21b_07_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 07 - Topic 05: School leadership (htt21b_07_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 07 - Topic 06: Management or school development planning (htt21b_07_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 07 - Topic 07: Development of instructional materials (htt21b_07_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 07 - Other (htt21b_07_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 07 - Other - Specify (htt21b_07_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21B: Training 07 - Don't know/refusal (htt21b_07_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 08 - Topic 01: Teaching methods (htt21b_08_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 08 - Topic 02: Literacy/numeracy (htt21b_08_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 08 - Topic 03: Curriculum subject (htt21b_08_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 08 - Topic 04: Extra-curricular (htt21b_08_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 08 - Topic 05: School leadership (htt21b_08_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 08 - Topic 06: Management or school development planning (htt21b_08_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 08 - Topic 07: Development of instructional materials (htt21b_08_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 08 - Other (htt21b_08_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 08 - Other - Specify (htt21b_08_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21B: Training 08 - Don't know/refusal (htt21b_08_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 01: Teaching methods (htt21b_09_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 02: Literacy/numeracy (htt21b_09_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 03: Curriculum subject (htt21b_09_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 04: Extra-curricular (htt21b_09_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 05: School leadership (htt21b_09_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 06: Management or school development planning (htt21b_09_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Topic 07: Development of instructional materials (htt21b_09_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Other (htt21b_09_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 09 - Other - Specify (htt21b_09_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21B: Training 09 - Don't know/refusal (htt21b_09_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 10 - Topic 01: Teaching methods (htt21b_10_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 10 - Topic 02: Literacy/numeracy (htt21b_10_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 10 - Topic 03: Curriculum subject (htt21b_10_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 10 - Topic 04: Extra-curricular (htt21b_10_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21B: Training 10 - Topic 05: School leadership (htt21b_10_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 10 - Topic 06: Management or school development planning (htt21b_10_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 10 - Topic 07: Development of instructional materials (htt21b_10_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 10 - Other (htt21b_10_othttop)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21B: Training 10 - Other - Specify (htt21b_10_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21B: Training 10 - Don't know/refusal (htt21b_10_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C/TI20C: Training 01 - Organisation 01: LGEA (htt21c_01_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21C/TI20C: Training 01 - Organisation 02: ESSPIN
(htt21c_01_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21C/TI20C: Training 01 - Organisation 03: GEP/UNICEF
(htt21c_01_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21C: Training 01 - Organisation 04: SIP OR TSP (htt21c_01_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 178
 Invalid: 948

HT21C/TI20C: Training 01 - Organisation 05: SUBEB (htt21c_01_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 610
Format: numeric	Invalid: 516
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 06: UBEC (htt21c_01_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 610
Format: numeric	Invalid: 516
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 07: NTI (htt21c_01_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 610
Format: numeric	Invalid: 516
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 08: Donor organisation (htt21c_01_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 610
Format: numeric	Invalid: 516
Width: 1	
Decimals: 0	
Range: 1-2	

HT21C/TI20C: Training 01 - Organisation 09: Non-government organisation (htt21c_01_09)

File: bl_v2_1_htt_tch

Overview

HT21C/TI20C: Training 01 - Organisation 09: Non-government organisation (htt21c_01_09)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 610
Invalid: 516

HT21C/TI20C: Training 01 - Organisation 10: Community organisation (htt21c_01_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 610
Invalid: 516

TI20C: Training 01 - Organisation 11: Head Teacher himself (htt21c_01_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 694

TI20C: Training 01 - Organisation 12: SSOs/SMOs/SSIT (htt21c_01_12)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 694

HT21C/TI20C: Training 01 - Other (htt21c_01_othorg)

File: bl_v2_1_htt_tch

Overview

HT21C/TI20C: Training 01 - Other (htt21c_01_othorg)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21C/TI20C: Training 01 - Other - Specify (htt21c_01_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 32
 Invalid: 0

HT21C/TI20C: Training 01 - Don't know/refusal (htt21c_01_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 610
 Invalid: 516

HT21C/TI20C: Training 02 - Organisation 01: LGEA (htt21c_02_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 212
 Invalid: 914

HT21C/TI20C: Training 02 - Organisation 02: ESSPIN (htt21c_02_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 212
 Invalid: 914

HT21C/TI20C: Training 02 - Organisation 03: GEP/UNICEF (htt21c_02_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C: Training 02 - Organisation 04: SIP OR TSP (htt21c_02_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 71
Invalid: 1055

HT21C/TI20C: Training 02 - Organisation 05: SUBEB (htt21c_02_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 02 - Organisation 06: UBEC (htt21c_02_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 02 - Organisation 07: NTI (htt21c_02_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 02 - Organisation 08: Donor organisation (htt21c_02_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 02 - Organisation 09: Non-government organisation (htt21c_02_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 02 - Organisation 10: Community organisation (htt21c_02_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

TI20C: Training 02 - Organisation 11: Head Teacher himself (htt21c_02_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 141
Invalid: 985

TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT (htt21c_02_12)

File: bl_v2_1_htt_tch

Overview

TI20C: Training 02 - Organisation 12: SSOs/SMOs/SSIT (htt21c_02_12)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 141
Invalid: 985

HT21C/TI20C: Training 02 - Other (htt21c_02_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 02 - Other - Specify (htt21c_02_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 12
Invalid: 0

HT21C/TI20C: Training 02 - Don't know/refusal (htt21c_02_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 212
Invalid: 914

HT21C/TI20C: Training 03 - Organisation 01: LGEA (htt21c_03_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 02: ESSPIN (htt21c_03_02) File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 03: GEP/UNICEF (htt21c_03_03) File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C: Training 03 - Organisation 04: SIP OR TSP (htt21c_03_04) File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 26
Invalid: 1100

HT21C/TI20C: Training 03 - Organisation 05: SUBEB (htt21c_03_05) File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 06: UBEC (htt21c_03_06) File: bl_v2_1_htt_tch

Overview

HT21C/TI20C: Training 03 - Organisation 06: UBEC (htt21c_03_06)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 07: NTI (htt21c_03_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 08: Donor organisation (htt21c_03_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 09: Non-government organisation (htt21c_03_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Organisation 10: Community organisation (htt21c_03_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

TI20C: Training 03 - Organisation 11: Head Teacher himself (htt21c_03_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 35
Invalid: 1091

TI20C: Training 03 - Organisation 12: SSOs/SMOs/SSIT (htt21c_03_12)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 35
Invalid: 1091

HT21C/TI20C: Training 03 - Other (htt21c_03_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C/TI20C: Training 03 - Other - Specify (htt21c_03_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 1
Invalid: 0

HT21C/TI20C: Training 03 - Don't know/refusal (htt21c_03_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 61
Invalid: 1065

HT21C: Training 04 - Organisation 01: LGEA (htt21c_04_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 02: ESSPIN (htt21c_04_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 03: GEP/UNICEF
(htt21c_04_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 04: SIP OR TSP (htt21c_04_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 05: SUBEB (htt21c_04_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 06: UBEC (htt21c_04_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 07: NTI (htt21c_04_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 08: Donor organisation (htt21c_04_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 09: Non-government organisation (htt21c_04_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 10
 Invalid: 1116

HT21C: Training 04 - Organisation 10: Community organisation (htt21c_04_10)

File: bl_v2_1_htt_tch

Overview

HT21C: Training 04 - Organisation 10: Community organisation (htt21c_04_10)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21C: Training 04 - Other (htt21c_04_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21C: Training 04 - Other - Specify (htt21c_04_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

HT21C: Training 04 - Don't know/refusal (htt21c_04_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 10
Invalid: 1116

HT21C: Training 05 - Organisation 01: LGEA (htt21c_05_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 7
Invalid: 1119

HT21C: Training 05 - Organisation 02: ESSPIN (htt21c_05_02)

File: bl_v2_1_htt_tch

HT21C: Training 05 - Organisation 02: ESSPIN (htt21c_05_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 03: GEP/UNICEF (htt21c_05_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 04: SIP OR TSP (htt21c_05_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 05: SUBEB (htt21c_05_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 06: UBEC (htt21c_05_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 07: NTI (htt21c_05_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 08: Donor organisation (htt21c_05_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 09: Non-government organisation (htt21c_05_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Organisation 10: Community organisation (htt21c_05_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Other (htt21c_05_othorg)

File: bl_v2_1_htt_tch

Overview

HT21C: Training 05 - Other (htt21c_05_othorg)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 05 - Other - Specify (htt21c_05_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21C: Training 05 - Don't know/refusal (htt21c_05_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 7
 Invalid: 1119

HT21C: Training 06 - Organisation 01: LGEA (htt21c_06_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21C: Training 06 - Organisation 02: ESSPIN (htt21c_06_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21C: Training 06 - Organisation 03: GEP/UNICEF
(htt21c_06_03)

File: bl_v2_1_htt_tch

HT21C: Training 06 - Organisation 03: GEP/UNICEF (htt21c_06_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 04: SIP OR TSP (htt21c_06_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 05: SUBEB (htt21c_06_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 06: UBEC (htt21c_06_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 07: NTI (htt21c_06_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 08: Donor organisation (htt21c_06_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 09: Non-government organisation (htt21c_06_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Organisation 10: Community organisation (htt21c_06_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Other (htt21c_06_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 1122
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 06 - Other - Specify (htt21c_06_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21C: Training 06 - Don't know/refusal (htt21c_06_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 4
 Invalid: 1122

HT21C: Training 07 - Organisation 01: LGEA (htt21c_07_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 02: ESSPIN (htt21c_07_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 03: GEP/UNICEF
(htt21c_07_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 04: SIP OR TSP (htt21c_07_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 05: SUBEB (htt21c_07_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 06: UBEC (htt21c_07_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 07: NTI (htt21c_07_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 08: Donor organisation (htt21c_07_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 09: Non-government organisation (htt21c_07_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 07 - Organisation 10: Community organisation (htt21c_07_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 07 - Other (htt21c_07_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 07 - Other - Specify (htt21c_07_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21C: Training 07 - Don't know/refusal (htt21c_07_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 08 - Organisation 01: LG EA (htt21c_08_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 08 - Organisation 02: ESSPIN (htt21c_08_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 03: GEP/UNICEF (htt21c_08_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 04: SIP OR TSP (htt21c_08_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 05: SUBEB (htt21c_08_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 06: UBEC (htt21c_08_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 07: NTI (htt21c_08_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 08: Donor organisation (htt21c_08_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 09: Non-government organisation (htt21c_08_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Organisation 10: Community organisation (htt21c_08_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Other (htt21c_08_othorg)

File: bl_v2_1_htt_tch

Overview

HT21C: Training 08 - Other (htt21c_08_othorg)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 08 - Other - Specify (htt21c_08_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21C: Training 08 - Don't know/refusal (htt21c_08_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 09 - Organisation 01: LG EA (htt21c_09_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 09 - Organisation 02: ESSPIN (htt21c_09_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 09 - Organisation 03: GEP/UNICEF
(htt21c_09_03)

File: bl_v2_1_htt_tch

HT21C: Training 09 - Organisation 03: GEP/UNICEF (htt21c_09_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 04: SIP OR TSP (htt21c_09_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 05: SUBEB (htt21c_09_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 06: UBEC (htt21c_09_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 07: NTI (htt21c_09_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 08: Donor organisation (htt21c_09_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 09: Non-government organisation (htt21c_09_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Organisation 10: Community organisation (htt21c_09_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Other (htt21c_09_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 09 - Other - Specify (htt21c_09_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21C: Training 09 - Don't know/refusal (htt21c_09_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 01: LGEA (htt21c_10_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 02: ESSPIN (htt21c_10_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 03: GEP/UNICEF
(htt21c_10_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 04: SIP OR TSP (htt21c_10_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 05: SUBEB (htt21c_10_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 06: UBEC (htt21c_10_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 07: NTI (htt21c_10_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 08: Donor organisation (htt21c_10_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 09: Non-government organisation (htt21c_10_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21C: Training 10 - Organisation 10: Community organisation (htt21c_10_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 10 - Other (htt21c_10_othorg)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21C: Training 10 - Other - Specify (htt21c_10_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

HT21C: Training 10 - Don't know/refusal (htt21c_10_dkr)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 1125
Width: 2	
Decimals: 0	
Range: -9-2	

HT21D/TI20D: Persons which delivered Training 01 (htt21d_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 610
Format: numeric	Invalid: 516
Width: 2	
Decimals: 0	
Range: -2-96	

HT21D/TI20D: Training 01 - Other - Specify (htt21d_01_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 16
 Invalid: 0

HT21D/TI20D: Persons which delivered Training 02 (htt21d_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-96

Valid cases: 212
 Invalid: 914

HT21D/TI20D: Training 02 - Other - Specify (htt21d_02_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 5
 Invalid: 0

HT21D/TI20D: Persons which delivered Training 03 (htt21d_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-96

Valid cases: 61
 Invalid: 1065

HT21D/TI20D: Training 03 - Other - Specify (htt21d_03_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 04 (htt21d_04)

File: bl_v2_1_htt_tch

Overview

HT21D: Persons which delivered Training 04 (htt21d_04)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 10
 Invalid: 1116

HT21D: Training 04 - Other - Specify (htt21d_04_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 05 (htt21d_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 7
 Invalid: 1119

HT21D: Training 05 - Other - Specify (htt21d_05_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 06 (htt21d_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 4
 Invalid: 1122

HT21D: Training 06 - Other - Specify (htt21d_06_oth)

File: bl_v2_1_htt_tch

Overview

HT21D: Training 06 - Other - Specify (htt21d_06_oth)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 07 (htt21d_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 1125

HT21D: Training 07 - Other - Specify (htt21d_07_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 08 (htt21d_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 1125

HT21D: Training 08 - Other - Specify (htt21d_08_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 09 (htt21d_09)

File: bl_v2_1_htt_tch

Overview

HT21D: Persons which delivered Training 09 (htt21d_09)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 1125

HT21D: Training 09 - Other - Specify (htt21d_09_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21D: Persons which delivered Training 10 (htt21d_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-96

Valid cases: 1
 Invalid: 1125

HT21D: Training 10 - Other - Specify (htt21d_10_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0
 Invalid: 0

HT21E/TI20E: Length (days) of Training 01 (htt21e_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-30

Valid cases: 610
 Invalid: 516

HT21E/TI20E: Length (days) of Training 02 (htt21e_02)

File: bl_v2_1_htt_tch

Overview

HT21E/TI20E: Length (days) of Training 02 (htt21e_02)

File: bl_v2_1_htt_tch

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-24

Valid cases: 212
 Invalid: 914

HT21E/TI20E: Length (days) of Training 03 (htt21e_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -2-5

Valid cases: 61
 Invalid: 1065

HT21E: Length (days) of Training 04 (htt21e_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 10
 Invalid: 1116

HT21E: Length (days) of Training 05 (htt21e_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 7
 Invalid: 1119

HT21E: Length (days) of Training 06 (htt21e_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-3

Valid cases: 4
 Invalid: 1122

HT21E: Length (days) of Training 07 (htt21e_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21E: Length (days) of Training 08 (htt21e_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1
 Invalid: 1125

HT21E: Length (days) of Training 09 (htt21e_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-1

Valid cases: 1
 Invalid: 1125

HT21E: Length (days) of Training 10 (htt21e_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1
 Invalid: 1125

HT36: Any primary class taught? (htt36)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 218
 Invalid: 908

HT37/TI25: 01 Primary class taught - Class 1 (htt37_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT37/TI25: 02 Primary class taught - Class 2 (htt37_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT37/TI25: 03 Primary class taught - Class 3 (htt37_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT37/TI25: 04 Primary class taught - Class 4 (htt37_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT37/TI25: 05 Primary class taught - Class 5 (htt37_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT37/TI25: 06 Primary class taught - Class 6 (htt37_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT38/TI26: 01 Subject taught in current school year - English (htt38_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT38/TI26: 02 Subject taught in current school year - Mathematics (htt38_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT38/TI26: 03 Subject taught in current school year - Social studies (htt38_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 1126
 Invalid: 0

HT38/TI26: 04 Subject taught in current school year - Primary science; basic sci (htt38_04)

File: bl_v2_1_htt_tch

Overview

HT38/TI26: 04 Subject taught in current school year - Primary science; basic sci (htt38_04)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: 05 Subject taught in current school year - Islamic studies (htt38_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: 06 Subject taught in current school year - Christian religious studie (htt38_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: 07 Subject taught in current school year - Home economics (htt38_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: 08 Subject taught in current school year - Agriculture (htt38_08)

File: bl_v2_1_htt_tch

Overview

HT38/TI26: 08 Subject taught in current school year - Agriculture (htt38_08)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: 09 Subject taught in current school year - Civic education (htt38_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: 10 Subject taught in current school year - Hausa (htt38_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38: 11 Subject taught in current school year - Arabic (htt38_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 218
Invalid: 908

HT38: 12 Subject taught in current school year - Cultural and creative arts (htt38_12)

File: bl_v2_1_htt_tch

Overview

HT38: 12 Subject taught in current school year - Cultural and creative arts (htt38_12)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 218
Invalid: 908

TI26: 13 Subject taught in current school year - Health science (htt38_13)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 908
Invalid: 218

TI26: 14 Subject taught in current school year - Drawing (htt38_14)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 908
Invalid: 218

TI26: 15 Subject taught in current school year - Writing (htt38_15)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 908
Invalid: 218

HT38/TI26: Other (htt38_othsub)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT38/TI26: Other - Specify (htt38_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 76
 Invalid: 0

HT39/TI27A: I enjoy teaching very much (htt39)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1126
 Invalid: 0

HT40/TI27B: As a teacher, I perform an important role in society (htt40)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1126
 Invalid: 0

HT41/TI27C: No point trying to teach pupils whose parents cannot read or write (htt41)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1126
 Invalid: 0

HT42/TI27D: Difficult to teach in this school as building is in poor condition (htt42)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-4

Valid cases: 1126
 Invalid: 0

HT43/TI27E: It is difficult to manage pupils in my classrooms
(htt43)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT44/TI27F: If I could choose another job today, I would still
choose teaching (htt44)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT45/TI27G: In the past two years, my job has become more
satisfying (htt45)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT46/TI27H: I teach too many classes (htt46)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT47/TI27I: Teachers at my school have the knowledge and skills
to do their jobs (htt47)

File: bl_v2_1_htt_tch

Overview

HT47/TI27I: Teachers at my school have the knowledge and skills to do their jobs (htt47)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT48/TI27J: Teachers at this school are highly committed to their job (htt48)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT49/TI27K: I have teachers that I consider my friends at my school (htt49)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT50/TI27L: Teachers at my school work well together (htt50)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT51/TI27M: Teaching my class yesterday was boring (htt51)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT52/TI27N: It is worth working harder to make sure the pupils do well (htt52)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT53/TI27O: Most pupils in this school are not intelligent enough to do well (htt53)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT54/TI27P: Teaching is very tiring (htt54)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT55/TI27Q: Teaching well is important to me (htt55)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT56/TI27R: Teachers at this school trust each other (htt56)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT57/TI27S: Pupils work hard in this school and want to succeed (htt57)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT58/TI27T: I try my best to teach my pupils but their parents do not help (htt58)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT59/TI27U: Teachers at this school feel responsible to help each other out (htt59)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT60/TI27V: There are too many pupils in my classroom (htt60)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT61/TI27W: I don't always have the materials I need to do my job (htt61)

File: bl_v2_1_htt_tch

Overview

HT61/TI27W: I don't always have the materials I need to do my job (htt61)

File: bl_v2_1_htt_tch

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT62/TI27X: I have all the support I need to teach my pupils well (htt62)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT63/TI27Y: There is no point in spending a lot of time preparing for a class (htt63)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-4

Valid cases: 1126
Invalid: 0

HT71/TI28: Ownership of a mobile phone? (htt71)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 1126
Invalid: 0

HT72/TI29: Does mobile phone play both video and audio? (htt72)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-3

Valid cases: 1109
Invalid: 17

HT73/TI30: 01 Mobile phone use - Voice calls (htt73_01)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 02 Mobile phone use - Send/receive SMS/MMS (htt73_02)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 03 Mobile phone use - Listen to radio (htt73_03)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 04 Mobile phone use - Listen to music (non-radio) (htt73_04)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 05 Mobile phone use - Play games (htt73_05)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 06 Mobile phone use - Take photos/look at photos (htt73_06)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 1-2	

HT73/TI30: 07 Mobile phone use - Browse internet (htt73_07)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 1-2	

HT73/TI30: 08 Mobile phone use - Read news/stories (htt73_08)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 1-2	

HT73/TI30: 09 Mobile phone use - Calculator (htt73_09)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 1-2	

HT73/TI30: 10 Mobile phone use - Date and/or time (htt73_10)

File: bl_v2_1_htt_tch

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 17
Width: 1	
Decimals: 0	
Range: 1-2	

HT73/TI30: 11 Mobile phone use - Social media (htt73_11)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 12 Mobile phone use - Watch video (htt73_12)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: 13 Mobile phone use - Research/learning (htt73_13)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: Other (htt73_othuse)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1109
 Invalid: 17

HT73/TI30: Other - Specify (htt73_oth)

File: bl_v2_1_htt_tch

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 31
 Invalid: 0

Survey wave (surveywave)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1070
 Invalid: 0

State ID (id_state)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 1070
 Invalid: 0

School ID (id_school)

File: bl_v2_1_lo

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1004

Valid cases: 1070
 Invalid: 0
 Minimum: 1
 Maximum: 1004

Teacher ID (unique within school) (id_teacher)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1070
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 1070
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_lo

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 110-3141

Valid cases: 1070
 Invalid: 0
 Minimum: 110
 Maximum: 3141

Sampling Weight [Lesson Observation] (weight_lo)

File: bl_v2_1_lo

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-12

Valid cases: 1070
 Invalid: 0
 Minimum: 1
 Maximum: 12

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_lo

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.181818181818182-1

Valid cases: 1070
 Invalid: 0
 Minimum: 0.2
 Maximum: 1

C04: 3 mins: Teacher talk (a_3)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 1070
 Invalid: 0

Pre question

Observe class at 3 minutes

C04: 3 mins: Teacher language (b_3)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1070
 Invalid: 0

Pre question

C04: 3 mins: Teacher language (b_3)

File: bl_v2_1_lo

Observe class at 3 minutes

C04: 3 mins: Teacher action (c_3)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1070
 Invalid: 0

Pre question

Observe class at 3 minutes

C04: 3 mins: Pupil activity (d_3)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1070
 Invalid: 0

Pre question

Observe class at 3 minutes

C05: 6 mins: Teacher talk (a_6)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 1069
 Invalid: 1

Pre question

Observe class at 6 minutes

C05: 6 mins: Teacher language (b_6)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1069
 Invalid: 1

Pre question

C05: 6 mins: Teacher language (b_6)

File: bl_v2_1_lo

Observe class at 6 minutes

C05: 6 mins: Teacher action (c_6)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1069
 Invalid: 1

Pre question

Observe class at 6 minutes

C05: 6 mins: Pupil activity (d_6)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1069
 Invalid: 1

Pre question

Observe class at 6 minutes

C06: 9 mins: Teacher talk (a_9)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 1064
 Invalid: 6

Pre question

Observe class at 9 minutes

C06: 9 mins: Teacher language (b_9)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1063
 Invalid: 7

Pre question

C06: 9 mins: Teacher language (b_9)

File: bl_v2_1_lo

Observe class at 9 minutes

C06: 9 mins: Teacher action (c_9)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1063
 Invalid: 7

Pre question

Observe class at 9 minutes

C06: 9 mins: Pupil activity (d_9)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1062
 Invalid: 8

Pre question

Observe class at 9 minutes

C07: 12 mins: Teacher talk (a_12)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 1053
 Invalid: 17

Pre question

Observe class at 12 minutes

C07: 12 mins: Teacher language (b_12)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1053
 Invalid: 17

Pre question

C07: 12 mins: Teacher language (b_12)

File: bl_v2_1_lo

Observe class at 12 minutes

C07: 12 mins: Teacher action (c_12)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1053
 Invalid: 17

Pre question

Observe class at 12 minutes

C07: 12 mins: Pupil activity (d_12)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1053
 Invalid: 17

Pre question

Observe class at 12 minutes

C08: 15 mins: Teacher talk (a_15)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 1024
 Invalid: 46

Pre question

Observe class at 15 minutes

C08: 15 mins: Teacher language (b_15)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1024
 Invalid: 46

Pre question

C08: 15 mins: Teacher language (b_15)

File: bl_v2_1_lo

Observe class at 15 minutes

C08: 15 mins: Teacher action (c_15)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1023
 Invalid: 47

Pre question

Observe class at 15 minutes

C08: 15 mins: Pupil activity (d_15)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 1022
 Invalid: 48

Pre question

Observe class at 15 minutes

C09: 18 mins: Teacher talk (a_18)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 967
 Invalid: 103

Pre question

Observe class at 18 minutes

C09: 18 mins: Teacher language (b_18)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 967
 Invalid: 103

Pre question

C09: 18 mins: Teacher language (b_18)

File: bl_v2_1_lo

Observe class at 18 minutes

C09: 18 mins: Teacher action (c_18)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 967
 Invalid: 103

Pre question

Observe class at 18 minutes

C09: 18 mins: Pupil activity (d_18)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 962
 Invalid: 108

Pre question

Observe class at 18 minutes

C10: 21 mins: Teacher talk (a_21)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 893
 Invalid: 177

Pre question

Observe class at 21 minutes

C10: 21 mins: Teacher language (b_21)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 892
 Invalid: 178

Pre question

C10: 21 mins: Teacher language (b_21)

File: bl_v2_1_lo

Observe class at 21 minutes

C10: 21 mins: Teacher action (c_21)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 891
 Invalid: 179

Pre question

Observe class at 21 minutes

C10: 21 mins: Pupil activity (d_21)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 889
 Invalid: 181

Pre question

Observe class at 21 minutes

C11: 24 mins: Teacher talk (a_24)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 781
 Invalid: 289

Pre question

Observe class at 24 minutes

C11: 24 mins: Teacher language (b_24)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 781
 Invalid: 289

Pre question

C11: 24 mins: Teacher language (b_24)

File: bl_v2_1_lo

Observe class at 24 minutes

C11: 24 mins: Teacher action (c_24)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 778
 Invalid: 292

Pre question

Observe class at 24 minutes

C11: 24 mins: Pupil activity (d_24)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 770
 Invalid: 300

Pre question

Observe class at 24 minutes

C12: 27 mins: Teacher talk (a_27)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 682
 Invalid: 388

Pre question

Observe class at 27 minutes

C12: 27 mins: Teacher language (b_27)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 681
 Invalid: 389

Pre question

C12: 27 mins: Teacher language (b_27)

File: bl_v2_1_lo

Observe class at 27 minutes

C12: 27 mins: Teacher action (c_27)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 681
 Invalid: 389

Pre question

Observe class at 27 minutes

C12: 27 mins: Pupil activity (d_27)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 670
 Invalid: 400

Pre question

Observe class at 27 minutes

C13: 30 mins: Teacher talk (a_30)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 564
 Invalid: 506

Pre question

Observe class at 30 minutes

C13: 30 mins: Teacher language (b_30)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 563
 Invalid: 507

Pre question

C13: 30 mins: Teacher language (b_30)

File: bl_v2_1_lo

Observe class at 30 minutes

C13: 30 mins: Teacher action (c_30)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 562
 Invalid: 508

Pre question

Observe class at 30 minutes

C13: 30 mins: Pupil activity (d_30)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 550
 Invalid: 520

Pre question

Observe class at 30 minutes

C14: 33 mins: Teacher talk (a_33)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 441
 Invalid: 629

Pre question

Observe class at 33 minutes

C14: 33 mins: Teacher language (b_33)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 441
 Invalid: 629

Pre question

C14: 33 mins: Teacher language (b_33)

File: bl_v2_1_lo

Observe class at 33 minutes

C14: 33 mins: Teacher action (c_33)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 441
 Invalid: 629

Pre question

Observe class at 33 minutes

C14: 33 mins: Pupil activity (d_33)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 438
 Invalid: 632

Pre question

Observe class at 33 minutes

C15: 36 mins: Teacher talk (a_36)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 386
 Invalid: 684

Pre question

Observe class at 36 minutes

C15: 36 mins: Teacher language (b_36)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 386
 Invalid: 684

Pre question

C15: 36 mins: Teacher language (b_36)

File: bl_v2_1_lo

Observe class at 36 minutes

C15: 36 mins: Teacher action (c_36)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 385
 Invalid: 685

Pre question

Observe class at 36 minutes

C15: 36 mins: Pupil activity (d_36)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 382
 Invalid: 688

Pre question

Observe class at 36 minutes

C16: Was the lesson still ongoing when you finished? (c16)

File: bl_v2_1_lo

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 386
 Invalid: 684

Pre question

Was the lesson still ongoing when you finished?

C17: Number of pupils attending this class today (c17)

File: bl_v2_1_lo

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 2-230

Valid cases: 1068
 Invalid: 2
 Minimum: 2
 Maximum: 230

Pre question

C17: Number of pupils attending this class today (c17)

File: bl_v2_1_lo

Number of pupils attending this class today

C18: Which of the following actions did you observe at the end of the lesson? (c18)

File: bl_v2_1_lo

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 755
Invalid: 0

Pre question

Which of the following did you observe at the end of the lesson? Tick all that apply. Skip if C16=1 [a. Teacher summarised day's lesson; b. Teacher revisited lesson's objectives; c. Teacher gave students homework; d. None of the above]

C19: Which of the following resources did you observe? (c19)

File: bl_v2_1_lo

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1068
Invalid: 0

Pre question

Which of the following resources did you observe being used? Tick all that apply. [a. Teacher's textbook; b. Functioning blackboard; c. Chalk; d. Poster, chart or pictures; e. Resources made by the teacher (i.e. lesson plan, handouts, etc); f. Tools or objects from the local environment; g. Audio; h. Video; i. Science equipment; j. Other equipment; k. None of the above]

C20: What kind of science equipment did you observe? (c20)

File: bl_v2_1_lo

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Pre question

What kind of science equipment did you observe? Skip this question if C19 does not contain i

C21: What other kind of equipment did you observe? (c21)

File: bl_v2_1_lo

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Pre question

What other kind of equipment did you observe? Skip this question if C19 does not contain j

C22: Class(es) observed (c22)

File: bl_v2_1_lo

Overview

Type: Discrete

Format: character

Width: 4

Valid cases: 1068

Invalid: 0

Pre question

Class(es) observed. Tick all that apply. [a. class 1; b. class 2; c. class 3; d. class 4; e. class 5; f. class 6]

C23: Subject observed (c23)

File: bl_v2_1_lo

Overview

Type: Discrete

Format: character

Width: 3

Valid cases: 1068

Invalid: 0

Pre question

Subject observed. Tick all that apply. [1. English; 2. Maths; 3. Science; 4. Other]

C24: Did you observe co-teaching in this class? (c24)

File: bl_v2_1_lo

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 1068

Invalid: 2

Pre question

Did you observe co-teaching in this class?

Number of instances of praise (praise)

File: bl_v2_1_lo

Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1-61

Valid cases: 957

Invalid: 113

Minimum: 1

Maximum: 61

Number of instances of reprimand (reprimand)

File: bl_v2_1_lo

Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1-75

Valid cases: 499

Invalid: 571

Minimum: 1

Maximum: 75

Total duration of observation (minutes) (n_interval_time)

File: bl_v2_1_lo

Overview

Type: Continuous	Valid cases: 1070
Format: numeric	Invalid: 0
Width: 2	Minimum: 3
Decimals: 0	Maximum: 36
Range: 3-36	

Description

This constructed indicator indicates the total duration of the observation in minutes.

Proportion (%) of lesson time spent by teacher in positive interaction (n_ped_positive)

File: bl_v2_1_lo

Overview

Type: Continuous	Valid cases: 1070
Format: numeric	Invalid: 0
Width: 16	Minimum: 0
Decimals: 0	Maximum: 72.9
Range: 0-72.9166717529297	

Description

Please refer to a detailed explanation of this indicator in the Final Baseline Report (External Resources)

Survey wave (surveywave)

File: bl_v2_1_tdna

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 1158
 Invalid: 0

State ID (id_state)

File: bl_v2_1_tdna

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 1158
 Invalid: 0

School ID (id_school)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1002

Valid cases: 1158
 Invalid: 0
 Minimum: 1
 Maximum: 1002

Teacher ID (unique within school) (id_teacher)

File: bl_v2_1_tdna

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 1158
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_tdna

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 1158
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 110-3141

Valid cases: 1158
 Invalid: 0
 Minimum: 110
 Maximum: 3141

Sampling Weight [TDNA] (weight_tdna)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-22

Valid cases: 1158
 Invalid: 0
 Minimum: 1
 Maximum: 22

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.181818181818182-1

Valid cases: 1158
 Invalid: 0
 Minimum: 0.2
 Maximum: 1

Raw TDNA score on 25: Maths (n_tdna_math)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-24

Valid cases: 1158
 Invalid: 0
 Minimum: 0
 Maximum: 24

Raw TDNA score on 23: English (n_tdna_eng)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-23

Valid cases: 1158
 Invalid: 0
 Minimum: 0
 Maximum: 23

Raw TDNA score on 33: Science (n_tdna_sci)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-25.5

Valid cases: 1158
 Invalid: 0
 Minimum: 0
 Maximum: 25.5

Raw TDNA score on 25: Measuring pupil progress
(n_tdna_progress)

File: bl_v2_1_tdna

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-21

Valid cases: 1158
 Invalid: 0
 Minimum: 0
 Maximum: 21

Survey wave (surveywave)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-1

Valid cases: 2575
 Invalid: 0

State ID (id_state)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 2575
 Invalid: 0

School ID (id_school)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-1004

Valid cases: 2575
 Invalid: 0
 Minimum: 1
 Maximum: 1004

Pupil ID (unique within school) (id_pupil)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-8

Valid cases: 2575
 Invalid: 0

Treatment/Control (treatment)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 2575
 Invalid: 0

Sampling Strata [State, LGA, T/C] (strata)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 110-3141

Valid cases: 2575
 Invalid: 0
 Minimum: 110
 Maximum: 3141

Sampling Weight [Pupil] (weight_pupil)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 1.42857142857143-129.59375

Valid cases: 2575
 Invalid: 0
 Minimum: 1.4
 Maximum: 129.6

Sampling FPC [Inverse of school weight] (fpc_school)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0.181818181818182-1

Valid cases: 2575
 Invalid: 0
 Minimum: 0.2
 Maximum: 1

Sampling FPC [Inverse of within-school pupil weight] (fpc_pupil)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0.0212201591511936-1

Valid cases: 2575
 Invalid: 0
 Minimum: 0
 Maximum: 1

Can pupil hear? (pt001)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 2575
 Invalid: 0

Pre question

Can pupil hear? (pt001)

File: bl_v2_1_pt

While leading the pupil to the test location, greet the child and ask his/her name, using the local language where possible. When you first speak to the pupil, if the pupil shows no signs of hearing what you say, confirm with the teacher whether the pupil can hear. If he or she cannot hear but can understand through some other means - lip-reading or through a signing assistant - continue with the test. If the pupil is not able to understand you, give them the biscuit, drink and pencil, and thank them for their participation.

Post question

If (2) The test will not be administered.

Can pupil speak? (pt002)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2575
Invalid: 0

Pre question

Prompt if necessary until you get a reply to your greeting or introduction. Mark whether the pupil responds verbally to your greeting, to say their name, or in response to any other question by you or anyone else.

Post question

If (2) Questions requiring speech will be skipped.

Sex (pt003)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2575
Invalid: 0

Pre question

Is the pupil a boy or girl?

Age (pt004)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-16

Valid cases: 2575
Invalid: 0

Pre question

Ask this question in the child's local language. Enter 99 if the pupil does not know his or her age.

Literal question

How old are you?

Language spoken at home (pt005)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -2-50

Valid cases: 2574
Invalid: 1

Literal question

What language do you mostly speak at home?

Language spoken at home - Other (pt005_oth)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: character
Width: 13

Valid cases: 9
Invalid: 0

Can pupil see? (pt006)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2575
Invalid: 0

Pre question

Point to the pupil book on the table.

Literal question

I am going to ask you some questions. I will ask you to write or say the answers. You should try your best but do not worry if you cannot answer. Can you see the book here?

Post question

Mark whether the pupil indicates that he/she can see the book, by looking at it and/or saying yes. If (2) Questions requiring sight will be skipped.

Can pupil write? (pt007)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2575
Invalid: 0

Pre question

Give the child the pencil. Draw a line on the pupil book between the two dots at the top of the page. Point to the two dots lower down the page.

Literal question

I'm going to draw a line between these two dots. Now, can you do the same and draw a line between these two dots?

Can pupil write? (pt007)

File: bl_v2_1_pt

Post question

Mark whether the pupil draws or writes something on the book, regardless of whether it is a straight line between the two dots or something else. If (2) Questions requiring writing will be skipped.

Asset in family home (a) - Sofa (pt233_a)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 2575
Invalid: 0

Asset in family home (b) - Chair (pt233_b)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 2575
Invalid: 0

Asset in family home (c) - Table (pt233_c)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 2575
Invalid: 0

Asset in family home (d) - Mattress/bed (pt233_d)

File: bl_v2_1_pt

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-2

Valid cases: 2575
Invalid: 0

Asset in family home (e) - Mat (pt233_e)

File: bl_v2_1_pt

Asset in family home (e) - Mat (pt233_e)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (f) - Sewing machine (pt233_f)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (g) - Fridge (pt233_g)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (h) - Bicycle (pt233_h)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (i) - Motorbike (pt233_i)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (j) - Car (pt233_j)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (k) - Generator (pt233_k)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (l) - Fan (pt233_l)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (m) - Radio (pt233_m)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (n) - TV (pt233_n)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (o) - Computer (pt233_o)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (p) - Mobile phone (pt233_p)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Asset in family home (q) - Air conditioner (pt233_q)

File: bl_v2_1_pt

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: -9-2

Valid cases: 2575
 Invalid: 0

Raw pupil score for English literacy (n_rawscore_lit)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-15.75

Valid cases: 2575
 Invalid: 0
 Minimum: 0
 Maximum: 15.8

Raw pupil score for numeracy (n_rawscore_num)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-17

Valid cases: 2575
 Invalid: 0
 Minimum: 0
 Maximum: 17

Raw pupil score for scientific literacy (n_rawscore_sci)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 0-32.5999984741211

Valid cases: 2575
 Invalid: 0
 Minimum: 0
 Maximum: 32.6

Rasch scaled scores for pupil English literacy test (on 500)

(n_rasche500_lit)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 281.827283741898-931.933263761287

Valid cases: 2571
 Invalid: 4
 Minimum: 281.8
 Maximum: 931.9

Rasch scaled scores for pupil numeracy test (on 500)

(n_rasche500_num)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 237.365754047951-915.024343576398

Valid cases: 2571
 Invalid: 4
 Minimum: 237.4
 Maximum: 915

Rasch scaled scores for pupil scientific literacy test (on 500)

(n_rasche500_sci)

File: bl_v2_1_pt

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: -8.00227094369279-807.084007302997

Valid cases: 2571
 Invalid: 4
 Minimum: -8
 Maximum: 807.1

State-wise pupil household asset index (n_statewise_pupil_ai)

File: bl_v2_1_pt

Overview

State-wise pupil household asset index (n_statewise_pupil_ai)

File: bl_v2_1_pt

Type: Continuous

Format: numeric

Width: 17

Decimals: 0

Range: -3.04403114318848-6.04824066162109

Valid cases: 2565

Invalid: 10

Minimum: -3

Maximum: 6

State-wise pupil household asset index quintiles

(n_statewise_pupil_aiq)

File: bl_v2_1_pt

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-5

Valid cases: 2565

Invalid: 10

Related Materials

Questionnaires

Head Teacher Interview (HT) Questionnaire

Title Head Teacher Interview (HT) Questionnaire
 Author(s) Oxford Policy Management Ltd
 Date 2014-11-01
 Language English
 Filename TDP IE Head Teacher Interview (HT) FINAL EN 2014-11-01.pdf

Teacher Interview (TI) Questionnaire

Title Teacher Interview (TI) Questionnaire
 Author(s) Oxford Policy Management Ltd
 Date 2014-11-01
 Language English
 Filename TDP IE Teacher Interview (TI) FINAL EN 2014-11-01.pdf

Lesson Observation (LO) Questionnaire

Title Lesson Observation (LO) Questionnaire
 Author(s) Oxford Policy Management Ltd
 Date 2014-11-01
 Language English
 Filename TDP IE Lesson Observation (LO) FINAL EN 2014-11-01.pdf

Reports

EDOREN Evaluation Framework and Plan

Title EDOREN Evaluation Framework and Plan
 Author(s) Oxford Policy Management Ltd/EDOREN
 Date 2014-12-10
 Language English
 Filename TDP evaluation framework final version.pdf

Technical documents

EDOREN Final Baseline Technical Report, Volume I: Results and Discussion

Title EDOREN Final Baseline Technical Report, Volume I: Results and Discussion
 Author(s) Oxford Policy Management Ltd/EDOREN
 Date 2014-12-10
 Country Nigeria
 Language English

Filename EDOREN TDP IE Mixed Method BL Report Vol I_FINAL.pdf

EDOREN Final Baseline Technical Report, Volume II: Methods, Technical Annexes and Supplementary Analyses

Title EDOREN Final Baseline Technical Report, Volume II: Methods, Technical Annexes and Supplementary Analyses
Author(s) Oxford Policy Management Ltd/EDOREN
Date 2014-12-10
Country Nigeria
Language English
Filename EDOREN TDP IE Mixed Method BL Report Vol II_FINAL.pdf
